



Utah State Board of Education

CCSI Continuous School Improvement Manual

CONTINUOUS IMPROVEMENT PLANNING FOR UTAH SCHOOLS

CONTENTS

Introduction	5
USBE’s Utah State System of Support.....	5
Overview: USBE Continuous School Improvement Cycle and Process	6
Step 1: Setting the Direction	6
Step 2: Comprehensive Needs Assessment/Root Cause Analysis (CNA/RCA).....	6
Step 3: Making the Plan	9
Step 4: Implement the Plan	9
Step 5: Monitor the Plan	10
Step 6: Adjust Course.....	10
School and LEA Overview of Responsibilities	11
Principal/School Responsibilities.....	11
Required Materials Provided by School to CNA/RCA Consultant.....	12
Step 1: Set the Direction.....	14
The School Vision, Mission, and Guiding Principles.....	14
Resource Allocation Review	14
Step 2.1: Comprehensive Needs Assessment - Quantitative Data Collection.....	15
Teacher Demographics.....	15
Secondary Schools Only	16
State Test Results (All Schools)	16
For Schools serving Grades 9, 10, 11, and/or 12	16
Step 2.2 Comprehensive Needs Assessment - Qualitative Data Collection	17
Four Domains Comprehensive assessment of Leadership for learning	18
Four Domains Comprehensive Assessment of Leadership for Learning.....	18
Interviews.....	20
Interview Questions (Principal/Assistant Principal/LEA Supervisor).....	20

Interview Questions (Teacher/Other Licensed Professionals).....	22
Focus Groups.....	24
Focus Group Questions: Parents.....	24
Focus Group Questions: Students.....	25
Focus Group Questions: Para-Professionals, Instructional Support Staff, Secretaries, Custodians, Lunchroom Staff.....	26
Classroom Walkthrough.....	28
Teacher Clarity.....	28
Learning Intentions	28
Rationale.....	29
Success Criteria.....	29
Culture of Learning:	29
Instructional Rigor.....	30
Professional Learning Community Observation.....	31
Crosswalk of School Needs Assessment.....	33
Step 2.3 Root Cause Analysis.....	34
Root Cause Analysis Process	34
Instructions	34
Identifying Root Cause	38
Overview.....	38
Instructions	38
Fishbone Diagram	39
Step 2.4 Executive Summary and Comprehensive Report.....	42
CNA/RCA Executive Summary and Comprehensive Report	42
Purpose.....	42
Overview.....	42
Executive Summary.....	42

Component 1: Crosswalk of School Needs Summary	42
Component 2: Problem Statement Summary and the Fishbone Summary	43
Component 3: Recommendations	43
Comprehensive Report.....	44
Quantitative Data collection and analysis - Guiding Question responses	44
Qualitative Data collection and analysis.....	44
From the Root Cause Analysis	44
Taking Step 3.1 Create Initial School Improvement Planning Table (SIPT)	45
Overview.....	45
Purpose of Step 3.1	45
SMART acronym.....	45
SMART Guiding Questions.....	45
USBE SIPT Required Areas and Elements	46
The SIPT Process.....	47
SMART Goals	47
SMART Goal Guiding Questions.....	47
SMART Goal Examples	48
SMART Strategy: Evidence Based Strategies Selection and FD CALL Practices	49
SMART Strategy Guiding Questions	49
SMART Strategy (Evidence Based/Strategy/FD CALL Practice Example.....	50
SMART Action Steps	51
SMART Acton Step Guiding Questions.....	52
SMART Action Step Examples	53
SMART Indicators	55
SMART Indicator Guiding Questions	55
SMART Milestones.....	57
SMART Milestone Guiding Questions	57

SMART Milestone Example.....	58
Developing the SIPT	59
SIPT Guiding Questions	59
SIPT Cover Page: REQUIRED	63
SIPT Work Sheet	65
SMART Goal 1	65
SMART Goal 2.....	66
SMART Goal 3.....	67
SIPT Example	68
Completed SMART Goal 1.....	68
Appendices	72
Glossary of Terms	72

INTRODUCTION

The mission of the Utah State Board of Education's (USBE) School Improvement Process is to help build capacity for schools and local education agencies (LEAs) to engage in continuous efforts to support student learning, growth and achievement that provide educational excellence for each Utah student.

Although the CCSI School Improvement manual is primarily intended to organize and articulate the processes, resources, and supports for designated schools, each and every school may benefit from its contents.

The continuous school improvement cycle used in Utah is built around the *Four Domains for Rapid School Improvement*,¹ and is the centerpiece of Utah's approach. The six-step improvement cycle provides organization and guidance throughout the CCSI Continuous School Improvement Manual.

Each of the Four Domains include critical tasks, activities, routines, and practices the correlate with continuous improvement efforts at the school, LEA and USBE levels, based on research and practitioner experience.

USBE'S UTAH STATE SYSTEM OF SUPPORT

The vision of the Utah State System of Support for continuous school improvement is to provide support, assistance, and guidance to create and sustain a system in which student learning, growth, and achievement improves, gaps close, graduation rates increase, and students are successful after high school.

To that end, the Center for Continuous School Improvement (CCSI) was created to provide dedicated support for schools engaged in school improvement. To learn more about the CCSI and its' vision, mission, and theory of action to enact continuous improvement that impacts student success see <https://schools.utah.gov/eseastateinitiatives/schoolimprovement>

¹ The Center on School Turnaround (2017). *Four Domains for Rapid School Improvement: A Systems Framework*. San Francisco, CA: WestED. Retrieved from: https://csti.wested.org/wp-content/uploads/2018/04/CST_Four-Domains-Framework-Final.pdf

OVERVIEW: USBE CONTINUOUS SCHOOL IMPROVEMENT CYCLE AND PROCESS

CCSI Continuous School Improvement Manual is organized in two parts. The first part focuses on steps 1, 2, and the first section of step 3 in the six-step continuous improvement process. The second part of this manual completes step 3, and moves through the remaining steps 4, 5, and 6. Below are short descriptions of each step in the process.

STEP 1: SETTING THE DIRECTION

The first step in the continuous improvement process is identifying clearly where the school or organization is, and where it wants to go to improve. This step provides clarity, context, and focus for the work of each employee. At a minimum, setting direction includes the vision, the mission, guiding principles or core values of the school, current student learning, growth, or achievement focused goals, and current goal performance measures.

In addition, setting direction takes into consideration current or recent initiatives to improve teaching and learning including professional learning, programs, instructional practices, assessment practices, technology, staffing, etc.

STEP 2: COMPREHENSIVE NEEDS ASSESSMENT/ROOT CAUSE ANALYSIS (CNA/RCA)

A Comprehensive Needs Assessment (CNA) is a systematic process that is divided into four steps.

- Step 2.1 is the Comprehensive Needs Assessment (Quantitative)
- Step 2.2 is the Comprehensive Needs Assessment (Qualitative)
- Step 2.3 is Root Cause Analysis (RCA).
- Step 2.4 is the Executive Summary.

The CNA goes beyond student data to include data on the prevalence of effective practices, tasks, activities, and routines.

A thorough examination of current practices, processes, and routines lay the foundation for continuous growth and improvement. Once needs are identified and

analyzed, the process to identify the root cause of areas that need improvement will assist with raising awareness and building understanding of the challenges, and obstacles contributing to the identified needs. It is important to consider primarily what is within the control of educators. The RCA is not about affixing blame or making excuses for performance but rather is a means to create “clarity” pertaining to the “cause”.

WHO CONDUCTS THE COMPREHENSIVE NEEDS ASSESSMENT AND ROOT CAUSE ANALYSIS?

The CNA and RCA is facilitated by a USBE approved CNA/RCA consultant. The CNA/RCA consultant is to guide a school through the comprehensive needs assessment, facilitate a thorough root cause analysis, and facilitate the initial framing of a School Improvement Planning Table (SIPT). The SIPT is built on the school’s identified strengths as well as improvement areas that lead to increased student learning, growth, and achievement for each student and student group.

LEADING VERSUS LAGGING INDICATORS

Historically, needs assessments depended on data that were lagging indicators that focused on the outcomes. Currently, lagging indicators are easy to identify. However, they come at the end of what has already happened making it particularly challenging to ascertain the cause of an event, let alone identify what directly influenced, changed, or impacted the result.

Traditional lagging indicators include but are not limited to:

- Math Summative and Milestone Achievement
- ELA Summative and Milestone Achievement
- Graduation Data
- Student Attendance
- Student Discipline Data
- Parent/Learner Guardian Attendance at Conferences and Events

In contrast, leading indicators look forward. They are within our control and determine the outcome. They can be harder to identify and challenging to measure given leading indicators focus on processes leading to a lagging indicator.

Leading Indicators include but are not limited to:

- Common Formative Assessments
- Milestone Assessments or Interim Assessments
- PLC meeting agendas and notes
- Faculty meeting agendas and notes
- Use of Individual and Collaborative Planning Time
- Lesson Planning
- Changes in Tier I Instruction
- Targeted Professional Development

THE USBE NEEDS ASSESSMENT – WHY THIS IS DIFFERENT

The USBE Needs Assessment focuses on the tasks, activities, routines, and practices taking place in schools where they have considerable influence on student learning, growth, and achievement.

THE RESOURCE ALLOCATION REVIEW

As part of the CNA/RCA process, each school will complete a resource allocation review. What is a resource allocation review?

The resource allocation review is an opportunity to reflect, consider, and document the current allocation of resources (human, fiscal, material, space, and time) that impact student learning, growth, and achievement of all student groups.

Schools conduct the resource allocation review considering these three questions.

1. Are there actionable ways resources can be reallocated to support learning and growth by all students?
2. How can resources be shifted to address the challenges and priorities the school must address so each, and every student is learning and growing?
3. What resources are currently being used to address student learning, growth, or achievement for each of our student groups by the school?

STEP 3: MAKING THE PLAN

Facilitated by the CNA/RCA consultant, the School Improvement Committee (SIC) begins the work of framing their initial school improvement planning table based on the results of the needs assessment and root cause analysis. The two parts of Step 3 are:

1. Step 3.1 is the initial framing of the SIPT and
2. Step 3.2 is finalizing of the SIPT.

This division is to ensure a level of continuity and consistency between the CNA/RCA consultant's findings and the work of the continuous improvement expert who is tasked with coaching, guiding, and supporting the implementation of the SIPT.

STEP 3.1 FRAMING THE INITIAL SCHOOL IMPROVEMENT PLANNING TABLE (SIPT)

Framing the initial SIPT begins with understanding how the findings from the CNA/RCA lead to specific, measurable, actionable, relevant, and time-based (SMART) goals. These goals also must be fleshed out to include evidence-based strategies, timelines, milestones, and clarifying who does what to reach success.

STEP 3.2: FINALIZING THE SCHOOL IMPROVEMENT PLANNING TABLE

Finalizing the SIPT requires moving beyond a framework to describe in detail, clarity and with specificity the why, what, how and in what manner the school will implement with fidelity the strategies and action steps to achieve short- and long-term goals and objectives.

STEP 4: IMPLEMENT THE PLAN

In Step 4, the school implements their SIPT.

STEP 5: MONITOR THE PLAN

The SIC, no less than monthly, monitors the progress of their SIPT, collecting, reviewing, and reflecting on identified data to inform the progress of strategies, actions, and desired/expected results.

In addition, and no less than quarterly, the SIC collaboratively with their continuous improvement expert (CIE) and/or CNA/RCA consultant meet to review and assess the implementation of the SIPT for its effectiveness and fidelity.

STEP 6: ADJUST COURSE

During progress monitoring and no less than annually, the SIC in collaboration with either their CIE or their CNA/RCA consultant will meet to make data informed adjustments, modifications, or corrections to their improvement plan to stay on track to meet or exceed the desired and expected growth and improvement.

SCHOOL AND LEA OVERVIEW OF RESPONSIBILITIES

PRINCIPAL/SCHOOL RESPONSIBILITIES

- The principal convenes faculty to announce their school designation, review, and discuss the requirements and responsibilities of that designation.
- The principal attends and participates in the CCSI School Improvement CSIP Manual professional development training (If possible, the principal invites their administrative team, leadership team or SIC members to attend)
- The principal sends a parent notification letter regarding the school's designation.
- The principal with the school faculty and instructional staff, schedule and complete the FD CALL feedback and reporting tool.
- The principal convenes a School Improvement Committee (SIC) that consists of:
 - A local school board member who represents the voting district where the school is located.
 - The school principal
 - Three parents of students enrolled in the school appointed by the chair of the school community council (SCC), or local charter school board.
 - At least one teacher at the school, appointed by the principal.
 - At least one teacher at the school, appointed by the superintendent, or charter school leader.
 - At least one district (LEA) administrator
 - Charter Schools Only: At least one member of the charter school governing board, appointed by the chair of the charter school governing board.

- The principal and their SIC schedule the post CALL professional learning sessions that must be completed prior to initiating the Needs Assessment or Root Cause Analysis.
- The principal, in collaboration with the SIC, completes the RAR.
- The principal prepares for school needs assessment process that includes:
 - Meeting with the CNA/RCA consultant to review and set dates for the needs assessment and root cause analysis meetings.
 - Preparing and providing necessary documentation, data, schedules, etc., to the CNA/RCA consultant
 - Recruit and select a cross-section group of parents and students for the focus groups.
- In collaboration with the SIC, the principal actively participates in the needs assessment and root causes analysis.
- In collaboration with the SIC, the principal actively participates in the development of priorities based on the needs assessment and root cause analysis.
- In collaboration with the SIC and LEA, the principal actively participates in the selection of the in CIE.
- Implement the SIPT, with assistance from the CIE and additional LEA representatives.
- Provide sufficient resources and support and remove obstacles to success.
- Continue to monitor progress with assistance from the CNA/RCA consultant.

REQUIRED MATERIALS PROVIDED BY SCHOOL TO CNA/RCA CONSULTANT

The principal in collaboration with the SIC will prepare and provide the following materials to the CNA/RCA consultant on or before the first consultant visit:

- A copy of the current school improvement plan, Land Trust, etc.
- List of teachers, the master schedule including bells, preparation times

- List of School Community Council (SCC) members, Parent Teacher Association or Organization (PTA/PTO), and sample of agendas and minutes from meetings
- School map (include room numbers, teacher names, grade levels or departments)
- Provide the FD CALL STAR Report and access to the school's FD CALL results.
- A copy of the current school improvement plan
- Examples of faculty meeting agendas/minutes/notes
- Examples of school leadership team makeup and meeting agendas/minutes,
- Examples of Professional Learning Communities (PLC) meetings, members, agendas, and meeting minutes/notes
- Examples of communication to faculty, parents, school community council (SCC)/PTO/PTSA
- Provide a list of SIC members and their role.
- Provide a list of Professional Learning Community (PLC) members, their roles.

STEP 1: SET THE DIRECTION

THE SCHOOL VISION, MISSION, AND GUIDING PRINCIPLES

The principal facilitates with SIC a review of the school's current direction and asks key questions. Consider,

- Is our vision, mission, and guiding principles (core values), still relevant?
- Does the mission statement still apply? Has our mission changed?
- Does our mission statement include each student?
- Do our goals reflect what we want for our current and future students?
- Are the measures appropriate for each goal?
- Are the targets rigorous yet attainable?

RESOURCE ALLOCATION REVIEW

The principal facilitates with the SIC a review and identification of resources and their allocations for each student group by asking and answering to the best of their knowledge the following questions:

1. What resources are currently being used to address student learning, growth, or achievement for each of our student groups by the school?
2. Are there actionable ways resources can be reallocated to support learning and growth by all students?
3. How can resources be shifted to address the challenges and priorities the school must address so each, and every student is learning and growing?

STEP 2.1: COMPREHENSIVE NEEDS ASSESSMENT - QUANTITATIVE DATA COLLECTION

Provide the CNA/RCA Consultant with the following information noting the source of data (i.e., USBE, LEA, or School based data to provide a comprehensive understanding of the school's demographics and student learning, growth, and achievement performance data.

TEACHER DEMOGRAPHICS

Provide the following teacher demographics from the current school year.

Teacher Demographics

- Percent of teachers retained.
- Percent of teachers with Utah Professional License
- Percent of teachers with Utah Associate Licenses
- Percent of teachers who are working with an LEA-Specific Alternate Pathway to Professional Educator License (APPEL)
- Percent of teachers with an EL Endorsement
- Percent of teachers with 0-3 years of teaching experience
- Percent of teachers with 4-10 years of teaching experience
- Percent of teachers with 10+ years of teaching experience
- Percentage of Teachers representing an ethnic student group in your school
- How many days, on average are substitute teachers needed?
- On average, how many days per week are substitute teachers unavailable to your school (e.g., how often do other staff/faculty need to cover when substitutes are not available?
- Are instructional/behavioral coaches available to teachers in your school? If yes, how many teachers have regular access to coaching support?

SECONDARY SCHOOLS ONLY

- Total number of teachers in each content area.
- Percent of teachers endorsed for assigned courses.
- Average Class Size for each content area.
- Average number of different courses taught by each teacher (i.e., Math I, Math II, Physics, Health, etc.)

STATE TEST RESULTS (ALL SCHOOLS)

- Provide state comprehensive assessment data (RISE or UA+) disaggregated by grade and subject, student group, gender, for current year and for one or two previous years (if available)
- Provide State Report Card
- Provide a list of all student service and resources available for students in the school (i.e., pre-kindergarten, extended day kindergarten, full day kindergarten, after school program, summer school, USA school breakfast program, National school lunch program, after school snack program, fresh fruit and vegetable program, at-risk afterschool meal program, school counselors, before school supervision, mentoring programs for students, high achieving (Gifted and Talented) program, trauma-informed care, external partnerships, social worker/mental health worker, other.

FOR SCHOOLS SERVING GRADES 9, 10, 11, AND/OR 12

- Provide opportunities for Advanced Course Work including enrollment by student group.
- Provide opportunities for Concurrent Enrollment including enrollment by student group.
- Provide attendance rates including number and percentage of chronically absent students, discipline incidents by grade level, student group (office referrals and suspensions).

STEP 2.2 COMPREHENSIVE NEEDS ASSESSMENT - QUALITATIVE DATA COLLECTION

The qualitative data collection includes:

- The Four Domains Comprehensive Assessment of Leadership for Learning Starred Report
- Access to the FD CALL
- Interviews with
 - Principal/Assistant Principal
 - Teachers
 - Other Certified Staff
 - Non-Instructional Staff
 - LEA Administrator
- Focus Groups with
 - Students
 - Parents/Learner Guardian
 - Instructional Paraprofessionals
- Focused Walkthroughs and Observations
 - Classroom
 - PLCs

FOUR DOMAINS COMPREHENSIVE ASSESSMENT OF LEADERSHIP FOR LEARNING

FOUR DOMAINS COMPREHENSIVE ASSESSMENT OF LEADERSHIP FOR LEARNING

The Four Domains (FD) Comprehensive Assessment of Leadership for Learning (CALL) must be completed prior to initiating the comprehensive needs assessment and root cause analysis. The process for completing the FD CALL consists of four steps that include several specific activities.

The results of the FD CALL provide the school and the CNA/RCA consultant data that will be triangulated with other qualitative data sources and quantitative data. The analysis of the FD CALL with other qualitative data and quantitative data is the input for root cause analysis and identification of strategies, action steps, etc. for the framing of the initial SIPT.

FD CALL FEEDBACK AND REPORTING SYSTEM PROCESS

Step 1 The principal prepares for and schedules the administration of the FD CALL (approximately 15 minutes for preparation and 45 minutes with all instructional and certified staff).

Step 2 The principal in collaboration with the SIC will complete the required post FD CALL results professional learning Session 1 and 2 (6 – 8 hours)

Glance Protocol – The SIC will conduct an initial glance at their data by exploring “Areas of Strength,” “Improvement Needs,” “View by Domain,” and “10 Top / Bottom 10” identifying questions of interest using low inference statements.

Focus Protocol –schools will dive more deeply into their data and begin the process of identifying focus areas based on impact.

Step 3 The principal in collaboration with their SIC complete FD CALL “Apply Protocol” identifying focus practices in each of the four Domains. During the Step 2 SICs will learn how to identify and eventually prioritize focus areas.

Step 4 The principal provides the CNA/RCA consultant with their FD CALL completed Force Choice: Setting Priorities tool containing the top three (3) practices for each Domain as informed by the completion of Step 3.

INTERVIEWS

The CNA/RCA consultant will conduct and summarize interviews with the following individuals.

- School Principal
- Assistant Principal(s)
- LEA School Supervisor
- Teacher(s)
- Other Licensed Professionals (i.e., Counselor, Instructional Coach, OT/PT/SLP)

Consider these recommended times to conduct the listed interviews.

- Sixty-minute interview with principal
- Sixty-minute interview with assistant principal(s), if applicable
- Twenty- to thirty-minute interview with each teacher, use a sample size of 25% or no less than 10 teachers)
- Thirty-minute interview with at least one member from Other Licensed Professionals (i.e., instructional coach/literacy coach/math coach, OT/PT/SLP, if applicable

INTERVIEW QUESTIONS (PRINCIPAL/ASSISTANT PRINCIPAL/LEA SUPERVISOR)

1. How long have you been working at this school? How long have you been in your current role?
2. Tell us about your role in this school. How do you support teachers and/or students?
3. What are the biggest successes, challenges in your school?
4. What are your school's improvement goals?
5. How do you promote a clear vision for the school's direction?
6. How do you/will you meaningfully engage school staff in improvement efforts?
7. Can you describe the school's progress in meeting long and short-term goals?
8. What structures or processes are in place to assess progress of your school's

improvement efforts?

9. How are interim assessments used to assess progress towards school goals?
10. What data does the district provide you to help inform your improvement goals and track progress?
11. How does the district recognize excellent staff? How does your school recognize excellent staff?
12. How do you differentiate the content of professional learning to meet the needs of staff?
13. How are school structures (e.g., schedules, data systems) designed to identify and support student needs?
14. How and when do teachers examine individual student data?
15. Do teachers have tools to conduct frequent progress monitoring of student outcomes (e.g., milestone assessments, interim assessments)?
16. Has the school explored options to use instructional time and/or extend instructional time (e.g., longer school days, summer school)?
17. What are the strengths of teaching/instruction at this school? What are the biggest instructional weaknesses of this school?
18. How does the school analyze lesson plans to ensure they meet state standards?
19. How are teachers supported in accessing and using the best instructional practices?
20. To what extent is curriculum, instruction, and assessment in alignment at your school? Can you provide some examples?
21. Is instructional time protected from unnecessary interruptions?
22. How do you ensure that evidence-based practices are used to meet student needs?
23. What would it take to increase the rigor of student learning opportunities in this school?
24. How could the school better use resources to remove barriers and provide opportunities for students to succeed?
25. How are staff and students recognized for working hard and doing good

work?

26. Do you believe administrators and teachers have high expectations for all students? Give us some examples to support your response.
27. What roles do parents, families, and community members play in supporting student learning?
28. Are there any issues that you believe inhibit a positive and safe learning environment for students and staff? Be specific.
29. How often does the school ask staff, students, and parents for input to inform decisions?
30. What else would you like me to know about your school?

INTERVIEW QUESTIONS (TEACHER/OTHER LICENSED PROFESSIONALS)

1. How long have you been working at this school? How long have you been in your current role?
2. Tell us about your role in this school. How do you support teachers and/or students?
3. What are the biggest successes, challenges in your school?
4. What are your school's improvement goals?
5. Can you describe the school's progress in meeting long and short-term goals?
6. What structures or processes are in place to assess progress of your school's improvement efforts?
7. How are interim assessments used to assess progress towards school goals?
8. What data does the school/district provide you to help inform your improvement goals and track progress?
9. How does the district recognize excellent staff? How does your school recognize excellent staff?
10. How is the content of professional learning differentiated to meet the needs of staff?
11. How are school structures (e.g., schedules, data systems) designed to identify and support student needs?
12. How and when do teachers examine individual student data?

13. Do teachers have tools to conduct frequent progress monitoring of student outcomes (e.g., milestone assessments, interim assessments)?
14. Has the school explored options to use instructional time and/or extend instructional time (e.g., longer school days, summer school)?
15. What are the strengths of teaching/instruction at this school? What are the biggest instructional weaknesses of this school?
16. How does the school analyze lesson plans to ensure they meet state standards?
17. How are teachers supported in accessing and using the best instructional practices?
18. To what extent is curriculum, instruction, and assessment in alignment at your school? Can you provide some examples?
19. Is instructional time protected from unnecessary interruptions?
20. How are evidence-based practices used to meet student needs?
21. What would it take to increase the rigor of student learning opportunities in this school?
22. How could the school better use resources to remove barriers and provide opportunities for students to succeed?
23. How are staff and students recognized for working hard and doing good work?
24. Do you believe staff have high expectations for all students? Give some examples to support your response.
25. What roles do parents, families, and community members play in supporting student learning?
26. Are there any issues that you believe inhibit a positive and safe learning environment for students and staff? Be specific.
27. How often does the school ask staff, students, and parents for input to inform decisions?
28. What else would you like me to know about your school?

FOCUS GROUPS

The CNA/RCA consultant will conduct and summarize interviews with the following Focus Groups.

- Parents
- Students
- Paraprofessionals, Secretaries, Custodians, Lunchroom Staff

Consider these time commitments.

- Sixty-minutes focus group of eight to ten parents who are representative of the student population.
- Sixty-minute focus group with eight to ten students who are representative of the student population.
- Sixty-minute focus group with paraprofessionals, instructional support staff member, secretaries, custodians, lunchroom staff

FOCUS GROUP QUESTIONS: PARENTS

1. **Parent Introductions** (name, grade level of children, how long they have been at this school)
 1. What do you like best about your child/children's school?
 2. What do you like least about your child/children's school?
 3. What do you think this school's goals are for students?
 4. What do you think are the most important things this school should try to do better?
 5. Do you believe the teachers at this school are well-prepared to teach your child(ren)?
 6. How does your child's teachers help your child learn difficult material, or concepts he/she struggles to grasp?
 7. Does your child work in groups in class? Does he/she usually work with the same group of students, or does he/she work with different students sometimes?

8. What kind of work does your child do for school? Does it challenge him/her? Why or why not?
9. Does your child's teacher try different ways to help your child learn the material?
10. Do you feel your child gets the support he/she needs to be a successful student? Why or why not?
11. If your child is struggling academically or emotionally, do you know what resources are available to help outside of the regular classroom?
12. How are staff and students recognized for working hard and doing good work?
13. Do you believe school leaders and teachers have high expectations for all students? Give us some examples to support your response.
14. How do/does your child's teacher(s) let you know how your child is doing in classes and with behavior?
15. Now remember, I am not asking for the names of teachers, the principal or assistant principal(s), or dean(s). With that said, how does the school help with behavior issues and the emotional needs of students here?
16. How do you know what your child is learning at school and how you might be able to help him/her at home?
17. Is there anything else you would like to tell us about your school or district?

FOCUS GROUP QUESTIONS: STUDENTS

1. **Student Introductions**-Please tell me your name, grade level, how long you have been at this school?
2. What do you like best about this school?
3. What do you like least about this school?
4. What do you think your school's goals are for students?
5. What do you think are the most important things your school should try to do better?
6. Do you think your school has good teachers? What makes you think this?
7. How do your teachers help you learn when its hard or you do not understand?
8. How do your teachers create groups in your classes? Do you usually work with

- the same group of students, or do you work with different students sometimes?
9. What kinds of work do you do in your classes? Does it challenge you? Why or why not?
 10. Do you know what you should be learning for each lesson and why—do your teacher state goals for the class?
 11. Do your teachers try different ways to help you learn the material?
 12. Do you feel you get the support from your teachers or the school to be a successful student? Why or why not?
 13. How are you and other students recognized for working hard and doing good work?
 14. Do you believe administrators and teachers have high expectations for all students? Give us some examples to support your response.
 15. Have there been times when other students' behavior has affected your ability to learn and pay attention?
 16. If you feel confused or do not understand something in class, what do you do?
 17. How does your family know what you are learning at school and how they might be able to help you at home?
 18. If an assignment in class is easy for you and you complete it quickly, what do you do?
 19. If you are struggling in a class, what help is available to you?
 20. Is there anything else you would like to tell us about your school?

FOCUS GROUP QUESTIONS: PARA-PROFESSIONALS, INSTRUCTIONAL SUPPORT STAFF, SECRETARIES, CUSTODIANS, LUNCHROOM STAFF

- 1 **Para Introductions**-Please tell me your name, grade level, how long you have been at this school?
- 2 Tell us about your role in this school. How do you support other teachers and/or students?
- 3 What are the biggest successes in your school?
- 4 What are the biggest challenges in your school?

- 5 What are your school's improvement goals?
- 6 What is your role in helping your school achieve its goals?
- 7 What do you see as the top priorities for improving your school?
- 8 How are school structures (e.g., schedules, data systems) designed to identify and support student needs?
- 9 Do you have common planning time with teachers in the same grade level?
Across grade levels?
- 10 How does your school identify and address barriers to help students be successful?
- 11 Are there any barriers (policies or practices) that may stand in the way of every student having the opportunity to learn at higher levels and/or engage in rigorous coursework?
- 12 What resources are available to address students' academic and emotional needs outside of the regular classroom?
- 13 How does the district recognize excellent staff? How does your school recognize excellent staff?
- 14 Do you believe administrators and teachers have high expectations for all students? Give us some examples to support your response.
- 15 How does the school help meet students' health, physical activity, and nutritional needs?
- 16 Has the school implemented effective behavior management strategies or programs?
- 17 Are there any issues that you believe may inhibit a positive and safe learning environment for students and staff? Be specific.
- 18 How do you encourage students to direct their own learning towards achieving their goals?
- 19 What else would you like me to know about your school?

CLASSROOM WALKTHROUGH

INSTRUCTIONS: The consultant will spend no less than 15 minutes in each identified classroom walkthrough that at a minimum include (Elementary: no less than one class per grade level to include at least one Math, one ELA and one Science lesson); (Secondary: no less than five classes per grade level to include at least one Math, one ELA, and one Science class in both 9th and 10th grades; and two non-core classes per grade level)

Each Walkthrough will consist of two components.

- Demographic Information
- Observable evidence in three (3) specific areas:
 - Teacher Clarity
 - Culture of Learning
 - Instructional Rigor

TEACHER CLARITY

The consultant should look for evidence that teachers provide clear, concise, and appropriate detail about what, why, and how they will teach a specific lesson, as well as how they, the teacher, will know when students have mastered the specific learning in a lesson. Observers should look for evidence of:

1. Learning intentions: *what students should know and be able to do at the end of a lesson.*
2. Rationale: *why it is important for them to know and do these skills.*
3. Success criteria: *what it will look like when students have learned it.*

LEARNING INTENTIONS

- The lesson's learning intention is stated in clear, meaningful, student-friendly language.
- Learning intention is aligned to a core standard.

- Learning intention is focused on what the students will learn by the end of the lesson or unit of study, not the specific task or activity.
- When asked, students are able to explain *what* they should be able to know and do at the end of the lesson or unit.
- Learning tasks are aligned with the learning intention.

RATIONALE

- The teacher communicates *why* students are learning the skill or concept using language that enables students to explain what they are learning and why it is important and/or will help them.
- When asked, students are able to tell *why* they are learning what they are learning.

SUCCESS CRITERIA

- The teacher explicitly communicates success criteria, which tell students what it will look like when they have mastered the learning intention.
- The teacher communicates to students what they will need to be able to *show* they have learned. The teacher communicates in terms of things that students will say, do, make, or write that provide evidence of learning.
- Success criteria are clearly aligned to a learning intention.
- When asked, students are able to explain what they will be able to show when they have mastered the learning intention.

CULTURE OF LEARNING:

Observers should look for evidence of students completing lesson activities, following behavioral expectations, and executing routines and transitions efficiently.

- Are all students doing what the teacher has asked of them in an orderly and efficient manner?
- Are all students engaged in the work of the lesson from start to finish?

- Are all students engaged in content aligned to the appropriate standards for their subject and grade?
- Are all students responsible for doing the thinking in this classroom?
- Do all students demonstrate that they are learning?

INSTRUCTIONAL RIGOR

Observers should look for evidence that there are high expectations for learning for every student including a balance among the complexity of the learning content (texts, concepts, etc.), cognitive engagement with that content (learning tasks), and the accessibility of learning tasks for every student.

The CNA/RCA Consultant will summarize each Walkthrough and include these summaries in the Executive Summary and Comprehensive Report.

PROFESSIONAL LEARNING COMMUNITY OBSERVATION

The CNA/RCA Consultant will attend and observe no less than two (2) Professional Learning Community meetings in its entirety. During the PLC, the consultant will look for, listen for, and record the following:

- Agenda, Meeting Norms, Meeting Minutes, Data
- Frequency and duration of PLCs meetings
- What is the structure of the PLCs? Who attends PLC meetings?
- Is each PLC member capable of explaining its purpose and established goals?
- Are there PLC protocols in place to help identify root causes for poor student performance?
 - Do the protocols enable staff to identify and plan for the use of instructional strategies necessary for improvement for identified student groups (SWD, ELL)?
 - Do the protocols regularly analyze individual student data as part of teachers' regular work and expectations.
- Do school leaders attend and participate in PLCs? How often and for how long?
- Do Special Education teachers attend and participate in subject matter or content specific PLCs? How often and for how long?
- Do English Language teachers attend and participate in subject matter or content specific PLCs? How often and for how long?
- Do other specialists attend and participate in subject matter or content specific PLCs? How often and for how long?
- Do teachers use data reviewed in PLCs to adjust upcoming instruction?
- Do teachers share and discuss if interventions were effective?
- Is there a presence of collective responsibility and shared purpose?
- Is there presence of mutual accountability and trust among members?

- Is there a focus on increasing learning, growth or achievement for each and every student with emphasis on TSI/ATSI student groups?
- Is there evidence of specific, timely and actionable data to make informed instructional decisions. Data to include but not limited to summative assessments, milestone data, or short-term assessments (unit tests, exit tickets, independent student work)?

Is there collaboration between PLC team members in analysis of data, discussion solutions, reflection on practice, and shared ownership of student learning, growth and achievement for all students taught by the educators on the team?

The CNA/RCA Consultant will summarize each PLC observation and include these summaries in the Executive Summary and Comprehensive Report.

CROSSWALK OF SCHOOL NEEDS ASSESSMENT

The CNA/RCA Consultant provides summary of findings to the school, LEA and USBE addressing the following questions:

1. What are the consistencies, strengths in the review of qualitative and quantitative data specifically related to student learning, growth, and achievement?
 - a. List each and every data/data source used to make the determination?
2. What are the discrepancies, gaps, deficiencies, or inconsistencies identified in the review of qualitative and quantitative data specifically related to student learning, growth, and achievement?
 - a. Detail each discrepancy, gap, deficiency, or inconsistency and the data/data source used to make the determination.

STEP 2.3 ROOT CAUSE ANALYSIS

ROOT CAUSE ANALYSIS PROCESS

INSTRUCTIONS

The SIC meets with the CNA/RCA consultant who facilitates the identification of, and agreement on, the causes underpinning 1) the strengths of the school that need to be continued or leveraged and 2) the improvement needs to address inconsistent or low performance directly connected to the areas where staff have significant influence to change, or make improvements.

The root cause analysis process consists of the following steps:

1. Development of Problem Statements based on the analyses of prioritized needs recorded by the CNA/RCA consultant on the Crosswalk of School Needs worksheet.
 - a. An emphasis is placed on the prioritization of specific needs correlated with low student learning, growth, or achievement results.
2. Summarize and prioritize Problem Statements.
 - a. An emphasis is placed on the alignment of tasks, activities, routines, and practices that staff control or have considerable influence that results in an improved outcome.

PROBLEM STATEMENT IDENTIFICATION: PROCESS

- Step 1: Identify specific areas of low performance.
- Step 2: Develop Problem Statements
- Step 3: Conduct a Fishbone Diagram for each Problem Statement.
- Step 4: Align identified practices (FD CALL) to Problem Statements

STEP 1: REVIEW, DISCUSS, AND AGREE ON CROSSWALK ASSESSMENT NEEDS SUMMARY

The CNA/RCA consultant guides, facilitates the school improvement committee (SIC) through a review of the Crosswalk of School Needs Assessment to identify 1) school strengths and practices that can be leveraged resulting in increased consistency of learning and growth and 2) the specific, prioritized needs correlated with low student learning, growth, or achievement results.

DEVELOP PROBLEM STATEMENTS

Using the Crosswalk of School Needs Assessment document, the CNA/RCA consultant guides, facilitates the SIC to develop the top four (4) specific, focused Problem Statements.

For each Problem Statement identified, the SIC reviews, reflects, and records the answers to the following set of questions to assist with developing actionable Problem Statements:

- Which TSI/ATSI student group(s) (be specific) are impacted?
- What is the learning, growth, or achievement focus?
- What is the evidence of the problem?
- When is the problem identified?
- What is the gap in performance between the identified student group and the overall school performance?

Example One

Guiding Questions	Response
Area of Low Performance	EL student performance in ELA in grades 3-6
Which TSI/ATSI student group(s) (be specific) are impacted?	EL students in grades 3-6

What is the learning, growth, or achievement focus?	ELA proficiency on RISE
What is the evidence of the problem?	RISE test results
When is the problem identified?	At the interim milestone assessments and end of the year RISE
What is the gap in performance between the identified student group and the overall school learning, growth, or achievement performance?	There is a 59% gap between EL student proficiency and “all students” proficiency levels.
	In grades 3-6, 84% of EL students scored below proficient on the ELA RISE test as compared to 25% of their non-EL peers.

Example Two

Guiding Questions	Response
Area of Low Performance	EL student growth targets in ELA in grades 9 and 10
Which TSI/ATSI student group(s) (be specific) are impacted?	EL students in grades 9-10
What is the learning, growth, or achievement focus?	EL students meeting growth in ELA
What is the evidence of the problem?	UA+ test results
When is the problem identified?	At the interim milestone assessments and end of year UA+ test.
What is the gap in performance between the identified student group and the overall school learning, growth, or achievement performance?	There is a 45% gap between EL student meeting growth as compared to whole school.

	In grades 9-10, 18% of EL students met their student growth target in ELA as measured by UA+ results as compared to 63% of their non-EL peers.
--	--

IDENTIFYING ROOT CAUSE

OVERVIEW

The Fishbone Diagram is used to identify the causes, practices, or underpinning reasons of an effect (strength or problem). The Fishbone Diagram is especially helpful when there are multiple contributing causes, practices or underpinning reasons that may interact or coalesce together to create “the effect.”

There are many variables and factors that underpin the cause of a problem or the cause of success. It is therefore especially important to differentiate a root cause from a related cause. This can be done by determining if a cause is dependent, independent, or interdependent upon another cause.

It is difficult and challenging to attempt to identify a single cause of a problem. The Fishbone Diagram provides the opportunity to identify those dependent, independent, and interdependent causes of a problem.

Three compelling questions are answered by this process.

1. Do the identified root causes align with our student learning, growth, and achievement results?
2. How does the identified root cause relate to low student performance?
3. If we address the identified root causes will student learning, growth, and achievement improve?

INSTRUCTIONS

The CNA/RCA consultant, in collaboration with the SIC, will guide and facilitate a Fishbone Diagram for each Problem Statement.

Using the results of the FD CALL the CNA/RCA consultant, in collaboration with the SIC, will identify tasks, activities, routines, and practices that may be a contributing factor or underpinning reason of the problem.

FISHBONE DIAGRAM

DIRECTIONS

1. Place the Problem Statement (Effect) at the far right.
2. Create a spine or backbone.
3. Add bones (causes, practices, or underpinning reason) at an angle connecting them to the backbone. Add as many bones as necessary.
4. Identify and label each cause, practice, or underpinning reason.
5. Summarize and label each “bone” with an agreed upon term that conveys the affinity of the identified major and minor causes for each effect (problem)

EXAMPLE

Using Example 1 of a specific, focused problem: In grades 3-6, 84% of EL students scored below proficient on the ELA RISE test as compared to 25% of non-EL students.

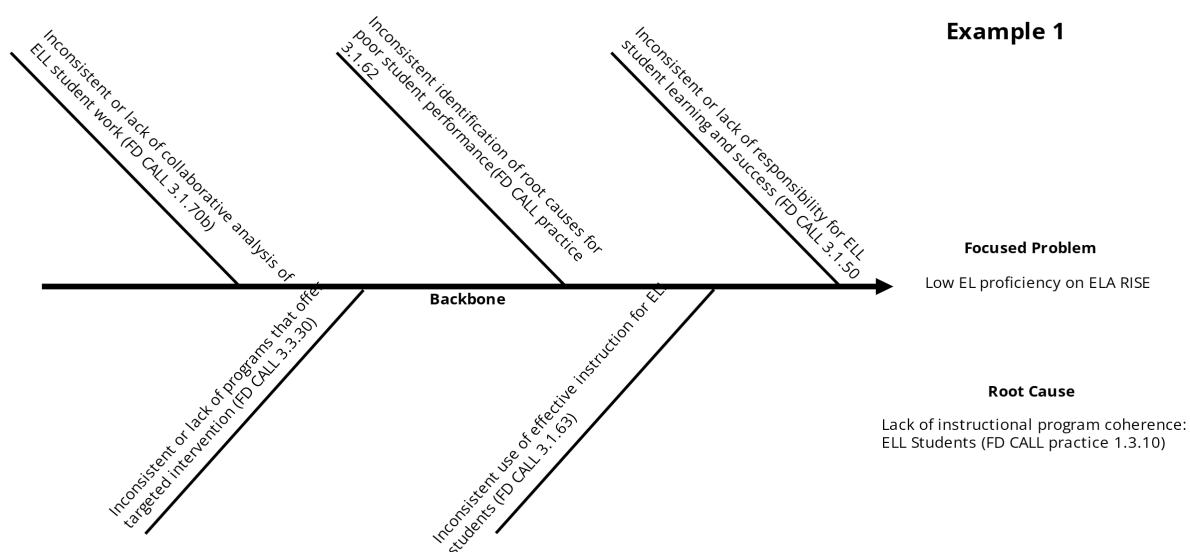
The Effect: ELL low proficiency on ELA RISE Test

Root Cause

- Lack of instructional program coherence: ELL Students (FD CALL practice 1.3.10)

Related Cause

- Inconsistent identification of root causes for poor student performance (FD CALL practice 3.1.62)
- Inconsistent use of effective instruction for ELL students (FD CALL 3.1.63)
- Inconsistent or lack of programs that offer targeted intervention (FD CALL 3.3.30)
- Inconsistent or lack of responsibility for ELL student learning and success (FD CALL 3.1.50)
- Inconsistent or lack of collaborative analysis of ELL student work (FD CALL 3.1.70b)



Using Example 2 of a specific, focused problem: In grades 9-10, 18% of EL students met their student growth target in ELA as measured by UA+ results as compared to 63% of their non-EL peers.

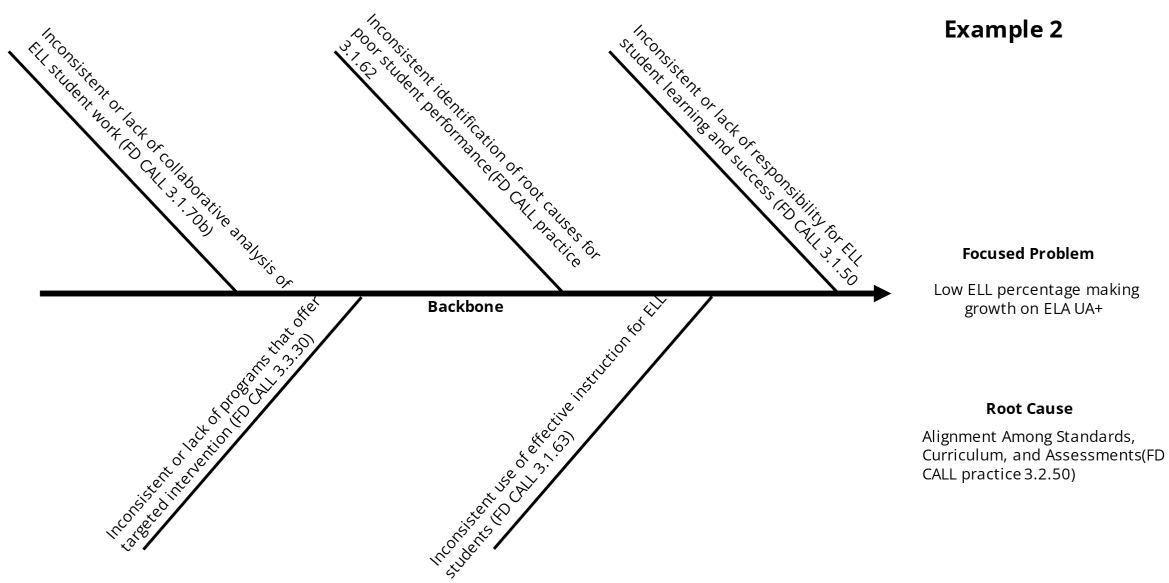
The Effect: ELL low percentage of student meeting learning growth targets on ELA UA+ Test.

Root Cause

- Alignment Among Standards, Curriculum, and Assessments (FD CALL practice 3.2.50)

Related Cause

- Inconsistent identification of root causes for poor student performance (FD CALL practice 3.1.62)
- Inconsistent use of effective instruction for ELL students (FD CALL 3.1.63)
- Inconsistent or lack of programs that offer targeted intervention (FD CALL 3.3.30)
- Inconsistent or lack of responsibility for ELL student learning and success (FD CALL 3.1.50)
- Inconsistent or lack of collaborative analysis of ELL student work (FD CALL 3.1.70b)



STEP 2.4 EXECUTIVE SUMMARY AND COMPREHENSIVE REPORT

CNA/RCA EXECUTIVE SUMMARY AND COMPREHENSIVE REPORT

PURPOSE

The purpose of the CNA/RCA Report is to summarize the findings of the needs assessment and root cause analysis as well as provide recommendations for the School Improvement Planning Table (SIPT). The CNA/RCA Report provides guidance, context, and clarity of the findings surfaced through the CNA/RCA process to assist the SIC in developing an initial framing of actionable, effective, and meaningful school improvement goals, strategies, and action steps.

OVERVIEW

The CNA/RCA Comprehensive Report process consists of 1) Executive Summary 2) SIPT Initial Framework, and 3) SIC Membership and Participation Assurance that must be submitted to the school, LEA and USBE for review and approval.

EXECUTIVE SUMMARY

The Executive Summary consists of the following components:

COMPONENT 1: CROSSWALK OF SCHOOL NEEDS SUMMARY

- What did the CNA/RCA consultant do?
 - What data did the CNA/RCA consultant review, analyze compare, contrast, etc.?)
 - How did the CNA/RCA consultant review, analyze compare, contrast, etc. data?
- What did the CNA/RCA consultant find?
 - What were the strengths, gaps, deficiencies, opportunities to improve?

- What are the implications for school improvement of these findings and why?
 - If the school does not address or does not continue a task, activity, routine, or practice what are the consequences or ramifications?
 - What are the specific student group(s) that will be impacted?
 - What is the specific area of performance, achievement, or growth that will be impacted?

COMPONENT 2: PROBLEM STATEMENT SUMMARY AND THE FISHBONE SUMMARY

- What did CNA/RCA consultant do?
- What did CNA/RCA consultant find?
- What are the implications for school improvement of these findings and why?

COMPONENT 3: RECOMMENDATIONS

- What are the priorities for school improvement and why?
- What are the specific student group(s) that will be impacted?
- What is the specific area of performance, achievement, or growth that will be impacted?
- What are the evidence-based strategies and/or FD CALL practices aligned to the identified priorities for school improvement?
 - What are the specific student group(s) that will be impacted?
 - What is the specific area of performance, achievement, or growth that will be impacted?
- What suggested or recommended data should be used to progress monitor and assess the effect or impact of evidence-based strategies or practices aligned to identified priorities for school improvement?
 - What are the specific student group(s) that will be impacted?
 - What is the specific area of performance, achievement, or growth that will be impacted?

COMPREHENSIVE REPORT

The CNA/RCA Consultant will provide a comprehensive report that includes the following (Guiding Questions are in the Consultant Workbook):

QUANTITATIVE DATA COLLECTION AND ANALYSIS - GUIDING QUESTION RESPONSES

- Quantitative Data: State Assessment Results
- Quantitative Data: Other LEA/School Assessments
- Quantitative Data: Attendance and Discipline
- Quantitative Data Summary: Guiding Question Responses

QUALITATIVE DATA COLLECTION AND ANALYSIS

- FD Areas of Strength/Improvement Needs: Note Catcher
- FD Setting Priorities: Forced Choice: Note Catcher
- Qualitative Data FD CALL Guiding Questions responses
- Interview summaries
- Focus Group summaries
- Classroom Walkthrough summaries
- PLC Observation summaries
- Qualitative Data Summary Guiding Questions responses

FROM THE ROOT CAUSE ANALYSIS

- Focused Problem Statements: Note Catcher
- Problem Statements Summary
- Fishbone Diagram Summaries

TAKING STEP 3.1 CREATE INITIAL SCHOOL IMPROVEMENT PLANNING TABLE (SIPT)

OVERVIEW

The third step in the USBE continuous improvement process is divided into two parts - 3.1: The Initial Framing of the School Improvement Planning Table (SIPT) and 3B: SIPT. The initial framing of the SIPT is the responsibility of the CNA/RCA consultant in collaboration with the School Improvement Committee (SIC).

PURPOSE OF STEP 3.1

The purpose of Step 3.1 is to ensure continuity of findings and outcomes from the needs assessment and root cause analysis. The SIPT is a multi-year plan that allows the school to map their goals, strategies, and action steps over no less than three years to create the improvement necessary to address areas identified as needing improvement as well as set the foundation for continuous improvement.

SMART ACRONYM

Throughout the SIPT process the SMART acronym (Specific, Measurable, Achievable, Relevant, and Timebound) is used in the development of Goals, Strategies, Action Steps, Indicators, and Milestones (if applicable). SMART is defined through these guiding questions:

SMART GUIDING QUESTIONS

- **Specific:** Is the goal, strategy, action step, indicator, or milestone clearly defined and aligned to the original reasons for identification?
- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal, strategy, action step, indicator, or milestone?
- **Achievable:** Does the goal, strategy, action step, indicator, or milestone stretch the school while still being attainable?

- **Relevant:** Does the goal, strategy, action step, Indicator, or milestone relate to student learning, growth, and achievement? Is it data-based?
- **Time-bound:** Is the time appropriate for accomplishment of the goal, strategy, action step, Indicator, or milestone?

USBE SIPT REQUIRED AREAS AND ELEMENTS

The SIPT is developed based on the needs assessment and root cause analysis. The SIPT must be aligned with the required elements per Utah Code [53E-5-303\(5\)](#) and USBE Administrative Rule [R277-920-8](#).

1. **SMART Goals:** Identify no less than three goals and no more than four goals that will address the problem(s) identified in the CNA/RCA Executive Summary and Comprehensive Report
2. **SMART Strategies:** Identify the strategies necessary to meet the goal(s) that include the identification of Evidence Based Strategies (not programs) and/or Four Domain CALL Practices
3. **SMART Action Steps:** Identify the specific action steps necessary to accomplish each strategy.
4. **Evidence-Based Strategies/FD CALL Practices:** Identify the Evidence Based Strategies (not programs) and/or Four Domain CALL Practices included in the Action Steps.
5. **Indicators:** Identify the metrics or measures that will be used to indicate the progress or status of strategy and action step implementation.
6. **Milestones/Milestones:** Identify the milestones and key milestones of each strategy.
7. **Frequency and Monitoring:** Identify the frequency of monitoring for each strategy.
8. **Professional Learning:** Identify the professional learning necessary to achieve the stated goal. Include professional learning needs for Leadership, Teachers, Other Licensed Educators, and Paraprofessionals
9. **Budget:** Identify projected budget expenditures to achieve each stated goal including but not limited to professional services, instructional materials, training, substitutes, salary/benefits if applicable, travel, conferences, etc.
10. **Communication Strategy:** Identify how the SIPT and the progress or status

of each strategy will be communicated to all stakeholders.

THE SIPT PROCESS

The SIPT process has several steps.

Step 1 Review the USBE required SIPT elements.

Step 2 Develop SMART Goals

Step 3 Develop SMART Strategies (including Evidence-Based and/or FD CALL practices)

Step 4 Develop SMART Action Steps

Step 5 Identify and set Strategy and Action Step Indicators with Frequency of Monitoring

Step 6 Identify and set Goal Milestones with Frequency of Monitoring

Step 7 Identify Professional Learning (Leadership, Teachers, Other Licensed Staff, Paraprofessional) necessary for fidelity of Action Steps and Strategies

Step 8 Identify and align a budget with results of the CNA/RCA

Step 9 Identify how this work will be communicated to staff, stakeholders.

Step 10 Finalize Initial SIPT

Step 11 Submit completed SIPT.

SMART GOALS

SMART GOAL GUIDING QUESTIONS

The following questions are a guide in developing SMART Goals.

Guiding Questions	Addressed Y/N
1. Is the goal specific, clear, and easily understood?	

2. Does the goal state a current performance level?	
3. Is the goal focused on what needs to improve?	
4. Is the goal focused on a specific student group?	
5. Does the goal clearly state what will be accomplished?	
6. Does the goal include who will be involved in accomplishing the goal?	
7. Does the goal state when it will be achieved?	
8. Does the goal state how it will be measured?	
9. Is the goal truly attainable and achievable?	
10. Is the goal within the control or considerable influence of the educators at this school?	
11. Is the goal relevant to student learning, growth, and achievement?	
12. By meeting this goal, will learning, growth and achievement for a specific student group improve significantly?	

SMART GOAL EXAMPLES

- By June 2027, the number of ELL students meeting ELA language growth targets in grades 3 through 5 will increase from 18% to 48% as measured by RISE.
- By June 2027, the number of ELL students meeting Math growth targets in grades 3 through 5 will increase from 12% to 42% as measured by RISE.
- The median growth percentile (MGP) in ELA, Math and Science will increase from 44 in 2023 to no less than 59 in 2027.

MIDDLE SCHOOL EXAMPLE

- By June 2027, years increase the number of ELL students in grades 6 through 8 meeting their MGP in ELA from 18 to 60 as measured by RISE.
- By June 2027, three years increase the number of SWD students in grades 6 through 8 meeting their MGP in Math from 7 to 20 as measured by RISE.
- By June 2027, increase the number of EDA students in grades 6 through 8 meeting their MGP in Science from 22 to 65 as measured by RISE.

JUNIOR HIGH/HIGH SCHOOL EXAMPLE

- By June 2027, three years, the percentage of students scoring a seventeen or higher on their ACT will increase from 31% in 2023 to 60%.
- By June 2027, the percentage of ELL students meeting 3 or 4 college readiness standards on the ACT will increase from 25% to 65%.
- By June 2027, the percentage of AP exams taken by ELL students will increase from 5% in 2023 to 25%.
- By June 2027, the number of SWD enrolled in CTE courses will increase from 7% in 2023 to 30% as measured by CTE course enrollment.
- By June 2027, the number of ELL students enrolled in Honors courses in grades 9 and 10 will increase from 10% in 2023 to 40% as measured by student enrollment.

SMART STRATEGY: EVIDENCE BASED STRATEGIES SELECTION AND FD CALL PRACTICES

A strategy must be practical, focused and aligned to “how” the goal will be achieved. Each strategy should include either identified evidence-based strategies and/or FD CALL practices. Each strategy is developed using the SMART process. Each goal should be limited to no more than three (3) strategies.

SMART STRATEGY GUIDING QUESTIONS

The following questions are a guide in developing SMART Goals.

Guiding Questions	Addressed Y/N
1. Is the strategy specific, clear, and easily understood?	
2. Does the strategy include evidence-based strategies and/or FD CALL practices?	
3. Is the strategy aligned, focused on meeting the goal?	
4. Does the strategy clearly state what will be accomplished?	
5. Does the strategy include who will be involved in accomplishing the strategy?	
6. Does the strategy state when it will be achieved?	
7. Does the strategy state how it will be measured?	
8. Is the strategy truly attainable, achievable?	
9. Is the strategy within the control or considerable influence of the school?	
10. Is the strategy relevant to student learning, growth, and achievement?	
11. By implementing this strategy, will learning, growth, and achievement for a specific student group improve significantly?	

SMART STRATEGY (EVIDENCE BASED/STRATEGY/FD CALL PRACTICE EXAMPLE

Goal: By June 2027, the number of ELL students meeting their ELA growth targets in grades 3 through 5 will increase from 18% to 48% as measured by RISE.

Strategy #1:

Beginning in year 2, school leadership will review, monitor, and provide no less than monthly to each grade level PLC, 1) clarity of purpose, guidance, and support to develop and implement effective instructional and assessment strategies for ELL learners, and 2) the use of specific data to identify and monitor learner needs, plan differentiated instruction, and collaboratively develop learning plans as measured by PLC meeting agendas, meeting minutes, PLC participating by school leadership, PLC and classroom observations, and identified student learning and growth.

Strategy #2:

Beginning in Year 2, grade 3-5 teachers in collaboration with school leadership, building and district ELL staff will build and implement a professional learning plan to address instructional strategies to support multilingual learners as measured by PLCs, classroom observations, and identified student learning and growth data.

Strategy #3:

Beginning in Year 2, each and every teacher will weekly examine and analyze individual student learning, growth, or achievement data in their grade level PLC to determine instructional impact and effect, inform lesson design and instructional methodology that is differentiated to address learning strengths and learning deficits as measured by PLCs agendas and notes, classroom observations, and identified student learning and growth data.

SMART ACTION STEPS

Action steps are developed using the SMART process. Each goal includes strategies. Each strategy includes specific action steps. Action steps are the exact, specific actions – tasks, activities, routines, or practices necessary to complete, accomplish the strategy to meet or exceed the goal.

SMART ACTION STEP GUIDING QUESTIONS

Guiding Questions	Addressed Y/N
1. Is the action step specific, clear, and easily understood?	
2. Is the action step an evidence-based strategy and/or FD CALL practice?	
3. Is the action step aligned, focused on accomplishing the strategy?	
4. Does the action step clearly state what will be accomplished?	
5. Does the action step include who will be involved and responsible in accomplishing the action step?	
6. Does the action step state when it will be achieved?	
7. Does the action step state how it will be measured?	
8. Is the action step truly attainable and achievable?	
9. Is the action step within the control or considerable influence of the responsible person(s)?	
10. Is the action step relevant to student learning, growth, and achievement?	
11. By implementing this action step, learning, growth, and achievement for each specific student group will improve significantly?	
12. Is the source of practices identified? i.e., Best Practices Clearing House, FD CALL	

SMART ACTION STEP EXAMPLES

Goal: By June 2027, the number of ELL students meeting their ELA growth targets in grades 3 through 5 will increase from 18% to 48% as measured by RISE.

Strategy #1:

Beginning in year 2, school leadership will review, monitor, and provide no less than monthly to each grade level PLC, 1) clarity of purpose, guidance, and support to develop and implement effective instructional and assessment strategies for ELL learners, and 2) the use of specific data to identify and monitor learner needs, plan differentiated instruction, and collaboratively develop learning plans as measured by PLC meeting agendas, meeting minutes, PLC participating by school leadership, PLC and classroom observations, and identified student learning and growth.

Strategy 1: Action Steps

- By the end of September 2024, school leadership will strengthen PLCs by adding structures, protocols, data, expectations, and attendance to maximize the use of collaborative time as measured by PLC agendas and meeting notes, meeting attendance, PLC observation, and the FD CALL Quick CALL.
- Beginning in October 2024 and thereafter monthly, school leadership will model and implement collaborative feedback practices that allow teachers to reflect on teaching practice to create a school culture that values improvements in teaching practice, as measured by PLC agendas and meeting notes, meeting attendance, PLC and classroom observations, the FD CALL Quick CALL and student work product.
- Beginning in November 2024 and thereafter monthly, each grade level PLCs review relevant data (i.e., WIDA, Acadience, technology based supplemental data) and other formative assessment data including but not limited to: Common Formative Assessments, Milestone and Interim Assessments to make instructional adjustments and address student skill, content or application gaps in a timely manner as measured by PLC agendas, meeting notes, the FD CALL Quick CALL, student, student work product.
- Beginning in September 2024 thereafter weekly, teachers are provided weekly opportunities to collaborate with peers in reviewing student work

and discussing its implications for instructional design, academic rigor, and learner outcomes as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and student work product.

- Beginning in October 2024 thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding:
 - The percentage of students improving performance levels and those who are not improving.
 - Design and implement specific interventions to address deficits or deficiencies in skill, content, or application as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
- Beginning in November 2024 thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding the percentage of students mastering the essential skills as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
- Beginning in December 2024 thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding students who are not improving and are therefore recommended for further intervention as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
- Beginning in January 2025 and thereafter monthly the school leadership collaboratively with the Instructional Coach will provide professional learning to teachers on what transforms a school into a PLC (and the difference between a PLC versus “having PLC meetings”) as measured by PLC agendas, meeting notes, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
- Beginning January 2025 and thereafter monthly, the school leadership in collaboration with each teacher will review, discuss, identify, and implement equitable practices in the use, nature, and language of formative assessments to inform, design, and implement effective, evidence based instructional practices daily as measured by lesson plans, classroom walkthroughs, PLC agendas, minutes, and common formative assessments, milestone assessments, and Interim assessments.

SOURCES: FD CALL PRACTICES

- 3.1 Diagnose and respond to student learning needs.
 - 3.1.50 Responsibility for Student Learning for ELL Students
 - 3.1.61 Providing Guidance to PLC's About Purpose and Structure
 - 3.1.62 Supporting PLCs to Help Teachers Identify Root Causes for Poor Student Performance
 - 3.1.63 Supporting PLCs to Help Teachers Develop Effective Instruction
 - 1.3.10 Instructional Program Coherence: Special Ed and ELL Students

SMART INDICATORS

Indicators are measures or metrics that assess the effectiveness of the action step. Often action step indicators are qualitative in nature and have a direct correlation or even causal influence on the strategy.

SMART INDICATOR GUIDING QUESTIONS

Guiding Questions	Addressed Y/N
1. Is the indicator specific, clear, and easily understood?	
2. Is the indicator aligned, focused on measuring the action?	
3. Does the indicator include who will be involved and responsible in measuring the indicator?	
4. Does the indicator state when it will be achieved?	
5. Is the indicator truly attainable and achievable?	
6. Is the indicator within the control or considerable influence of the responsible person(s)?	

7. Is the indicator relevant to student learning, growth, and achievement?	
8. By using this indicator, will learning, growth, and achievement for each specific student group improve significantly?	

INDICATOR EXAMPLES

Goal: By June 2027, the number of ELL students meeting ELA growth targets in grades 3 through 5 will increase from 18% to 48% as measured by RISE.

Strategy #1:

Beginning in year 2, school leadership will provide, no less than monthly, to each PLC, 1) clarity of purpose, guidance, and support to develop and implement effective instructional and assessment strategies for ELL learners, and 2) the use of specific data to identify and monitor learner needs as measured by PLC meeting agendas, meeting minutes, PLC participating by school leadership, PLC and classroom observations, and identified student learning and growth.

Strategy 1: Action Steps

- By September 2024, school leadership will strengthen PLCs by adding structures, protocols, data, expectations, and attendance to maximize the use of collaborative time as measured by PLC agendas and meeting notes, meeting attendance, PLC observation, and the FD CALL Quick CALL.

Indicators

- Beginning in September 2024, each PLC agenda will include established and agreed upon structure and protocols.
- Beginning in September 2024, PLC meeting notes will include evidence of established and agreed upon protocols.
- Beginning in September 2024, PLC meeting attendance will include evidence of established and agreed upon staff participation.
- Beginning in October 2024 and thereafter quarterly, third party observations of PLC will be conducted using the established PLC observation tool and protocol.

- No less than every six weeks, the FD Quick CALL will be used to measure and monitor progress in the identified PLC practices.

SMART MILESTONES

Each identified goal must have a SMART milestone to measure the status or progress of meeting a goal at a set interval. A milestone is used to determine if adjustments or corrective action is needed to a strategy and/or action step to ensure that the goal will be met.

SMART MILESTONE GUIDING QUESTIONS

The following questions are a guide to developing SMART Goals.

Guiding Questions	Addressed Y/N
1. Is the milestone specific, clear, and easily understood?	
2. Is the milestone aligned, focused on measuring the goal?	
3. Does the milestone clearly state what will be measured?	
4. Does the milestone state when it will be achieved?	
5. Does the milestone state how it will be measured?	
6. Is the milestone truly attainable and achievable?	
7. Is the milestone within the control or considerable influence of the educators at the school?	
8. Is the milestone relevant to student learning, growth, and achievement?	
9. By meeting this milestone, learning, growth, and achievement for a specific student group will improve significantly?	

SMART MILESTONE EXAMPLE

Goal: By June 2027, the number of ELL students meeting their ELA growth targets in grades 3 through 5 will increase from 18% to 48% as measured by RISE.

SMART Goal Milestones/Milestones

- 1 By midyear of school year 2024-2025 the percentage of ELL students in grades 3 through 5 demonstrating proficiency as measured by the RISE Interim Milestone Assessment will increase from 18% to 22%
- 2 By June 2025, the number of ELL students meeting ELA growth targets in grades 3 through 5 as measured by the RISE will increase from 22% to 26%

DEVELOPING THE SIPT

Use the SIPT Guiding Questions to assist in developing the SIPT by reviewing the Required Areas and Required Elements check in the Included column the appropriate designation.

Yes – It is included in the SIPT.

No – It is not included in the SIPT.

NA – It is not applicable. (review Recommended Elements to make determination to include)

SIPT GUIDING QUESTIONS

Required Elements		
Goals, Objectives, Milestones/Milestones, as identified in the CNA/RCA?		
Required Element		Included Yes/No/NA
Goals	Does the plan include clearly identified SMART achievement goals for improving student learning in the identified TSI student group(s) as identified in the CNA/RCA?	
Strategies	Does the plan include clearly identified SMART strategies for improving student learning in the identified TSI student group(s) as identified in the CNA/RCA?	
Action Steps	Does the plan include clearly identified SMART action steps for improving student learning in the identified TSI student group(s) as identified in the CNA/RCA?	
Evidence-Based Practices	Do the Action Steps include evidence-based or FD CALL practices including the identified source of the practice?	
Action Step Indicators	Does the plan Identify the metrics or measures that will be used to monitor to indicate the	

	progress or status of strategy and action step implementation	
Milestones/Milestones	Does the plan include clearly identified milestones and key milestones for monitoring and measuring goals?	
Frequency and Monitoring	Does the plan include the frequency and method of monitoring the progress of each goal, objective, and milestone?	
Professional Learning	Does the plan include clearly identified professional learning for Leadership, Teachers, Other Licensed Educators, and/or Paraprofessionals as identified in the CNA/RCA?	
Required Elements		
Budget		
Budget Aligned to improvement priorities	Is there a detailed budget allocation for each strategy as identified in the CNA/RCA in the plan?	
Budget Funding Source Identified	For each expected/anticipated budget allocation, is the funding source identified?	
Required Elements		
Management Leadership Strategy		
Management/Leadership Strategy	Does the plan include specific school Management/Leadership strategy to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?	
Required Elements		
Communication Strategy		
Communication Strategy	Does the plan include strategies to communicate and report data on progress to stakeholders?	

Communication of Progress	Does the plan include the method and frequency of communication of progress to stakeholders?	
---------------------------	--	--

Recommended Elements Changes necessary to implement the school improvement plan (identified in the CNA/RCA)		
Personnel/ Staffing	Does the plan include any new staff or additional staff as identified in the CNA/RCA?	
Culture	Does the plan include specific Four Domain CALL practices from Domain 4 (Culture) as identified in the CNA/RCA?	
Curriculum	Does the plan include new or revised curriculum to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?	
Assessments	Does the plan include new or revised assessments to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?	
Instructional Practices	Does the plan include new or revised instructional practices to address a specific gap or deficit in the performance of the identified TSI/ATSI student group(s) as identified in the CNA/RCA including specific Four Domain CALL practices from Domain 3 (Instructional Transformation) as identified in the CNA/RCA?	
Governance	Does the plan include changes to the school's governance structure to address a specific gap or deficit performance in an identified TSI/ATSI student group as identified in the CNA/RCA?	
Leadership	Does the plan include changes to the school's leadership structure or practices to address a specific gap or deficit in the performance in an identified TSI/ATSI student group(s) as identified in the CNA/RCA?	
Finances Resources	Does the plan include changes including reallocation of budget resources to address a	

	specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?	
	Does the plan include changes including reallocation of other resources to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?	
	Does the plan include the identification of human resources, organization of time, equipment, materials, and supplies, programs and services and community collaboration and partnerships in their review and use of resources?	
Policies	Does the plan include new or revised policies to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?	
Optional		
Requests for additional resources and sustainability commitment		
Request to LEA/Superintendent	Does the plan include a current review of existing resources currently being used to address contributing causes to the low performance of the district school as identified in the CNA/RCA?	
	Does the plan include requests to the school's superintendent/local school board for additional resources; personnel; or exemptions from policy that may be contributing to the low performance of the school as identified in the CNA/RCA?	
LEA strategy for sustaining efforts	Does the plan include an LEA strategy for sustaining school improvement efforts after a school exits the program?	

SIPT COVER PAGE: REQUIRED

Date: [Click or tap here to enter text.](#)

LEA/ School Name: [Click or tap here to enter text.](#)

Identification Category (Elevate, Springboard): [Click or tap here to enter text.](#)

Principal Name: [Click or tap here to enter text.](#)

Principal Email: [Click or tap here to enter text.](#)

Principal Phone: [Click or tap here to enter text.](#)

LEA Contact/Charter Director: [Click or tap here to enter text.](#)

LEA Email: [Click or tap here to enter text.](#)

LEA Phone: [Click or tap here to enter text.](#)

School Improvement Committee Members Responsible for this Plan:

Name	Position	Signature	Date
	Principal		
	School Board Member		
	District/LEA Administrator		
	Teacher (appointed by Principal)		
	Teacher (appointed by Superintendent or Charter Leader)		
	Parent #1		
	Parent #two		
	Parent #three		
	Member of the Charter School Board (charter schools only)		

The School Improvement Planning Table has been reviewed and approved by the local school board.

Date Approved: [Click or tap here to enter text.](#)

Board Chair: [Click or tap here to enter text.](#)

Signature: [Click or tap here to enter text.](#)

SIPT WORK SHEET

SMART GOAL 1

1. **SMART Goal**
 - a. [Click or tap here to enter text.](#)
2. **SMART Strategy**
 - a. [Click or tap here to enter text.](#)
3. **SMART Action Steps**
 - a. [Click or tap here to enter text.](#)
 - b. [Click or tap here to enter text.](#)
 - c. [Click or tap here to enter text.](#)
4. **Action Step Indicators**
 - a. [Click or tap here to enter text.](#)
5. **SMART Goal Milestones/Milestones**
 - a. [Click or tap here to enter text.](#)
6. **Action Step Frequency of Monitoring**
 - a. [Click or tap here to enter text.](#)
7. **Professional Learning**
 - a. [Click or tap here to enter text.](#)
8. **Estimated Budget**
 - a. [Click or tap here to enter text.](#)
9. **Communication Strategy/Plan**
 - a. [Click or tap here to enter text.](#)

SMART GOAL 2

1. **SMART Goal**
 - a. [Click or tap here to enter text.](#)
2. **SMART Strategy**
 - a. [Click or tap here to enter text.](#)
3. **SMART Action Steps**
 - a. [Click or tap here to enter text.](#)
 - b. [Click or tap here to enter text.](#)
 - c. [Click or tap here to enter text.](#)
4. **Action Step Indicators**
 - a. [Click or tap here to enter text.](#)
5. **SMART Goal Milestones/Milestones**
 - a. [Click or tap here to enter text.](#)
6. **Action Step Frequency of Monitoring**
 - a. [Click or tap here to enter text.](#)
7. **Professional Learning**
 - a. [Click or tap here to enter text.](#)
8. **Estimated Budget**
 - a. [Click or tap here to enter text.](#)
9. **Communication Strategy/Plan**
 - a. [Click or tap here to enter text.](#)

SMART GOAL 3

1. **SMART Goal**
 - a. [Click or tap here to enter text.](#)
2. **SMART Strategy**
 - a. [Click or tap here to enter text.](#)
3. **SMART Action Steps**
 - a. [Click or tap here to enter text.](#)
 - b. [Click or tap here to enter text.](#)
 - c. [Click or tap here to enter text.](#)
4. **Action Step Indicators**
 - a. [Click or tap here to enter text.](#)
5. **SMART Goal Milestones/Milestones**
 - a. [Click or tap here to enter text.](#)
6. **Action Step Frequency of Monitoring**
 - a. [Click or tap here to enter text.](#)
7. **Professional Learning**
 - a. [Click or tap here to enter text.](#)
8. **Estimated Budget**
 - a. [Click or tap here to enter text.](#)
9. **Communication Strategy/Plan**
 - a. [Click or tap here to enter text.](#)

SIPT EXAMPLE

COMPLETED SMART GOAL 1

SMART Goal

By June 2027, increase the number of ELL students in grades 3 through 5 meeting their growth targets in ELA from 18% to 48% as measured by RISE.

SMART Strategy 1

Beginning in 2024-2025, school leadership will provide, no less than monthly, each PLC, 1) clarity of purpose, guidance, and support to develop and implement effective instructional and assessment strategies for ELL learners, and 2) the use of specific data to identify and monitor learner needs, as measured by PLC meeting agendas, meeting minutes, school leadership participating in each PLC, PLC and classroom observations, and identified student learning and growth.

SMART Action Steps

- By the end of September 2024, school leadership will strengthen PLCs by adding structures, protocols, data, and expectations to maximize the use of collaborative time as measured by PLC agendas and meeting notes, meeting attendance, PLC observation, and the FD CALL Quick CALL.
- Beginning October 2024, and thereafter monthly, school leadership will model and implement collaborative feedback practices that allow teachers to reflect on teaching practice to create a school culture that values improvements in teaching practice as measured by PLC agendas and meeting notes, meeting attendance, PLC and classroom observations, the FD CALL Quick CALL and student work products.
- Beginning November 2024, and thereafter monthly, each grade level PLCs review formative assessment data including but not limited to: Common Formative Assessments, Milestone, and Intermittent Assessments to make instructional adjustments and address student skill, content or application gaps in a timely manner as measured by PLC agendas, meeting notes, the FD CALL Quick CALL, student, student work product.
- Beginning November 2024, thereafter weekly, teachers are provided weekly opportunities to collaborate with peers in reviewing student work

- and discussing its implications for instructional design, academic rigor, and learner outcomes as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and student work product.
- Beginning January 2025, thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding the percentage of students improving performance levels and those who are not improving to design and implement specific interventions to address deficits or deficiencies in skill, content, or application as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
 - Beginning January 2025, thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding the percentage of students mastering the essential skills as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
 - Beginning November 2025, thereafter weekly, each grade level PLC lead and school leadership will facilitate discussions regarding students who are not improving and are therefore recommended for further intervention as measured by classroom walkthroughs, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
 - Beginning March 2025, and thereafter monthly the school leadership collaboratively with the Instructional Coach will provide professional learning to teachers on what transforms a school into a PLC (and the difference between a PLC versus “having PLC meetings”) as measured by PLC agendas, meeting notes, lesson plans, the FD CALL Quick CALL, and common formative assessments, milestone assessments, and Interim assessments.
 - Beginning March 1 2025, and thereafter monthly, the school leadership in collaboration with each teacher will review, discuss, identify, and implement equitable practices in the use, nature, and language of formative assessments to inform, design, and implement effective, evidence based instructional practices daily as measured by lesson plans,

classroom walkthroughs, PLC agendas, minutes, and common formative assessments, milestone assessments, and Interim assessments.

Action Step Indicators (see below for frequency abbreviations)

- Beginning September 2024, each PLC agenda will include established and agreed upon structure and protocols. **W, M**
- Beginning September 2024, PLC meeting notes will include evidence of established and agreed upon protocols. **W, M**
- Beginning September 2024, PLC meeting Attendance will include evidence of established and agreed upon staff participation. **W, M**
- Beginning October 2024 and thereafter quarterly, third party observations of PLC will be conducted using the established PLC observation tool and protocol. **Q, MY, YE**
- No less than every six weeks, the FD Quick CALL will be used to measure and monitor progress in the identified PLC practices. **Q**

SMART Goal Milestones

- Year 2 (2024-2025) the number of ELL students in grades 3 through five meeting their growth targets as measured by the Interim Milestone Assessment will increase from 18% to 22%
- Year 2 (2024-2025) the number of ELL students in grades 3 through five meeting their growth targets as measured by the RISE will increase from 22% to 26%
- Year 3 (2025-2026) (midyear) the number of ELL students in grades 3 through five meeting their growth targets as measured by the Interim Milestone Assessment will increase from 26% to 32%
- Year 3 (2025-2026) the number of ELL students in grades 3 through five meeting their growth targets as measured by the RISE will increase from 32% to 36%
- Year 4 (midyear 2026-2027) the number of ELL students in grades 3 through five meeting their growth targets as measured by the Interim Milestone Assessment will increase from 36% to 42%

- Year 4 (2026-2027) the number of ELL students in grades 3 through five meeting their growth targets as measured by the RISE will increase from 42% to 48%

Milestone/Milestone Frequency of Monitoring

Midyear and Year End

Action Step Frequency of Monitoring

Weekly	W
Monthly	M
Quarterly	Q
Midyear	MY
Year End	YE

Professional Learning

- Effective Instructional Strategies for ELL
- Effective use of Data,
- Effective Use of Formative Assessments

Estimated Budget

1. Professional Learning	(\$5,000)
2. Substitutes for Release Time	(20 days \$2500)
3. Summer Training	(Teacher Stipends, \$5,000)
	Total \$12,500

APPENDICES

GLOSSARY OF TERMS

BENCHMARK- A milestone is a metric or measure of the status or progress of meeting a goal at a set interval. A milestone is used to determine if adjustments or corrective action is needed to a strategy and/or action step to ensure that the goal will be met.

CONTINUOUS IMPROVEMENT EXPERT (CIE)—Defined as an individual or organization that have a credible track record of improving student academic achievement in public schools with various demographic characteristics; have experience designing, implementing, and evaluating data-driven instructional systems; have experience coaching public school administrators and teachers on designing data-driven annual planning tables; have experience working with the various education entities that govern public schools; has experience coordinating the services provided to participating schools by other experts or providers; have experience delivering high-quality professional development in instructional effectiveness to public school administrators and teachers; and are willing to partner with schools throughout the state regardless of location.

CONTRIBUTING FACTOR: Used in root cause analysis. Contributing factors are not root causes of a problem. A contributing factor is a practice, task, activity, or program that is a “how” the problem or result occurs whereas a root cause is a “why” the result or outcome exists.

COMPREHENSIVE NEEDS ASSESSMENT (CNA) AND ROOT CAUSE ANALYSIS (RCA) (CNA/RCA)—The gathering and analysis of quantitative and qualitative data to identify the root causes of strengths and opportunities for improvement. This detailed process is outlined in the CSIP Manual and guided by independent consultants contracted with USBE.

CULTURE OF LEARNING - Students completing lesson activities, following behavioral expectations, and executing routines and transitions efficiently.

Students actively engaged, attentive, curious, interested, in what they are learning or being taught.

CULTURE SHIFT—One of the Four Domains for Rapid School Improvement (West Ed); refers to the ability to build a culture focused on student learning and effort, solicit, and act upon stakeholder input, and engage students and families in pursuing education goals.

EFFECT— (used in a Fishbone Diagram) Is either a positive outcome or negative problem that is the result of a practice, activity, task, program, or circumstance within the control or considerable influence of the school.

ELEVATE SCHOOL—An Elevate school is a non-Title I District school or Charter school: and is an identified Targeted Support Improvement (TSI/ATSI) or is also designated as an Additional Targeted Support and Improvement (TSI/ATSI) school and is implementing targeted support and improvement activities if selected to participate and receive Elevate funding.

EVIDENCE-BASED PRACTICES/STRATEGIES—Schools identified under Every Student Succeeds Act (ESSA) for Comprehensive Support and Improvement, Elevate or Springboard MUST identify strategies that meet one of the top three levels of evidence-based interventions under ESSA. See Step 3 – Create the Plan in the CSI Manual for requirements.

EVIDENCE-BASED PRACTICES RESOURCES- The following resources

- [Best Evidence Encyclopedia](#)—Johns Hopkins University
- [What Works Clearinghouse](#)
- [Midwest REL Aligning Evidence Based Clearinghouses](#)
- [Evidence for ESSA](#)
- [Connecticut State Department of Education Evidence-Based Practice Guides](#)
- [Campbell Collaboration Better Evidence for a Better World](#)
- [ERIC Institute of Education Sciences](#)
- [High Leverage Practices for Students with Disabilities](#)

FOUR DOMAINS CALL REPORTING AND FEEDBACK SYSTEM – The Four Domains (FD) Comprehensive Assessment of Leadership for Learning (CALL).

FOUR DOMAINS CALL PRACTICES –CALL Practices are those tasks and activities correlated with targeted actions that result in rapid improvement in the Four Domains.

FREQUENCY - Associated with monitoring. The rate, occurrence, or how often a task, activity, routine, practice, goal, strategy, or action step is monitored, reviewed, corrected, adjusted, or assessed.

CSIP Manual—Shortened term for the Utah State Systems of Support for Continuous School Improvement Manual for schools that provides processes, procedures and tools for schools using the continuous improvement cycle.

MONITORING - Associated with frequency. Monitoring is the observing, checking, or tracking the progress of a goal, strategy, action step that uses a defined tool, metric, or assessment.

INSTRUCTIONAL RIGOR- High expectations for learning for every student including a balance among the complexity of the learning content (text, concepts, etc.), cognitive engagement with that content (learning tasks), and the accessibility of learning tasks for every student.

INSTRUCTIONAL TRANSFORMATION—One of the Four Domains for Rapid School Improvement (West Ed); refers to the ability to diagnose and respond to student learning needs, provide rigorous evidence-based instruction, and remove barriers and provide opportunities.

INDICATORS—An indicator is used to assess the progress or status of the goals and strategies in the SIPT to determine if the strategies and action steps are meeting or exceeding progress toward meeting the SIPT goals as well as determine if corrections or adjustments to strategy or action steps are needed.

PRACTICES—There are three primary practices nested in each of the Four Domains of Rapid School Improvement that are critical to creating a robust system of continuous improvement.

PROFESSIONAL LEARNING - Professional learning is the act of training and teaching that introduces or reinforces tasks, activities, routines, practices, or programs that improve teaching, leadership, and learning.

PROFESSIONAL LEARNING COMMUNITY - Professional learning communities (PLC) teams who work together to analyze data, discuss solutions, reflect on practice, and have shared ownership of student achievement for all students taught by the educators on the team.

PROBLEM STATEMENT- A Problem Statement is a statement of the current state or problem that requires timely action to improve the outcome or results. This statement concisely explains the barrier the current problem places between the current state and the ideal or future state.

PROCESS INDICATORS – Process indicators measure the implementation of program actions or activities with specific, objective, practical, and time-based results to assess whether a program is being implemented as planned.

PERFORMANCE INDICATORS – Measures that are either qualitative or quantitative for assessing or evaluating the performance or outcome of an activity, practice or program.

RELATED CAUSE – A practice, activity, task, program, or circumstance that is dependent or interdependent on another practice, activity, task, program, or circumstance within the control or considerable influence of the school.

RESOURCE ALLOCATION REVIEW – Schools eligible for school improvement must identify resource inequities, which may include a review of LEA-and school-level budgeting and resource allocation methods as a part of the required needs assessment. The resource allocation review (RAR) includes a review of all resources, fiscal and non-fiscal, including human resources, organization of time, equipment, programs and services, and community collaboration and partnerships. The RAR also includes an understanding if, and to what extent, instructional resources,

physical resources, etc. (e.g., school schedules, allocation of common planning, quality of textbooks) must be reallocated to ensure learning, growth and achievement by underperforming student groups through implementation of the school improvement plan is met.

ROOT CAUSE— A root cause is the “why” a result or an outcome exists.

ROOT CAUSE ANALYSIS – Is the process to identify the underlying cause(s) that if resolved will eliminate or reduce or prevent the problem from recurring. OR a root cause that can be leveraged to continue producing a positive result or outcome.

SCHOOL IMPROVEMENT COMMITTEE (SIC)—Stakeholder group tasked with creating and implementing the School Improvement Planning Table. Required membership guidelines are in the Introduction section of the Utah System of Support CSIP Manual

SCHOOL IMPROVEMENT PLANNING TABLE (SIPT) – (Replaces School Improvement Plan) The school improvement planning table (SIPT) is a three-to-four-year plan that includes the activity and description of actions to meet goals, strategies and action steps that when met, will result in meeting or exceeding the overarching goals of the school. SIPTs are aligned with the mission, vision, and core values of the school. SIPTs leverage the strengths of the school as well as address or correct root causes of low performance.

SMART ACTION STEPS - Written in Specific, Measurable, Achievable, Relevant and Time-bound language. Action steps are the exact, specific actions (tasks, activities, routines, or practices) necessary to complete, accomplish a strategy to meet or exceed the goal.

SMART GOAL—Improvement goal written in Specific, Measurable, Achievable, Relevant and Time-bound language. A SMART GOAL must address a performance problem, cause or deficiency identified in the CNA/RCA process.

SMART PROCESS—is the process of using Specific, Measurable, Achievable, Relevant and Time-bound language.

SMART STRATEGY—Written in Specific, Measurable, Achievable, Relevant and Time-bound language, a SMART Strategy answers the question of “how” a goal will be achieved. SMART Strategies must include evidence-based or FD CALL practices.

SPRINGBOARD SCHOOL— Beginning in 2025 and then every four years after that, Springboard is a new school improvement designation under Utah State Statute (53E-5-3) after changes were made in the statute during the 2022 legislative session. Springboard Schools are the lowest five non-Title I elementary, middle, and/or junior high schools and the lowest two non-Title I high schools when ranked according to the percentage of points the state board awards under Title 53E, Chapter 5, Part 2, School Accountability System², averaged over three school years.

STRATEGIES—See evidence-based practices above.

STUDENT GROUP—Sometimes referred to as Student Subgroup. While “student subgroup” may be applied informally to any number of locally defined groups of students, the term student group refers to specific categories of students defined in federal and state legislation (and related rules and regulations). The student groups in Utah include American Indian (AM7), Asian (AS7), Black/African American (BL7), Caucasian (WH7), Hispanic (HI7), Multiracial (MU7), Pacific Islander (PI7), Female (F), Male (M), Economically Disadvantaged (EDA), English Language Learners (ELL), and Students with Disabilities (SWD).

TALENT DEVELOPMENT—One of the Four Domains for Rapid School Improvement (West Ed); refers to the ability to recruit, develop, retain, and sustain talent, target professional learning opportunities, and set clear performance expectations.

TURNAROUND LEADERSHIP—One of the Four Domains for Rapid School Improvement (West Ed); turnaround leaders prioritize improvement and communicate its urgency, monitor short- and long-term goals, and customize and target support to meet needs.

² Utah Code Utah Code § 53E-5-2. Retrieved from: https://le.utah.gov/xcode/Title53E/Chapter5/53E-5-P2.html?v=C53E-5-P2_2018012420180124