

System of School Success

HANDBOOK



System of School Success

INFORMATION GUIDE

January 201

Table of Contents

South Dakota Department of Education Aspiration, Goals and Strategies	2
Every Student Succeeds Act (ESSA)	3
South Dakota System of School Success.....	3
Identification of Comprehensive and Targeted Support and Improvement Schools.....	4
Theory of Action	9
School Success Framework.....	9
School Success Process	12
Comprehensive Support and Improvement (CSI) Differentiation	21
Targeted and Additional Targeted Support and Improvement (TSI/ATSI) Differentiation.....	26
References	31
Appendix.....	32

South Dakota Department of Education Aspiration, Goals and Strategies

College, Career and Life Ready

All students graduate college, career and life ready.



The South Dakota Department of Education's (SD DOE) aspiration is for all students to leave the K-12 education system **College, Career and Life Ready**. Recognizing that students will pursue a variety of paths following high school graduation, South Dakota has high expectations for all students. SD DOE focuses its efforts and resources towards ensuring quality educational opportunities and ongoing improvement of student outcomes – either through support of educators and school leaders, or directly with students.

SD DOE Goals and Strategies

SD DOE is focused on a series of **goals** to achieve this aspiration. These goals are:

- Students enter 4th grade proficient in reading;
- Students enter 9th grade proficient in math;
- Native American students see increased academic success;
- Students graduate high school ready for postsecondary and the workforce.

In addition, SD DOE has identified these foundational supports necessary to achieving the aspiration and goals:

- Students have access to high quality standards and instruction;
- Students are supported by effective teachers and leaders;
- School environments are safe and conducive to learning.

Every Student Succeeds Act (ESSA)

Evolution of ESSA

The Elementary and Secondary Education Act (ESEA) was created in 1965 by President Lyndon B Johnson who believed in providing a full educational opportunity. ESEA was reauthorized in December 2015, and named the Every Student Succeeds Act (ESSA). Throughout the fifty-plus years, the overall mission of ESEA has remained the same: provide equal opportunities for all students.



South Dakota System of School Success

Following the shift of decision making back to the states, South Dakota, with the advisement of stakeholders, created a state plan tailored to the needs of South Dakota students, all while meeting ESSA requirements.

In order to affect long-lasting improvement in South Dakota schools, SD DOE has created a responsive system intended to build the effectiveness of districts and schools to identify and address the diverse needs of students. This approach, The South Dakota System of School Success, is comprised of the School Success Framework and the School Success Process.

This document contains guidance, tools, and best practices to assist districts and schools as they navigate the South Dakota System of School Success.

Identification of Comprehensive and Targeted Support and Improvement Schools

Comprehensive Support and Improvement

In accordance with ESSA, SD DOE annually designates schools for Comprehensive Support and Improvement. The department has three methods of identifying schools CSI schools.

Comprehensive Support and Improvement: Lowest 5% Title I The lowest-performing five percent of Title I schools are identified for Comprehensive Support using the results of the School Performance Index (SPI). The SPI returns a summative point rating for each school based on the point structures, as detailed in the tables below. SD DOE ranks separately Title I elementary and middle schools, and high schools, according to their overall SPI score; those five percent of Title I elementary and middle schools, and high schools, receiving the lowest overall SPI scores will be designated for Comprehensive Support under this category. Schools identified for Comprehensive Support will be designated for a period of four year to use interventions and strategies to improve the overall performance of their students.

Comprehensive Support and Improvement: Graduation Rate SD DOE also examines the graduation rates of all public high schools in the state. Those public high schools with a graduation rate below 67% will be designated for Comprehensive Support.

Comprehensive Support and Improvement SD DOE will identify for Comprehensive Support any Title I school designated for Additional Targeted Support and Intervention (ATSI) if the school has not met exit criteria after four years.

For more information, please see the SD DOE State ESSA Plan.

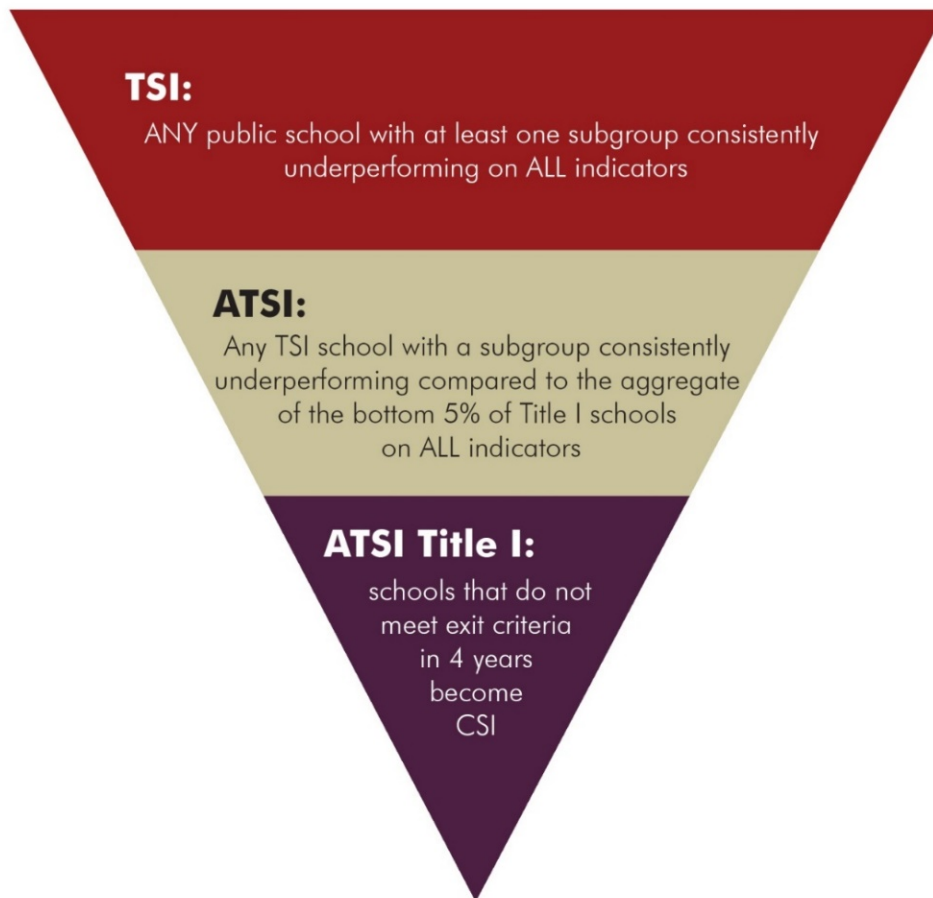
Targeted Support and Improvement

In accordance with ESSA, SD DOE annually designates schools for Targeted Support and Improvement and Additional Support and Improvement.

Targeted Support and Improvement (TSI)- Any public school with a subgroup or its Gap group performing disproportionately below the performance of the all students group on all indicators over a period of three years.

Additional Targeted Support and Improvement (ATSI)- A TSI school with a subgroup or its Gap group performing no better on all indicators than the aggregate performance of the bottom 5% of Title I schools over a period of three years.

For more information, please see the SD DOE State ESSA Plan.



Identification of Schools

Designation	Identification Criteria	When is Designation?	How Often?
Comprehensive Support & Improvement (CSI)	Lowest-performing 5% of Title I schools, based on SPI	SY 18-19 (based on SY 17-18 data)	Annually
	Public high schools with a graduation rate of less than 67%		
	Title I ATSI schools who do not exit within four years	After four years of not exiting ATSI, beginning SY 23-24	
Targeted Support & Improvement (TSI)	Public schools with a subgroup or its Gap group performing disproportionately below the performance of the all students group on all indicators over a period of three years	SY 18-19 (based on three years' worth of data)	Annually
Additional Targeted Support & Improvement (ATSI)	A TSI school with a subgroup or its Gap group performing no better on all indicators than the aggregate performance of the bottom 5% of Title I schools over a period of three years	SY 18-19 (based on three years' worth of data)	Annually

Adapted from: Council of Chief State School Officers and EducationCounsel. 2018. Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems. Washington, DC.

School Performance Index Indicators

High School Indicators

- Student Achievement for Math
- Student Achievement for English Language Arts
- English Language Proficiency
- Four-Year Cohort Graduation Rate
- College and Career Readiness
- High School Completion Rate

Elementary and Middle School Indicators

- Student Achievement for Math and English Language Arts
- English Language Proficiency
- Academic Growth
- School Quality = Attendance

High School SPI Points Distribution

Indicator		Maximum Points Available	
Academic Indicators	Student Achievement	Math	20
		English Language Arts	20
		Total	40
	Four-Year Cohort Graduation		12.5
	College and Career Readiness		25
	English Language Proficiency		10
High School Completion			12.5
Total			100

Elementary and Middle School SPI Points Distribution

Indicator		Maximum Points Available		
Academic Indicators	Student Achievement	Math	20	
		English Language Arts	20	
		Total	40	
	Academic Growth	English Language Arts- All Students	10	
		Math- All Students	10	
		English Language Arts- Lowest Quartile	10	
		Math- Lowest Quartile	10	
		Total	40	
		English Language Proficiency		10
	School Quality*			10
Total			100	

*This will be measured through attendance for the 2017-18 and 2018-19 school years, at which point South Dakota will explore other school quality indicators.

Subgroups

SD DOE reports and bases accountability decisions on the following federally recognized student groups, or subgroups:

Race/Ethnicity	Program Participation
White/Caucasian	Students with Disabilities*
Hispanic/Latino*	English Learners*
Black/African American*	Economically Disadvantaged*
American Indian/Alaska Native*	
Hawaiian/Pacific Islander	
Asian	
Two or More Races	

*Those subgroups with asterisks comprise the super subgroup referred to as the Gap group. See below for more detail.

Gap Group

The Gap group is an aggregate count of student groups in South Dakota that have historically experienced achievement gaps. South Dakota currently includes the following student groups in its Gap group: African American, American Indian/Alaska Native, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Learners.

A student is only counted once- either as one Gap group student or as one Non-gap group student. The composition of the Gap group will be reexamined in 2019-2020.

How exactly does the use of the Gap and Non-gap groups increase transparency? South Dakota maintains an n size of 10. Any group with fewer than 10 members is not published on the public Accountability Report Card. (That data does remain available to schools and districts through a secure private report card).

A school with 100 students might break out like this:

- **White/Caucasian: 55**
- English Learners: 2
- African American: 9
- Hispanic: 9
- Asian/Pacific Islander: 9
- American Indian/Alaska Native: 9
- Two or more races: 9
- Economically Disadvantaged: 9
- Students with Disabilities: 5
- **All students: 100**

In this scenario, the “all students” and “White/Caucasian” groups are the only ones with more than 10 members, and therefore, the only groups whose data would be reported. That means *45 percent* of the school’s students would not have their data reported, and their performance would essentially be masked.

Here is what happens when the Gap group and Non-gap groups are considered:

- White/Caucasian: 55
- English learners: 2
- African American: 9
- Hispanic: 9
- Asian/Pacific Islander: 9
- American Indian/Alaska Native: 9
- Two or more races: 9
- Economically Disadvantaged: 9
- Students with Disabilities: 5
- All Students: 100
- **Gap Group (unduplicated count): 50**
- **Non-gap Group (unduplicated count): 50**

With this scenario, 45 percent of students left out of the first example are counted and reported via the super subgroup – which includes an unduplicated count of the students represented in the African American, Hispanic, American Indian, Economically Disadvantaged, and Students with Disabilities subgroups.

Theory of Action

School Success Theory of Action

SD DOE has created a theory of action to set the direction in supporting districts and schools who have been identified for needing comprehensive or targeted support for improvement.

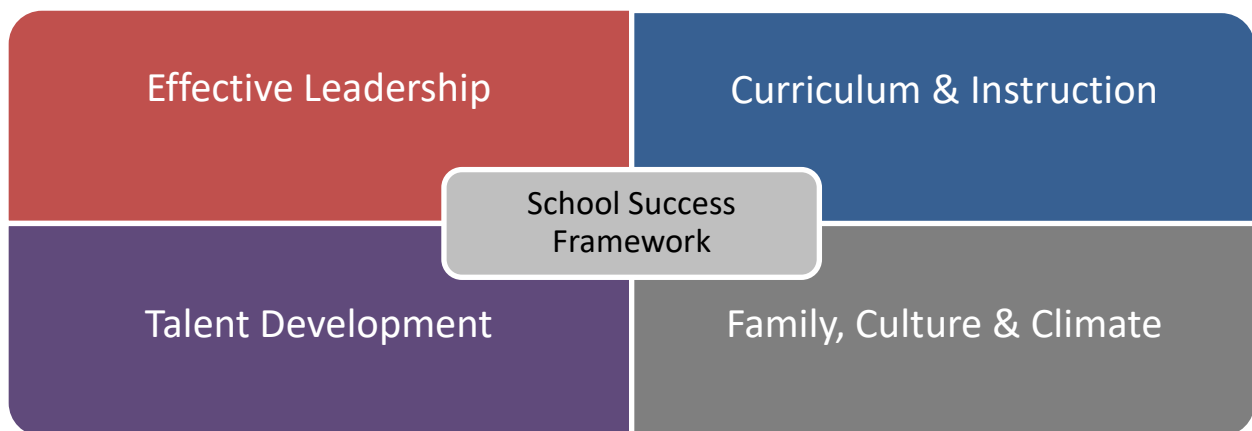
IF we put into action a cohesive improvement process focused upon building success through responsive supports based on data,

THEN districts, schools, and stakeholders will meaningfully implement a success process focused on data-informed effective practices to improve education for all students,

AND all students will demonstrate growth in learning.

The South Dakota Department of Education’s School Success Framework is centered on four key components: Effective Leadership, Curriculum & Instruction, Talent Development, and Family, Culture & Climate.

School Success Framework



Effective Leadership

- Effective leadership is the set of skills and actions used to promote and ensure 1) student success 2) teacher effectiveness, and 3) management of operations and resources.
 - The principal engages with teachers, research, and data to promote a school culture and instructional program that fosters student learning and staff professional growth. Elements to consider may include:
 - Working collaboratively with a leadership team, the principal continuously engages in a process of developing, sharing and implementing the System of School Success.
 - The principal establishes clear priorities and continually keeps attention on the established priorities.
 - The principal is directly involved in the design and implementation of curriculum, instruction and assessment practices.
 - The principal supports and leads staff in acquiring and implementing research-based instructional strategies.
 - The principal ensures the System of School Success is implemented with fidelity and monitors implementation of professional learning.

- The principal regularly collects, analyzes and uses data about the school's improvement progress.
- The principal efficiently and productively manages school operations and resources. Elements to consider may include:
 - The principal leverages knowledge of the budgeting process and funding to maximize human, financial and time resources to achieve strategic priorities.
 - The principal develops the capacity of staff to serve as leaders within the school.
 - Using data, the principal monitors and resolves operational matters (i.e. expenditures, transportation, food service, facilities maintenance, discipline) that may inhibit school effectiveness.
 - The principal fosters a safe and orderly learning environment.

Curriculum and Instruction

- Curriculum, the academic content taught, is the knowledge and skills that shape teaching, learning, and assessment. Instruction, the purposeful direction of the learning process, refers to the practices and strategies teachers use to impact student learning.
 - Teachers utilize an intentional process when designing instruction. Elements to consider may include:
 - Teachers utilize an intentional process to align lessons to standards, determine learning targets and success criteria, and use a research-based lesson design framework (such as launch, explore, summary or mini-lesson, worktime, debrief).
 - Teachers utilize an intentional process to determine appropriate instructional strategies and assessment approaches that engage students in learning, show evidence of student learning, and determine next instructional steps.
 - Teachers utilize evidence-based instructional practices to positively impact student learning. Elements to consider may include:
 - Teachers establish and communicate clear learning targets/objectives and success criteria aligned to curriculum standards.
 - Teachers demonstrate a repertoire of researched-based strategies that positively impact student learning.
 - Schools have systems and processes in place for creating, implementing, and monitoring curriculum, so it is aligned across subjects and grade levels. Elements to consider may include:
 - The school uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.
 - Schools utilize a learning progression for students that minimizes learning gaps and overlaps.

Talent Development

- Talent development enhances and supports building the capacity of the entire school staff to impact student outcomes. The entire school staff is defined as anyone who is employed by the school from teaching staff to custodians to paraprofessionals.
 - The school ensures development of effective professional learning for the entire staff. Elements to consider may include:
 - There is a collaborative process of developing professional learning that advances the talents of staff. This process uses a variety of data and is aligned with school improvement goals.

- Multiple designs/structures support the learning needs of staff (i.e. curriculum development, study groups, coursework, classroom observations, individual growth plans, lesson study, analysis of student work, action research, conferences, trainings, peer mentoring, coaching and new teacher sessions).
 - The process of developing professional learning results in a plan that specifies key components, including the data on which the plan is based, the focus/direction, action steps, a timeline, staff members' roles and responsibilities, and plan evaluation.
- The school ensures implementation of effective professional learning for the entire school staff. Elements to consider may include:
 - There is ongoing time and support devoted to the implementation of professional learning priorities.
 - There is monitoring of implementation of the professional development beyond the training.
 - Staff members are knowledgeable of performance expectations and how monitoring will occur regarding the implementation of the professional development.
 - There is ongoing evaluation of the impact of professional learning on staff practices and increases in student learning.
 - Resources (materials, tools, stipends, time, facilitators, technology) are allocated to support and sustain effective professional learning.

Family, Culture and Climate

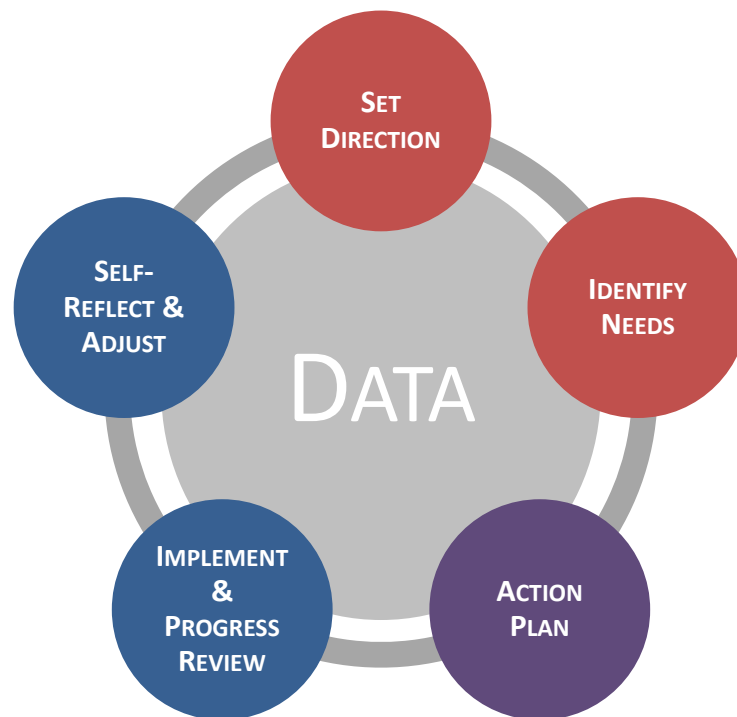
- A student-centered learning environment is characterized by a climate and culture that supports school improvement, student achievement, and positive social, emotional, and character development. Families and the community make key contributions to student success, especially when schools work to build meaningful and culturally respectful partnerships.
 - The school system prioritizes and sustains a student-centered culture and climate of learning and growth. Elements to consider may include:
 - The school system establishes and sustains an environment conducive for learning and provides educational opportunities in a respectful environment where all students feel valued, safe and comfortable.
 - Expectations, resources and conditions are present that allow for all staff to work collaboratively and to participate in the professional community.
 - Partnerships are established with parents, families, and the community that contribute to a supportive learning environment. Elements to consider may include:
 - The school demonstrates a commitment towards developing a welcoming environment and effectively engaging families.
 - The school provides opportunities for parents and families to understand both the educational program and their child's progress and invites them to be a part of the educational process.
 - The school has established partnerships with community agencies that enhance and expand learning opportunities for students.

School Success Process

Overview

South Dakota DOE's School Success Process is a multi-step series of actions designed to propel school improvement efforts forward. They include 1) Set Direction 2) Identify Needs 3) Action Plan 4) Implement and Progress Review 5) Self-Reflect and Adjust.

Districts are encouraged to create and implement a school improvement process that supports schools within the district. The School Success Process may serve as a model for districts to adapt to meet their specific needs. Per ESSA, districts are required to have a plan in place to support schools identified for Comprehensive and/or Targeted Support and Improvement.



Set Direction

Setting the direction is a critical, yet often over-looked step in the school improvement process. Districts and schools that take time beforehand to clarify a vision for school improvement, set the stage, and prepare, are setting themselves up for success.

During the Set the Direction phase of the Success Process schools and districts may do the following:

- Conduct District Self-Reflection
- Assemble Leadership Teams
- Set School Success Mission, Goals and Theory of Action
- Create an Open Mindset with a Culture of Candor
- Inventory Resources
- Compile Preliminary Data Sources List
- Build a Shared Understanding of the School Success Framework and Process
- Establish a Communication Network among SD DOE, District, Schools and Stakeholders

District Self-Reflection

During the district self-reflection, districts will assess their current practices in supporting schools identified for support and improvement. The self-reflection should be completed by members of a district leadership team which could include: superintendent, principals, federal program and curriculum directors. Districts need to ensure adequate time is taken for honest discussions, examination of evidence and consensus building on the current state of each element. Completing the tool with fidelity will help advise the required LEA plan within the Consolidated Application, as well as aid districts in supporting all schools. Throughout conversations with districts regarding outcomes of the self-reflection, SD DOE will be able to best align its resources in order to support districts.

Mission, Goals and Theory of Action

Successful districts and schools clearly identify the direction they want to go in order to improve. This can be accomplished through mission statements, goals, and strategies.

School Success Mission Statement

A School Success mission statement represents what districts and schools do for their students. It is the driving force behind the work of the leadership team throughout the improvement process.

School Success Goals

Goals should be student-focused and apply to all students. For the purpose of the School Success Process, goals should be broad and far-reaching. The Action Plan phase of the Process will address timelines, action steps and evidence of progress.

Example Goals

LEA Goal: Each student will meet his or her growth targets to successfully move to the next school level.

School Goal: Each student will meet his or her growth targets each year.

School Success Theory of Action

In this phase of the process the purpose of the improvement work can take the form of a Theory of Action using the “If...then...and structure.” A Theory of Action describes the practice the district or school will implement (If we), the impact of the practice (then), and the impact on student performance: the student-focused goal (and).

Example Theory of Action

If we implement a system of school improvement with key common elements, then schools will have the responsive supports they need to effectively implement their improvement plans, and student outcomes will improve.

SD DOE encourages all districts to support schools to write mission statements, set goals and create a Theory of Action related to their School Success Process.

Leadership Teams

SD DOE recognizes that local leadership plays an integral role in fostering effective change within their organizational community. SD DOE believes that the school improvement process is best accomplished when directed by the people closest to the students. While the department provides a framework for the process, each district and school team apply its own ingenuity to achieve the results it desires for its students in the long term.

Immediately after being identified as a CSI school, the school must identify a School Leadership Team (SLT). The individuals on the SLT are responsible for leading their school in continuous improvement, including offering strong leadership, helping to ensure instruction is of the highest quality, and setting goals and trajectories to support student success.

Teams should consist of three to six individuals who are responsible for leading schools in continuous improvement, including offering strong leadership, helping to ensure instruction is of the highest quality, assessing needs, setting goals and trajectories to support student success.

Team members should possess knowledge of the school's programs and initiatives, have the capacity (knowledge, skills, and availability) to fully participate, and the ability to support engagement of school stakeholders. It should also include individuals who will be responsible for creating, implementing, and monitoring the action plan that results from the needs analysis.

Districts with schools identified as TSI/ATSI are encouraged to identify a District Leadership Team (DLT) to support and monitor designated schools. The role of the DLT is to make decisions based on information gathered and communicated by SLTs. A DLT should be made up of district-level administration and staff including the superintendent, principals, federal program and curriculum directors. The TSI/ATSI designated schools may choose to identify a School Leadership Team (SLT) as well.

The Leadership Teams need to meet regularly to accomplish identified improvement efforts. The frequency and duration of those meetings will vary depending on site-specific factors. SD DOE believes leadership teams should meet no less than once a month for a period of approximately two hours. Leadership teams should dedicate enough time to avoid a sense of hurriedness and lack of attention to the work at hand. Committed Leadership Teams are an integral part of school success and student achievement.

School Leadership Team Members' Roles

Team Role	Description
Team Leader(s)	To Be Determined by Principal and Facilitator
Data Resource Person(s)	Facilitator and designated staff w/ data expertise. Someone who is good with gathering, aggregating, and presenting data.
Core Content Expert(s)	Suggested Participants: Teacher/literacy or math coach/department chair
Other Area Content Expert(s)	Suggested Applicable Participants: SPED; EL; Family Engagement; CTE; Instructional Coaches; Social Worker; District Level Directors; etc.
Stakeholder Perspective	Suggested Applicable Participants: Parent; Community Member; Student; School Board Member; PTA; Teacher Association Reps

Stakeholder Engagement

The school improvement process should include a plan for the on-going communication with, and engagement of, stakeholders throughout the process. It's important for them to be partners in decision making. Members of the planning team should consider how to embed two-way communication systems into the school improvement process, empowering stakeholders to have input and to receive updates on progress toward improvement goals. Communication planning should consider including the following potential stakeholders:

- Other District Administration/Personnel
- Teacher Association Community Group
- Parent Groups
- Students
- School Support Staff
- Applicable Private School Officials
- School Board
- Applicable Tribal Officials

Districts and schools may choose to include stakeholders to serve as part of the District and/or School Leadership Team (DLT/SLT). They will need to ensure stakeholders are not included in any discussions that would breach confidentiality. When creating meeting agendas, Leadership Teams need to be aware of topics in which stakeholder participation would not be appropriate. For instance, stakeholders should not be included in discussions on staff performance and individual student information. To create a culture of candor, staff need to feel that Leadership Team discussions will not have a negative impact on their employment, they simply should be conversations that lead to action for student achievement.

Identify Needs

A rigorous analysis of needs can make or break school improvement efforts. A thorough and systematic needs assessment reveals strengths and weakness and provides the direction schools need to focus their resources. A truly comprehensive needs analysis considers both qualitative and quantitative data. Prioritization of needs and root cause analysis are vital processes in the need analysis phase.

The SD DOE has created a resource for schools to utilize in their needs analysis process, the South Dakota Comprehensive Needs Assessment (SDCNA), which is directly aligned with the School Success Process and Framework. For more information see the SDCNA document.



Action Plan

Based on the needs and root cause analyses, schools create action plans that incorporate effective practices that have been proven to produce positive student outcomes. Those needs and causes that have been identified and prioritized should be used to set student-focused goals which drive the action planning process. The School Success Action Plan includes strategies (effective practices), milestones (implementation indicators), and actions/tasks (steps to the milestone). CSI, TSI/ATSI designated schools are required to submit district-approved actions plans to SD DOE.

Required Components

SD DOE has identified components of an action plan that are essential to implementing effective practices that lead to student success. Schools may create their own template based on the required components below. See the appendix for the SD DOE School Success Action Plan Template.

Action Plans must contain the following components:

- Strategy/Theory of Action – What will you do to meet the student-focused goal(s)?
 - Milestone – What are you going to accomplish this year?
 - Action(s)/Task(s) – What are the actions/tasks that will be used to achieve this milestone?
 - Required Resources
 - Timeline – When will the actions/tasks occur?
 - Roles and Responsibilities – Who is involved and what role do they play?
 - Evidence of Progress – How will you know the efforts are leading to success?
 - End of Year Milestone Attainment Progress – Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?
 - Adjustments Moving Forward – If the milestone was not accomplished, what is the plan moving forward. Briefly explain: What revisions need to be made to move the milestone into next year? Is a new action plan for this milestone needed?

Strategies/Theory of Action, Milestones, and Actions/Tasks

Strategies describe the work the school will undertake in pursuit of its student-focused goals. A strategy should take two or more years to implement and be informed from various sources of data, including needs assessments. Writing a strategy as a theory of action helps to clarify the role of each organization in ultimately impacting student performance. Each strategy is composed as a theory of action using an If...then...and structure. The “If” part of the statement describes or is aligned to the evidence-based practice the school will implement. The “Then” part refers to the people directly impacted by the strategy (students, teachers, families, schools, etc.). The final “and” part relates back to a student-focused goal.

If we (effective practice the district, or school will implement) ...then (the direct or short-term impact of the practice on the constituents of the school) ...and (impact on student performance expressed as a student-focused goal).

Milestones are large pieces of work to implement the strategies. Typically, milestones represent one year’s work; there may be more than one milestone per year in order to accomplish the overall strategy.

Actions/tasks are the incremental steps to complete a milestone. Milestones may require multiple actions/tasks. For each action/task schools need to consider the resources required, roles and responsibilities of those involved as well as the timeline needed to accomplish the action/task. ¹

¹ Adapted from Layland, A. & Corbett, J. (2017). Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies. Washington, DC: The Council of Chief State School Officers.

Evidence-Based Interventions

Schools are required to implement school success action plans that include evidence-based interventions. Evidence-based, as defined by ESSA, includes four levels, with the first three requiring findings of statistically significant effect on improving student outcomes or other relevant outcomes based on:

(1) Strong

At least 1 well-designed and well-implemented **experimental** study

(2) Moderate

At least 1 well-designed and well-implemented **quasi-experimental** study

(3) Promising

At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias

The fourth level is for interventions that do not yet have an evidence base qualifying for the top three levels. This level can be referred to as “under evaluation.”

(4) Evidence-Building

Demonstrates a rationale based on high-quality research or positive evaluation that the intervention is likely to improve student outcomes

Includes **ongoing efforts to examine the effects** of the intervention

Adapted from: Council of Chief State School Officers. April 2018. Delivering on the Promise of ESSA’s Evidence Provisions.

Implement and Progress Review

Fidelity of implementation is critical to successful execution of school improvement action plans. Additionally, as the plan is being put into action, there should be continual communication among those involved to regularly examine progress of the interventions. Leadership teams should engage in ongoing progress review of the actions being implemented. A system for reporting and collecting data should be in place during this phase. Teams should be meeting on at least a monthly basis to discuss progress, identify successes and challenges, provide supports and adjust course if necessary.

SD DOE is providing a tool for monthly progress review for teams to utilize while implementing their School Success Action Plan.

Self-Reflect and Adjust

At the end of the first year of implementation, schools should conduct a data analysis to analyze implementation and performance data and adjust milestones as necessary. Additionally, data will be analyzed and communicated to SD DOE in order to evaluate the effective use of resources and responsive supports.

If a TSI/ATSI school is re-designated the district will need to determine if an examination of data sources and a root cause analysis is needed, in order to create a new or update the School Success Action Plan.

If necessary, CSI schools should adjust their School Success Action Plans based on the implementation and performance data analysis. Schools should complete the comprehensive needs assessment process at a minimum of every five years.

Reiteration of the Process

The improvement process is ongoing, with opportunities for adjustment in implementation actions and milestones. At the end of each year milestones are reviewed and those not completed are examined and adjusted based on data. The Action Plan is a dynamic tool in the School Success Process that drives the everyday operations of the school.

Roles and Responsibilities

	Conducts Needs Assessment	Identifies Resource Inequities	Develops Action Plan	Approves & Monitors Plans**	Sets Exit Criteria	Takes Additional Action
CSI	School*	District	School*	State/ District	State	State
TSI	District	N/A	School	District	State	District
ATSI	District	School	School	District	State	Non-Title I District Title I Becomes CSI

Adapted from: Council of Chief State School Officers and EducationCounsel. 2018. Roadmap to Implementing the CCSSO Principles of Effective School Improvement Systems. Washington, DC.

*CSI schools will conduct a state-approved comprehensive needs assessment; develop and implement an action plan with the assistance of School Success Facilitator.

**CSI, TSI, and ATSI schools must submit a district-approved School Success Action Plan to the State. The State monitors CSI plans; districts monitor TSI/ATSI plans.

Stages of Support

As part of SD DOE's efforts to provide all South Dakota schools and districts with high-quality responsive supports, the department has developed five distinct stages of support: General, Targeted, Comprehensive School and Comprehensive District.

- General Support is available to all schools and districts. Included is the SD DOE Resource Guide which is a compilation of a various of initiatives and resources provided by divisions within the Department including: Special Education, Learning and Instruction, Educational Support and Services, Career and Technical Education, and State Library. The District Self-Reflection is an opportunity for districts to self-evaluate their capacity for supporting schools identified for comprehensive or targeted support. The SD Student Teacher Accountability Reporting System (SD STARS) is a centralized system which links data from various sources together allowing for deeper and richer data analysis.
- Targeted Support is available to districts with schools that have been identified for targeted or additional targeted support and improvement (TSI/ATSI) and includes all the supports in General Support. In addition to the School Success Launch and Boost meetings (see below for more information) regional supports will be available based on identified district needs, as well as the subgroups triggering the designation. Regional supports will be provided by SD DOE through School Success Facilitators, as well as divisions across the department.
- Comprehensive School Support is available to schools that have been identified for comprehensive support and improvement (CSI) and includes all the supports in General Support as well as the School Success Launch and Boost meetings. CSI schools will receive a School Success Facilitator to guide them through the School Success Process, which includes the SD Comprehensive Needs Assessment.
- Comprehensive District Support is available to districts that have multiple schools identified for comprehensive and targeted support and improvement and includes all the supports in Universal Support. This stage of support may include Targeted and Comprehensive School supports dependent on the designations of the schools in the district. A district that is eligible for Tailored District Support may be assigned a District Technical Advisor at the discretion of the SD DOE.

School Success Launch

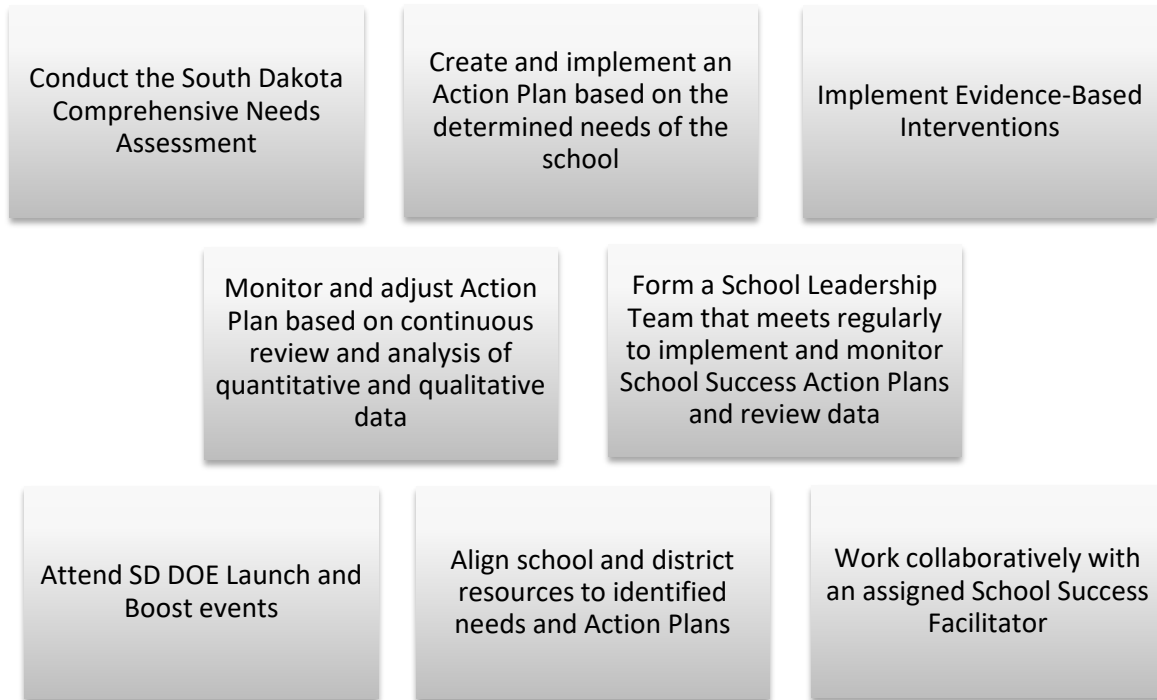
This introductory meeting will inform newly-identified schools and their districts about the designation criteria, school improvement requirements, and the roles and responsibilities of schools, districts and SD DOE. School Success Facilitators will also be introduced. Other topics to be covered include: SDCNA Framework and Process and resources available to South Dakota schools in improvement.

School Success Boost

This meeting will occur annually post designation. This will be an opportunity for reflection on and adjustment to school improvement efforts, as well as time for LEAs and schools to review available resources and network with other districts and SD DOE staff. Other topics will be determined based on the identified needs of South Dakota schools in improvement.

Comprehensive Support and Improvement (CSI) Differentiation

Requirements for CSI Schools



South Dakota Comprehensive Needs Assessment (SDCNA) Framework and Toolkit

CSI schools are required to conduct the SDCNA and faithfully implement their Action Plan with the support and guidance of a School Success Facilitator. If a CSI school has completed a comprehensive needs assessment within the last two years, they may be eligible to apply for a waiver, exempting them from performing a CNA upon the new designation. Prioritization of needs, root cause analysis and action planning will still need to occur based on the findings of the previous CNA. Additionally, components of the School Success Framework may need to be analyzed if they were not part of the previous CNA. With SD DOE approval, CSI schools may use an external vendor to conduct a comprehensive needs assessment. Schools electing this option must ensure the comprehensive needs assessment aligns with the SDCNA. Contact SD DOE for waiver applications.

Quarterly Report

School Leadership Teams are encouraged to have monthly progress review meetings throughout the School Success Process to review progress toward Action Plan milestones. SLT Work Session and Progress Review templates are available for schools to utilize and can be found in the appendix. In order for SD DOE to provide responsive supports to CSI schools as well as best align resources, School Success Facilitators will be providing the department with quarterly reports.

Responsive Supports for CSI Schools

School Success Facilitator

Each CSI school will be provided a SD DOE-Certified School Success Facilitator by the SD DOE. Facilitators have the knowledge and expertise to lead schools in the South Dakota School Support and Improvement Process. Their role is to propel the Leadership Team’s thinking forward, facilitate challenging conversations, support the Leadership Team in school improvement efforts, and hold the Leadership Team accountable for achieving improvement goals.

School Success Facilitator Advisor

The School Success Facilitator Advisor will provide mentorship and assistance to School Success Facilitators. Initial emphasis will be place on supporting Facilitators and CSI schools through the SDCNA process. Facilitator Advisors will also be assigned CSI schools to serve as a School Success Facilitator. Additionally, they will monitor the effectiveness of the SDCNA process.

District Technical Advisors

Based on SD DOE analysis of district data, LEAs that have multiple schools identified as Targeted and/or Comprehensive Support may be assigned a Technical Advisor (TA) to guide districts in supporting schools within the district. Technical Advisor requirements will be at the discretion of SD DOE.

Technical Advisors work with the administration on all district-level decisions being made regarding curriculum, staff assignments, budgetary requests, professional development, and other interventions. Technical Advisors are also responsible for regularly communicating with SD DOE, School Success Facilitators provided to schools in the district, and with district governance, which may include school boards. Through regular reporting, SD DOE will work with Technical Advisors to identify additional support districts may need.

SD DOE will conduct an annual evaluation of the Technical Advisor support as well as an internal data review to determine the ongoing necessity of this requirement.

CSI Timeline

Districts and schools will be notified by SD DOE of schools identified for comprehensive support and improvement in December 2018. Districts and schools will have January through June 2019 for planning and preparation activities. During this time CSI schools will be paired with a School Success Facilitator to guide schools and districts as they assemble leadership teams, conduct a district self-reflection, build a shared understanding of the School Success Process and SDCNA and begin to compile data sources.

Beginning July 2019 schools will begin the comprehensive needs assessment process with the assistance of the School Success Facilitator. Through June 2020 CSI schools will conduct the, create an action plan based on the root cause analysis of identified and prioritized needs, prepare for implementation and progress review, and build capacity of the Leadership Team.

July 2020-June 2023 CSI schools will implement the School Success Action plan. Annually, in May schools will evaluate the effectiveness of the interventions through data analysis and adjust the action plan as necessary. In the Fall of 2023 schools will be notified of either exit or re-designation status. CSI schools failing to meet the exit criteria within four years will be required to reevaluate and revise their school improvement action plan through a comprehensive needs assessment conducted with the assistance of a School Success Facilitator during the fifth year of designation.

December 2018	Schools and Districts Notified of CSI School Designations
SET DIRECTION	
January 2019	School Success Launch
Jan 2019 – June 2019	District Self-Reflection, Build Leadership Teams, Gain an Understanding of the School Success Process, Framework and SDCNA
IDENTIFY NEEDS & ACTION PLAN	
July 2019- June 2020	Conduct SDCNA Create School Success Action Plan
Fall 2019	School Success Boost
May 2020	Submit School Success Action Plan to SD DOE
IMPLEMENT & REVIEW PROGRESS	
July 2020- June 2023	Implement and Progress Review School Success Action Plan
Fall 2020 Annually	School Success Boost
SELF-REFLECT & ADJUST	
May 2021	Annual Data Analysis and Self-Reflection Adjust School Success Action Plan if Necessary
Fall 2023	Exit and Re-designation Notifications

Roles and Responsibilities

State

- Notify schools and districts of schools identified as CSI, including notification as to reason for designation (lowest 5% or less than 67% graduation rate or Title I failure to exit ATSI)
- Provide a system for data collection and analysis (SD STARS)
- Provide a School Success Facilitator and/or a District Technical Advisor as determined by the department
- Provide technical support for the SDCNA, data use best practices, need prioritization, root cause analysis, and the action plan template
- Provide technical assistance, and guidance to the school throughout the planning and implementation of the School Success Action Plan
- Monitor implementation of the School Success Action Plan
- Evaluate progress of the implementation of the Action Plan toward meeting goals
- Facilitate CTE support for schools who have not sufficiently improved graduation rates
- Provide Leadership Team capacity-building support

Facilitator

- Facilitate the SDCNA process with assigned schools
- Facilitate the creation, implementation, progress review, evaluation and adjustment of the School Success Action Plan, based upon the results of the SDCNA
- Facilitate collaboration between the assigned school and its stakeholders in the implementation and progress review of the School Success Action Plan
- Facilitate on-going data analysis, prioritization of needs and root cause analysis
- Facilitate the identification and implementation of interventions related to designation and subgroups
- Provide Leadership Team capacity-building support
- Monitor the school's Title I 1003 school improvement funds, and funds under the consolidated application for alignment with the SDCNA and School Success Action Plan
- Provide technical assistance and support to the assigned school
- Serve as a liaison between schools/districts and the SD DOE

District

- Support school-level SDCNA for schools designated CSI
- Support schools with on-going data analysis, prioritization of needs and root cause analysis
- Support schools as they add specific goals, strategies and action steps to the School Success Action Plan
- Submit District-approved School Success Action Plan to SD DOE via SD DOE hosted SharePoint Site
- Determine additional action and support needed if the Action Plan does produce expected outcome after a determined number of years

School

- Conduct the SD DOE-designed comprehensive needs assessment (SDCNA) with support of a School Success Facilitator
- Conduct on-going data analysis, prioritization of needs and root cause analysis
- Create a School Success Action Plan with specific milestones, evidence-based strategies and actions using the SD DOE provided template, based results of the SDCNA and reason for designation
- Implement and review progress of the School Success Action Plan
- Conduct self-reflection and adjust the Action Plan as needed, based on continuous data review

Exit Criteria

In determining a CSI school's eligibility to exit, the following criteria will be evaluated:

1. The school no longer meets the definition of Comprehensive Support (i.e., no longer in the bottom five percent of SPI, graduation rate above 67 percent, or improved subgroup performance).
2. The school's performance on accountability indicators over the period of designation demonstrates a positive overall trajectory.
3. The school has demonstrated improvement on the indicators of highest need, as agreed between the School Success Facilitator and the school, based upon the results of the comprehensive needs assessment conducted in the first year of designation.

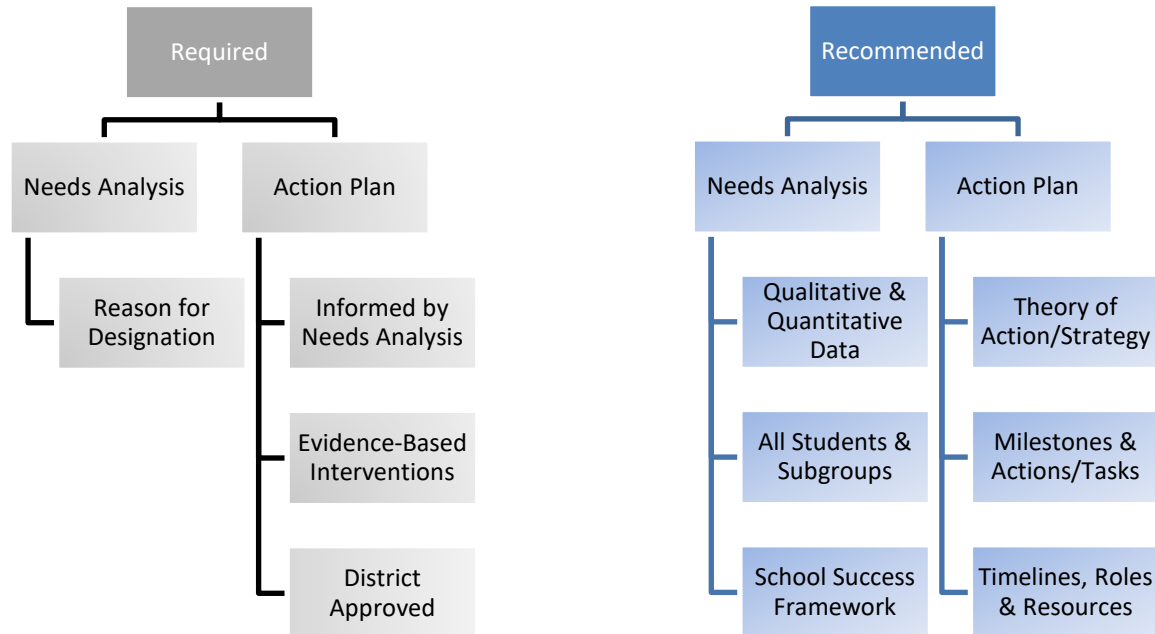
Schools meeting the above as well as their interim targets towards long-term goals may petition SD DOE to exit the designation early.

Comprehensive Support schools failing to meet the exit criteria within four years will be required to re-evaluate and revise their School Success Action Plan by working with their Facilitator to conduct another comprehensive needs assessment during the fifth year of designation.

Targeted and Additional Targeted Support and Improvement (TSI/ATSI) Differentiation

Requirements and Recommendations

Districts with a TSI/ATSI designated school are required to submit to SD DOE a district-approved action plan based on a needs analysis.



Needs Analysis

The needs analysis must include an examination of data related reason for designation: the subgroup(s) which triggered the designation. It is SD DOE’s recommendation that the needs analysis be comprehensive, including qualitative and quantitative data related to all students and all subgroups. Districts are encouraged to look at data within each component of the School Success Framework: Effective Leadership, Curriculum and Instruction, Talent Development and Family, Community and Culture. It is further recommended districts and schools analyze data from the last three years. SD DOE has created the South Dakota Comprehensive Needs Assessment Framework and Process which is available to all schools and districts.

Action Plan Template and Self-Assessment Tool

Action plans submitted to SD DOE must be district-approved. An action plan self-assessment tool will be available to districts. Evidence-based interventions must be included in the action plan. Recommended action plan elements include: theory of action/strategy, milestones, actions/tasks, timelines, roles/responsibilities, and resources required. SD DOE has created the School Success Action Plan template, which is available to all schools and districts.

Regional Supports

Supports for districts with TSI/ATSI schools will be differentiated and determined by a number of factors including school and district needs, available resources and the capacity of SD DOE. Districts will have two options from which to choose. SD DOE provides guidance in selection of the options and will counsel districts as necessary. If a school doesn't exit TSI/ATSI status after 4 years a SD DOE review will be conducted; ATSI schools that are also Title I schools will become CSI schools at that time.

Initial Designation	District has choice of support options.
*Multiple School Designations	District works with DOE to determine the level of support needed.
*Multiple Subgroups	District works with DOE to determine the level of support needed.
2 nd Designation (failure to exit)	District works with DOE to determine the level of support needed.

*If a district has multiple schools designated for TSI or multiple subgroups identified as performing below the all students group, the district will work with SD DOE to determine the level of support needed. Similarly, if after two years a school fails to exit TSI/ATSI status, the district will work with SD DOE to determine the level of support needed.

Targeted Support Option 1

This is for districts that have the resources and expertise to conduct a needs analysis, develop, implement and monitor an action plan on their own, with minimal SD DOE support.

- must attend School Success Launch and Boost
- option to attend regional workshops
- may conduct a needs analysis themselves or utilize an external vendor to conduct the needs
- may use a needs analysis framework of their choosing, including the SDCNA
- General Supports (See [Stages of Support](#))

Targeted Support Option 2

This is for districts that need moderate SD DOE support to conduct a needs analysis; develop, implement and monitor an action plan on their own. These districts' primary focus might be: Action Plan development, specific analysis processes such as root cause analysis, and/or best practices regarding a variety of school improvement topics.

- must attend School Success Launch and Boost
- complete TSI/ATSI District Needs Analysis Survey to inform regional workshop and collaboration sessions
- first preference to attend regional School Success Framework and Process best practices workshops
- first preference to attend regional SDCNA Framework and Process component workshops
- first preference to attend regional workshops focused on designation indicators and subgroups
- first preference to attend regional collaborative sessions and workshops based on identified district needs
- may conduct a needs analysis themselves or utilize an external vendor to conduct the needs analysis
- may use a needs analysis framework of their choosing, including the SDCNA
- General Supports (See [Stages of Support](#))

TSI/ATSI Timeline

Districts will be notified by SD DOE of schools identified for Targeted and Additional Targeted Support and Improvement in December 2018. It is the districts responsibility to notify TSI/ATSI designated schools. Districts and schools will have January through June 2019 for planning and preparation activities. During this time Leadership Teams should be assembled, a district capacity assessment can be conducted, and data sources compiled.

Beginning July 2019 schools and districts will begin the needs analysis process. Through June 2020 schools will conduct a needs analysis, create an action plan based on the identified and prioritized needs, prepare for implementation, and build capacity of the Leadership Team.

July 2020-June 2021 TSI/ATSI schools will implement the district-approved school improvement action plan. In May 2021 districts and schools will evaluate the effectiveness of the interventions through data analysis. In the Fall of 2021 schools and districts will be notified of either exit or re-designation status. Re-designated schools will conduct a root cause analysis and submit a new two-year, district-approved school improvement action plan.

December 2018	Districts Notified of TSI/ATSI School Designations
SET DIRECTION	
January 2019	School Success Launch
Jan 2019 – June 2019	Build Leadership Team, Plan and Prepare for School Success Process and Needs Analysis
IDENTIFY NEEDS & ACTION PLAN	
July 2019- June 2020	Conduct Needs Analysis Create Action Plan
Fall 2019	School Success Boost
May 2020	Submit District-Approved Action Plan to SD DOE
IMPLEMENT & PROGRESS REVIEW	
July 2020-June 2021	Implement and Monitor Action Plan
Fall 2020	School Success Boost
SELF-REFLECT & ADJUST	
May 2021	Annual Data Analysis
Fall 2021	Exit or, Re-designation: Submit New District-Approved Action Plan to SD DOE

Roles and Responsibilities

State

- Notify districts of schools identified as TSI/ATSI, including notification as to which subgroups led to the designation
- Ensure districts provide notification to schools, including notification as to which subgroups led to the designation
- Provide a system for data collection and analysis (SD STARS)
- Provide regional support for data use best practices, need prioritization, root cause analysis, the action plan template, and other topics
- Provide technical assistance and guidance to the district and school throughout the planning and implementation of the School Success Action Plan
- Differentiate support to districts and schools based on the need(s) identified and the designated subgroup(s), as well as the resources available
- For ATSI- Work with the district to determine resource inequities or effective use of funding through the Grants Management System.

District

- Notify schools identified as TSI/ATSI, including notification as to which subgroups led to the designation
- Conduct school-level needs analysis for schools designated TSI/ATSI
- Support schools with on-going data analysis, prioritization of needs and root cause analysis
- Support and monitor schools as they add specific goals, strategies and action steps to the Action Plan
- Submit district-approved Action Plan to SD DOE via SD DOE hosted SharePoint Site
- Monitor implementation of the Action Plan
- Evaluate progress of the implementation of the Action Plan toward meeting goals and impacting subgroup(s) performance
- Determine additional action and support needed if the action plan does produce expected outcome after a determined number of years

School

- Conduct on-going data analysis, prioritization of needs and root cause analysis
- Create a school improvement action plan with specific goals, evidence-based strategies and action steps using the SD DOE provided template based on the designated subgroup and the results of data analysis
- Submit Action Plan to district
- Implement the Action Plan
- Monitor and adjust the Action Plan as needed to impact the subgroup performance
- For ATSI- Work with the district and State to determine resource inequities or effective use of funding through the Grants Management System.

Exit Criteria

TSI and ATSI schools are designated for a period of two years to improve the performance of specific subgroups within their overall student population. In determining a school's eligibility to exit, the following criteria will be evaluated:

1. The school no longer meets the definition under which it was designated for Targeted or Additional Targeted Support and Improvement. The subgroup(s) which triggered the initial designation no longer performs disproportionately below the all student group based on three years of data.
2. The performance of the subgroup(s), which triggered the initial designation, on accountability indicators over the period of designation demonstrates a positive overall trajectory.
3. The performance of the school's gap group on all indicators over the period of designation has not declined.

Schools meeting the above as well as their interim targets towards long-term goals may petition SD DOE to exit the designation early.

ATSI schools that are also Title I Schools and do not meet exit criteria within a four-year period will be designated Comprehensive Support and Improvement (CSI).

References

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Layland, A. & Corbett, J. (2017). Utilizing integrated resources to implement the school and district improvement cycle and supports: Guidance for schools, districts and state education agencies. Washington, DC: The Council of Chief State School Officers. Retrieved from <https://ccsso.org/resource-library/utilizing-integrated-resources-implement-school-and-district-improvement-cycle-and>

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Appendix

[Evidence-Based Resources](#)

[Work Session Agenda and Minutes Template](#)

[Progress Review Template](#)

[Progress Review Template II](#)

[Implementation Data Review Template](#)

[School Success Action Plan Template](#)

Evidence-Based Resources

Education Resources Information Center (ERIC)

ERIC is a free, online library of education research, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. It includes abstracts of research studies and some full-text documents.

Available at: <https://eric.ed.gov/>

Results First Clearinghouse Database

This database, sponsored by the Pew Charitable Trusts, contains information from eight national clearinghouses that conduct systematic research reviews to identify what works in several areas of social programs and education.

Available at: <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>

Best Evidence Encyclopedia (BEE)

The Best Evidence Encyclopedia is a free website created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE). It provides summaries of scientific reviews of education interventions as well as links to the full text of each review.

Available at: <http://www.bestevidence.org/index.cfm>

Blueprints for Healthy Youth Development

Blueprints for Healthy Youth Development is a registry of evidence-based youth development programs designed to promote the health and well-being of children and teens. Programs in the registry are family-, school-, and/or community-based.

Available at: <http://www.blueprintsprograms.com/>

What Works Clearinghouse

The What Works Clearinghouse (WWC) is an initiative of the Institute of Education Sciences, the independent, nonpartisan statistics, research, and evaluation arm of the U.S. Department of Education. The WWC provides educators, policymakers, researchers, and the public with a free, centralized source of scientific evidence on what works, in education, to improve student outcomes. Its goal is to provide educators and decisionmakers with the evidence that they need in order to make evidence-based decisions. The WWC focuses on the results from high-quality research to answer the question "What works in education?"

Available at: <http://www.whatworks.ed.gov>

Evidence for ESSA

This website was created by the Center for Research and Reform in Education at Johns Hopkins University to provide information on programs that meet the ESSA evidence standards and enable educators and communities to select effective educational tools to improve student success.

Available at: <http://www.evidenceforessa.org>

Better Evidence, Better Choices, Better Schools

Steve Fleischman, Caitlin Scott, and Scott Sargrad
American Progress, August 2016

This report clarifies the definition of "evidence-based" that ESSA uses, distinguishing it from the "scientifically based research" provisions of No Child Left Behind (NCLB) and providing a framework for how SEAs can maximize collaborative efforts to implement evidence-based school improvement practices.

Available at: <https://www.americanprogress.org/issues/education/report/2016/08/31/143223/better-evidence-better-choices-better-schools>

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

U.S. Department of Education, September 16, 2016

This guidance provided by the U.S. Department of Education offers information to SEAs, LEAs, schools, educators, and partner organizations about how to select and use “evidence-based” interventions, as defined in Title VIII of ESEA, as amended by ESSA.

Available at: <http://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>

Evidence-Based Improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA

*Sylvie Hale, Lenay Dunn, Nikola Filby, John Rice, Lori Van Houten
WestEd, 2017*

This guide provides an initial set of tools to help states and school districts understand and plan for implementing evidence-based improvement strategies.

Available at: <https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/>

Work Session Agenda and Minutes Template

School Leadership Team Work Session Agenda and Minutes

School:		Facilitator:	
Date:	Location:	Time:	
Assigned Roles			
Work Session Leader:		Process Observer and time keeper:	
Note Taker		Communication Liaison:	
School Leadership Team Members Present			
(first name of each person here)	(last name of each person here)	(position of each person here)	
Others Present			
Agenda Items			
Time	Person Responsible to Lead	Agenda Item	Notes (Key Points)
10 min.		Communication Liaison report	
20 min.		Progress Review	
20 min.		Data Review	
Action Items			
Action Item		Person Responsible for Action	Completion Date
Next Meeting Date:		Time:	Location:
Process Observation Report (5 minutes)			
1. All team members were present? Y N		2. Meeting started and ended on time? Y N	
3. All agenda items were covered? Y N		4. All team members participated in discussion? Y N	

Progress Review Template I

School Success Action Plan Progress Review Form			
School Name:		Date:	
Facilitator:		Month Reviewed:	
Step 1: Closely review actions planned for the <u>last</u> month and note items completed, items not completed, and explanation of those not completed.			
Action / Task	Completed Y N	Notes if Completed	Explanation, Next Steps if not Completed
Step 2: Scan the action plans and target dates for <u>next</u> month and note decisions that must be made at this work session. As decisions are made, they are recorded as Action Items on the work session minutes.			
Coming Month Begin Date:		Coming Month End Date:	
Activity / Task	Actions to Ensure Success		
Step 3: If any changes in the Action Plans are necessary, enter them here and enter as Action Items in minutes.			

Progress Review Template II

School Success Action Plan Implementation Progress Review Form	
School Name:	Date:
Facilitator:	Month/Quarter Reviewed:
Strategy/Theory of Action:	
Milestone:	
Action/Task and Brief Description	Select the level of implementation from the drop down, and list any outcomes.
Action 1:	<u>Implementation Progress:</u> Choose an item.
	<u>Outcomes:</u>
Action 2:	<u>Implementation Progress:</u> Choose an item.
	<u>Outcomes:</u>
Action 3:	<u>Implementation Progress:</u> Choose an item.
	<u>Outcomes:</u>
Milestone:	
Action/Task and Brief Description	Select the level of implementation from the drop down, and list any outcomes.
Action 1:	<u>Implementation Progress:</u> Choose an item.
	<u>Outcomes:</u>
Action 2:	<u>Implementation Progress:</u> Choose an item.
	<u>Outcomes:</u>
Action 3:	<u>Implementation Progress:</u> Choose an item.
	<u>Outcomes:</u>

Implementation Data Review Template

School Success Action Plan Implementation Data Review Form				
School Name:		Date:		
Facilitator:		Time Period Reviewed:		
Strategy/Theory of Action:				
	1 st Semester	2 nd Semester		
Milestones Completed (%)				
Milestones Behind Schedule				
Cause & Adjustments Made				
Milestone:				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Actions Completed (%)				
Actions on Time (%)				
Actions Behind Schedule (%)				
Cause & Adjustments Made				
Additional Information/Comments:				
Milestone:				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Actions Completed (%)				
Actions on Time (%)				
Actions Behind Schedule (%)				
Cause & Adjustments Made				
Additional Information/Comments:				

School Success Action Plan

Theory of Action/Strategy (If, Then, And Statement):

What's the focus or direction?

What's the expected outcome?

What potential implementation challenges need to be addressed?

Milestone (what to accomplish this year):

Action Plan

What actions/ tasks will be used to achieve this milestone?

What resources are required to implement the plan?

Timeline

When will the actions/ tasks occur?

Participation and Commitments

Who is involved and what role do they play?
Consider Principals, Leadership Team Members,
All Staff Members

Indicate completion of actions/tasks

Action 1:

Resources Required:

Action 2:

Resources Required:

Action 3:

Resources Required:

Evidence of Progress (How will you know the efforts are leading to success?)

What data points/sources will be analyzed?

End of the Year Milestone Attainment Progress:

Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

