



USBE CCSI Continuous School Improvement Workbook Part 1

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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 both the CCSI Continuous School Improvement Manual (CSIM) and the companion Continuous School Improvement Workbook (CSIW) are 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.

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

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>

THE PURPOSE OF THE USBE CONTINUOUS SCHOOL IMPROVEMENT WORKBOOK

Where the CSIM provides the process and steps to complete the Comprehensive Needs Assessment (CNA), Root Cause Analysis (RCA) and Initial Framing of a School Improvement Planning Table (SIPT), the Continuous School Improvement Workbook (CSIW) provides:

- Directions and Instructions for each CNA/RCA activity, task, and Requirement
- Crosswalk Documents for the Four Domains (FD) Comprehensive Assessment of Leadership for Learning (CALL)
- Note Catchers to record data, observations, thoughts, and comments.
- Guiding Questions and Prompts
- Summary Guides

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 first and foremost 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.

OVERVIEW OF RESPONSIBILITIES

THE CNA/RCA CONSULTANT RESPONSIBILITIES AND EXPECTATIONS

1. Follow the reporting, sign in, and safety procedures of the school.
2. Communication Expectations: The consultant shall establish with the principal set times for meeting and progress updates as well as the best or most effective means of communicating albeit, phone, video conference, email, etc. between the consultant and the school.
3. Data Expectations: Treat all data collected from interviews, focus groups, and observations as confidential.
 - a. No names should ever be associated with the input and no identifying information should be reported (e.g., if a respondent uses unusual phrasing, do not quote; or if there is only one science teacher, do not report an attitude only that teacher expressed).
 - b. Never leave data unsecured anywhere in the school. This includes the room the principal has made available for the consultant to use as a meeting space.
 - c. Be courteous and respectful at all times. Do not comment on information given or express any judgments. Do not tell respondents what any other respondents have reported. Thank respondents for their time. Summarize findings in respectful ways.
 - d. Be sure you have privacy when discussing any of the data.
 - e. Do not let “louder” voices on the team have more input into your reports than others.
 - f. Be consistent. Check to see that you have appropriate evidence for any conclusions documenting sources of data or evidence before determining any final recommended action(s).
 - g. Do not make any assumptions or draw conclusions without discussing, clarifying, or checking your understanding with the principal and/or School Improvement Committee (SIC).

- h. Ensure that at least three pieces of evidence supporting conclusions or recommendations (triangulation of data).
- 4. Interview Expectations: Each interview should be interviewed individually and in-person.
 - a. The CNA/RCA consultant will conduct and summarize interviews with the following individuals.
 - (1) School Principal (Interview the principal and assistant principal first.
 - (2) Assistant Principal(s) (at the discretion of the consultant may be combined for a Group Interview)
 - (3) LEA School Supervisor
 - (4) Teacher(s) use a sample size of 25% or no less than 10 teachers)
 - (5) Other Licensed Professionals (i.e., Counselor, Instructional Coach, OT/PT/SLP)
 - b. Consider these recommended times to conduct the listed interviews.
 - (1) Sixty-minute interview with principal
 - (2) Sixty-minute interview with assistant principal(s), if applicable
 - (3) Twenty- to thirty-minute interview with each teacher,
 - (4) 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
- 5. Classroom Observation Expectations Part I: The consultant will spend no less than 15 minutes in each identified classroom walkthrough that at a minimum include:
 - a. Elementary: no less than one class per grade level to include at least one Math, one ELA and one Science lesson

- b. 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
6. Classroom Observation Expectations Part II: The consultant will look for, listen for, and summarize observable evidence in three (3) specific areas:
- (1) Teacher Clarity
 - (2) Culture of Learning
 - (3) Instructional Rigor
7. PLC Observation Expectations: The consultant will attend and observe no less than two (2) Professional Learning Community meetings in its entirety summarizing the observations with the following:
- a. Are there PLC protocols in place to help identify root causes for poor student performance?
 - (1) Do the protocols enable staff to identify and plan for the use of instructional strategies necessary for improvement for identified student groups (SWD, ELL)?
 - (2) Do the protocols regularly analyze individual student data as part of teachers' regular work and expectations.
 - b. Do school leaders attend and participate in PLCs? How often and for how long?
 - c. Do Special Education teachers attend and participate in subject matter or content specific PLCs? How often and for how long?
 - d. Do English Language teachers attend and participate in subject matter or content specific PLCs? How often and for how long?
 - e. Do other specialists attend and participate in subject matter or content specific PLCs? How often and for how long?
 - f. Do teachers use data reviewed in PLCs to adjust upcoming instruction?
 - g. Do teachers share and discuss if interventions were effective?

- h. Is there a presence of collective responsibility and shared purpose?
 - i. Is there presence of mutual accountability and trust among members?
 - j. Is there a focus on increasing learning, growth or achievement for each and every student with emphasis on TSI student groups?
 - k. Is there evidence of specific, timely and actionable data to make informed instructional decisions. Data to include but not limited to summative assessments, benchmark data, or short-term assessments (unit tests, exit tickets, independent student work)?
 - l. 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?
8. Focus Group Expectations: The CNA/RCA consultant will conduct and summarize interviews with the following.
- a. Focus Groups.
 - (1) Parents
 - (2) Students
 - (3) Instructional Paraprofessionals
 - b. Consider these recommended time commitments to conduct the listed Focus Groups.
 - (1) Sixty-minutes focus group of eight to ten parents who are representative of the student population.
 - (2) Sixty-minute focus group with eight to ten students who are representative of the student population.
 - (3) Sixty-minute Focus Group with Paraprofessionals, Instructional Support Staff, Secretaries, Custodians, Lunchroom Staff
9. Use the Four Domain Comprehensive Assessment of Leadership for Learning to triangulate with Interviews, Focus Group, Classroom

Walkthrough, and PLC Observations with Quantitative Data noting school strengths as well as opportunities for improvement with an emphasis on the low performing student group(s) to identify school as ATSI or CSI.

10. The consultant will prepare, provide, and facilitate in person with the SIC their summary findings from the needs assessment that include:
 - a. The consistencies, strengths in the review of qualitative and quantitative data specifically related to student learning, growth, and achievement.
 - (1) Listing the data or data source used to make the determination.
 - b. The discrepancies, gaps, deficiencies, or inconsistencies identified in the review of qualitative and quantitative data specifically related to student learning, growth, and achievement.
 - (1) Detailing each discrepancy, gap, deficiency, or inconsistency and the data/data source used to make the determination.
11. The consultant will meet in person and facilitate 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.
12. The consultant will meet in person and facilitate The root cause analysis process consists of the following steps:
 - a. Development of Problem Statements based on the analyses of prioritized needs recorded by the CNA/RCA consultant on the Crosswalk of School Needs worksheet.
 - (1) An emphasis is placed on the prioritization of specific needs correlated with low student learning, growth, or achievement results.
 - b. Summarize and prioritize Problem Statements.
 - (1) 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.
13. The consultant will facilitate, guide, and summarize the SIC in identifying

and responding to these three compelling questions:

- a. Do the identified root causes align with our student learning, growth, and achievement results?
 - b. How does the identified root cause relate to low student performance?
 - c. If we address the identified root causes will student learning, growth, and achievement improve?
14. The consultant will summarize the findings of the needs assessment and root cause analysis as well as provide recommendations for the School Improvement Planning Table (SIPT).
 15. The consultant will complete and submit the required Executive Summary and Comprehensive Report (ESCR) that 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.
 16. The consultant will facilitate with the SIC the initial framing of the SIPT using the ESCR, the SIPT Guiding Questions, and SIPT Template.
 - a. The initial framework of the SIPT includes the first six steps in the SIPT process. They are:
 - (1) Step 1 Review the USBE required SIPT elements.
 - (2) Step 2 Develop SMART Goals
 - (3) Step 3 Develop SMART Strategies (including Evidence-Based and/or FD CALL practices)
 - (4) Step 4 Develop SMART Action Steps
 - (5) Step 5 Identify and set Strategy and Action Step Indicators with Frequency of Monitoring
 - (6) Step 6 Identify and set Goal Milestones with Frequency of Monitoring
 17. The consultant will collaboratively establish with the SIC the progress monitoring dates for the upcoming year. As a reminder, monitoring visit

completion dates are: 11/30, 2/27, 6/30 each year.

REQUIRED MATERIALS TO BE INCLUDED IN THE COMPREHENSIVE REPORT

The CNA/RCA Consultant will provide a culminating report. The culminating report is a summary of findings from the analysis of needs, root cause analysis and problem statements. Combined with the Executive Summary, the Comprehensive Report is the input into the framing the initial School Improvement Planning Table.

In summary, the **REQUIRED** Comprehensive Report will include:

- Quantitative Data Guiding Questions: Note Catcher: **REQUIRED**
- Quantitative Data Summary Guiding Question: **REQUIRED**
- FD CALL Identified Areas of Strength/Improvement Needs Note Catcher: **REQUIRED**
- Results of the School Setting Priorities: Force Choice by Domain Note Catcher: **REQUIRED**
- Principal Interview Consultant Summary **REQUIRED**
- Assistant Principal Interview Consultant Summary **REQUIRED**
- LEA Supervisor Interview Consultant Summary **REQUIRED**
- Teacher Interview Consultant Summary **REQUIRED**
- Other Licensed Professional Interview Consultant Summary **REQUIRED**
- Focus Group Note Catcher **REQUIRED**
- Parent Focus Group Consultant Summary **REQUIRED**
- Student Focus Group Consultant Summary **REQUIRED**
- Para Focus Group Consultant Summary **REQUIRED**
- Walkthrough Observation Note Catcher **REQUIRED**
- PLC Observation Note Catcher **REQUIRED**
- Qualitative Data Summary Guiding Questions: **REQUIRED**
- Crosswalk of School Needs Assessment: **REQUIRED**

- Focused Problem Statements Note Catcher: **REQUIRED**
- Problem Statement Summary **REQUIRED**
- FISHBONE SUMMARY **REQUIRED**
- Executive Summary: **REQUIRED**
- Initial School Planning Table **REQUIRED**
- SIPT Cover Page **REQUIRED**

HOW IS THE CNA/RCA CONDUCTED

Elevate, Comprehensive Support Improvement (CSI), and Springboard schools are assigned a USBE approved CNA/RCA consultant. In Year 1 of a school's designation, the consultant(s) will conduct a Comprehensive Needs Assessment and Root Cause Analysis (CNA/RCA).

The CNA/RCA consultant(s) will use, with fidelity, the processes, tools, and forms developed by the Utah State Board of Education (USBE) to conduct the needs assessments and root cause analysis for each school and report the needs assessment and root cause results to the school leadership team, local board, and USBE for approval.

The consultant(s) will conduct and facilitate explicit communication of the results of the needs assessment and root cause analysis report. Each school is required to use the root causes uncovered in the needs assessment to create a School Improvement Planning Table (SIPT).

Consultants shall submit the required Executive Summary and Comprehensive Report for each school to USBE, the LEA, and school leadership on or before December 31 of Year 1.

STEP 1: SETTING THE DIRECTION

PURPOSE

The consultant is to review the collected information provided by the school. The schools' mission, vision, and guiding principles. In addition, the current school improvement plan, professional learning activities, and their purposes are used to triangulate with the Four Domains (FD) Comprehensive Assessment of Leadership for Learning (CALL), Interviews, Focus Groups, Classroom Walkthroughs, PLC Observations and Quantitative data in identifying school strengths and improvement needs.

SETTING THE DIRECTION FD CALL PRACTICES TO CONSIDER

The consultant should review the following FD CALL practices. The consultant should review the school responses from the different roles (Administration, Teacher, and Support Staff).

Practice Practice

#

1.1.20	Setting a Clear Vision for Teaching and Learning
1.2.10	Action Plan or School Improvement Plan for Improving Instruction
1.2.40	Monitoring Action Plan or School Improvement Plan
1.2.50	Nature of Goals in Action or School Improvement Plan
2.2.10	Impact of School-Based Professional Learning
2.2.90	Identifying Teacher Professional Development Needs
3.3.30	Programs that offer targeted intervention periods during the school day for struggling students
3.3.40	Maximizing access and inclusiveness of under-represented groups

SETTING THE DIRECTION: NOTE CATCHER: **RECOMMENDED**

The purpose of this note catcher is to record information provided by the school that will be used in the analysis of school strengths, needs and root cause analysis. The note catcher will also assist the consultant in their summary of needs analysis.

Artifact	
School's Vision	
School's Mission	
School's Guiding Principles or Core Values	
Student learning, growth, or achievement focused goals	
Goal performance measures	

Current School Improvement Initiatives	Goal or Objective of the Initiative	Result or Evidence of improvement

Recent School Improvement Initiatives	Goal or Objective of the Initiative	Result or Evidence of improvement

Current/Recent School Based Professional Development	What was the purpose and desired application of the learning?

Current/Recent LEA Based Professional Development	What was the purpose and desired application of the learning?

STEP 2.1 COMPREHENSIVE NEEDS ASSESSMENT – QUANTITATIVE DATA COLLECTION

REQUIRED MATERIALS TO BE COLLECTED AND REVIEWED BY THE 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.

GUIDELINES FOR QUANTITATIVE DATA COLLECTION

Consultants must:

- Collect data from the same time period (e.g., one school year)
- Collect at least three data points for each data set to be analyzed (e.g., three consecutive school years, when available)
- Collect and analyze data by disaggregated student groups.
- Compare school data with LEA/district data and state data.
- Define the number of participants (“n”)

QUANTITATIVE DATA NOTE CATCHER: RECOMMENDED

The purpose of this note catcher is to record information provided by the school that will be used in the analysis of school strengths, needs and root cause analysis. The note catcher will also assist the consultant in their summary of needs analysis.

TEACHER DEMOGRAPHICS

Instructions: Use the tables below to identify teacher demographics and competencies.

Key: CSY—Current School Year

Teacher Demographics	2 Years Prior to CSY: School	2 Years Prior to CSY: LEA Average	1 Year Prior to CSY: School	1 Year Prior to CSY: LEA Average	CSY: School	CSY: LEA Average
Percent of teachers retained						
Percent of teachers with Utah Professional License						

Percent of teachers with Utah Associate Licenses						
Percent of teachers 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 3-6 years of teaching experience						
Percent of teachers with 7+ years of teaching experience						

TEACHERS REPRESENTATIVE OF SCHOOL’S STUDENT GROUPS

Student Groups	Percentage of Students in Each Student Group	Percentage of Teachers Representative of Each Student Group
American Indian/Alaskan Native		
Asian		
Black/African American		
Caucasian		

Hispanic		
Multiracial		
Pacific Islander		

SCHOOL STAFF ABSENTEEISM

School Staff	Number of days requiring a substitute/number of staff	Number of days a substitute was unavailable/number of staff
Teachers/Certified Staff		
Classified Staff		
Leaders (Principal/Asst. Principal)		

OTHER

Please answer the following questions:

1. 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?)
2. Are instructional/behavioral coaches available to teachers in your school? If yes, how many teachers have regular access to coaching support?

SECONDARY SCHOOLS ONLY

Content Areas	Total Number of Teachers	Percent of teachers endorsed for assigned courses	Average number of different courses taught by each teacher (e.g., Math I, Math II, Physics, Health, Chemistry, etc.)
Science			
Math			
English Language Arts			
History/Social Studies			
Languages			
Special Education			
Bilingual/English Language Learner (EL)			
Career and Technical Education (CTE)			
Health/PE			
Art/Music			
Other			

STATE TEST RESULTS

PERCENT PROFICIENT BY GRADE

Instructions: Use the tables below to identify student state test results, any other assessments, and graduation rates.

Key: CSY—Current School Year

State Test Results by SY—by Grade

By Grade (RISE data unless otherwise indicated)	2 years Prior to CSY: LEA %	2 years Prior to CSY: School %	1 Year Prior to CSY: LEA %	1 Year Prior to CSY: School %	CSY: LEA %	CSY: School %
ALL: Kindergarten KEEP ELA						
ALL: Kindergarten KEEP Math						
ALL: 1st Grade Math						
ALL: 1st Grade ELA						
ALL: 2nd Grade Math						
ALL: 2nd Grade ELA						

ALL: 3rd Grade Math						
ALL: 3rd Grade ELA						
ALL: 4th Grade Math						
ALL: 4th Grade ELA						
ALL: 4th Grade Science						
ALL: 5th Grade Math						
ALL: 5th Grade ELA						
ALL: 5th Grade Science						
ALL: 6th Grade Math						
ALL: 6th Grade ELA						
ALL: 6th Grade Science						
ALL: 7th Math						
ALL: 7th ELA						
ALL: 7 th Science						
ALL: 8th Math						

ALL: 8th ELA						
ALL: 8th Science						
ALL: Secondary Math I						
ALL: 9th ELA						
ALL: Earth Science						
ALL: Secondary Math II						
ALL: 10th ELA						
ALL: Biology						
ALL: Secondary Math III						
ALL: 11th ELA						
ALL: Chemistry						
ALL: Pre-Calculus						
ALL: 12th ELA						
ALL: Physics						

PERCENTAGE (%) OF STUDENTS PERFORMING AT AND ABOVE PROFICIENCY

Student Group Key

- 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)
- Students with Disabilities (SWD)

STATE TEST RESULTS BY SY—BY SUBJECT AREA AND STUDENT GROUP

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
ALL 1-3: ACADIENCE									
ALL: ELA (RISE)									
ALL: Math (RISE)									
ALL: Science (RISE)									
ALL: 9: ELA Utah Aspire Plus									

ALL 9: Math Utah Aspire Plus									
ALL 9: Science Utah Aspire Plus									
ALL 10: ELA Utah Aspire Plus									
ALL 10: Math Utah Aspire Plus									
ALL 10: Science Utah Aspire Plus									
ALL 11: ACT (18 or above)									

STATE TEST RESULTS BY SY—BY SUBJECT AREA AND STUDENT GROUP

Instructions:

For the following tables, include data for Student Groups with n > or = 10

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
AM7: English/language Arts									
AM7: Mathematics									
AM7: Science									
AM7: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
AS7: English/language Arts									
AS7: Mathematics									

AS7: Science									
AS7: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
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BL7: English/Language Arts									
BL7: Mathematics									
BL7: Science									
BL7: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
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WH7: English/Language Arts									
WH7: Mathematics									

WH7: Science									
WH7: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
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HI7: English/Language Arts									
HI7: Mathematics									
HI7: Science									
HI7: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
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MU7: English/Language Arts									
MU7: Mathematics									

MU7: Science									
MU7: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
PI7: English/Language Arts									
PI7: Mathematics									
PI7: Science									
PI7: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
M: English/Language Arts									
M: Mathematics									

M: Science									
M: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
F: English/Language Arts									
F: Mathematics									
F: Science									
F: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
EDA: English/Language Arts									
EDA: Mathematics									
EDA: Science									

EDA: ACT (18 and above)									
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By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
ELL: English/Language Arts									
ELL: Mathematics									
ELL: Science									
ELL: ACT (18 and above)									

By Subject Area and Student Group	2 years Prior to CSY: SEA	2 years Prior to CSY: LEA	2 years Prior to CSY: School	1 Year Prior to CSY: SEA	1 Year Prior to CSY: LEA	1 Year Prior to CSY: School	CSY: SEA	CSY: LEA	CSY: School
SWD: English/Language Arts									
SWD: Mathematics									
SWD: Science									

SWD: ACT (18 and above)									
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OTHER LEA ASSESSMENTS

PERCENTAGE (%) OF STUDENTS PERFORMING AT AND ABOVE PROFICIENCY*

Key: CSY—Current School Year

By Subject Area	2 years Prior to CSY: School	2 years Prior to CSY: LEA	1 year Prior to CSY: School	1 year Prior to CSY: LEA	CSY: School	CSY: LEA
ALL: English/Language Arts						
ALL: Mathematics						
ALL: Science						

HIGH SCHOOL GRADUATION RATES

GRADUATION RATE (ADJUSTED FOUR-YEAR COHORT)

By student group (n> or =10)	2 years Prior to CSY: School	2 years Prior to CSY: LEA	1 year Prior to CSY: School	1 year Prior to CSY: LEA	CSY: School	CSY: LEA
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)						
Students with Disabilities (SWD)						
American Indian (AM7)						
Asian (AS7)						

HIGH SCHOOL OPPORTUNITIES FOR ADVANCED COURSE WORK NUMBER OF COURSES OFFERED

Advanced Course	2 years Prior to CSY: School	2 years Prior to CSY: LEA	1 year Prior to CSY: School	1 year Prior to CSY: LEA	CSY: School	CSY: LEA
Concurrent enrollment						
CTE pathway						
AP						
IB						

PERCENTAGE OF STUDENTS ENROLLED IN ADVANCED COURSEWORK

By Student Group (n > or =10)	Concurrent Enrollment: School	Concurrent Enrollment: LEA	CTE Pathway: School	CTE Pathway: LEA	Advanced Placement (AP): School	Advanced Placement (AP): LEA	Int'l Baccalaureate (IB): School	Int'l Baccalaureate (IB): LEA
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)								
Students with Disabilities (SWD)								
American Indian (AM7)								
Asian (AS7)								

Instructions: Use the note catcher below to identify attendance rates, discipline and behavior incidents, and available options for student services.

ATTENDANCE RATES

Key: CSY—Current School Year

Chronically Absent Rate (Absent more that 10% of days enrolled)	2 years Prior to CSY	1 year Prior to CSY	CSY
School Attendance Rate			
LEA Attendance Rate			
State Attendance Rate			
School Chronically Absent Rate			
LEA Chronically Absent Rate			
State Chronically Absent Rate			

DISCIPLINE/BEHAVIOR INCIDENTS (OFFICE REFERRALS [OR] AND SUSPENSIONS)

Key: OR—Office Referrals SP—Suspensions

Student Group	2 yrs. Prior to CSY: School OR	2 yrs. Prior to CSY: School SP	2 yrs. Prior to CSY: LEA OR	2 yrs. Prior to CSY- -LEA SP	1 yr. Prior to CSY: School OR	1 yr. Prior to CSY: School SP	1 yr. Prior to CSY: LEA OR	1 yr. Prior to CSY: LEA SP	CSY: School OR	CSY: School SP	CSY: LEA OR	CSY: LEA SP
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)												
Students with Disabilities (SWD)												
American Indian (AM7)												

OPTIONS AVAILABLE FOR STUDENT SERVICES/RESOURCES

Instructions: For each Student Service and Resource, indicate whether it was available by putting a Y for Yes or N for No.

Key: CSY—Current School Year

Available Student Services and Resources	2 years Prior to CSY	1 year Prior to CSY	CSY
Pre-kindergarten			
Extended day kindergarten			
Full day kindergarten			
Afterschool program			
Summer school			
USDA 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			

QUANTITATIVE DATA: GUIDING QUESTIONS

QUANTITATIVE DATA GUIDING QUESTIONS: NOTE CATCHER: **REQUIRED**

The purpose of the guiding questions is to assist the consultant in their analysis and summary of findings and is required in the Comprehensive Report

1. In which subject have all students at the LEA-level made the smallest gains (or decline) in proficiency looking at the last two years of data?
2. In which subject have all students at the school-level made the smallest gains (or decline) in proficiency looking at the last two years of data?
3. Based on the most recent data available, in which subject is the gap in performance between students at your school and the SEA the greatest?
4. Based on the most recent data available, in which subject is the gap in performance between students at your school and the LEA the greatest? (*Not applicable to single campus charter schools.)
5. Based on the most recent data available, in which subject does your school's EL group have the lowest performance?
6. Based on the most recent data available, in which subject does your school's SWD group have the lowest performance?
7. Based on the most recent data available, for which disaggregated student group is the gap in performance between students at your school and the SEA the greatest?
8. Based on the most recent data available, for which disaggregated student group is the gap in performance between students at your school and the LEA the greatest? (*Not applicable to single campus charters.)
9. Have significant school boundary or enrollment changes occurred? If so, how did the student population change?

OPTIONAL: HIGH SCHOOL GRADUATION DATA GUIDING QUESTION

10. Which disaggregated student group(s) has the lowest percentage of students graduating with a standard or advanced diploma?

QUANTITATIVE DATA: ATTENDANCE AND DISCIPLINE DATA GUIDING QUESTIONS

11. Has your school's attendance rate increased or decreased in the past 2 years?

12. What is the gap between your school and the LEA's consistent attendance rate?

13. What are the attendance rates of disaggregated student groups? What is the average day attendance rate gap between these groups and the school as a whole?

Note of Caution: Take time to clearly identify what types of incidents are included in the school's definition of "reported discipline/behavior incidents."

- Are you only including office referrals?
- Are you including all incidents, even those classroom behaviors taken care of by teachers?
- Are you including in-school and/or out-of-school suspensions?

Once you have become clear what your definition is, keep that definition consistent for questions relating to discipline and behavior data.

12. Has the school's annual percentage of reported discipline/behavior incidents increased or decreased in the past 2 years? (Number of incidents/total enrollment)

13. What is the gap between the school and the LEA's percentage of reported discipline/behavior incidents?

14. What is the discipline/behavior incident rates of disaggregated student groups?

15. What is the discipline/behavior incident rate gap between these groups and the school as a whole?

QUANTITATIVE DATA SUMMARY GUIDING QUESTION: REQUIRED

Based on the CNA/RCA Consultant's analysis of quantitative data, the consultant in collaboration with the SIC, identifies the specific and focused areas of strength citing the data that supports each identified area. If addressed, these are the areas that are most likely to lead to school improvement, according to the quantitative data.

- 1.
- 2.
- 3.
- 4.

Based on the CNA/RCA Consultant's analysis of quantitative data, the consultant in collaboration with the SIC, identifies the specific and focused areas that need improvement citing the data that supports each identified area. If addressed, these are the areas that are most likely to lead to school improvement, according to the quantitative data.

- 1.
- 2.
- 3.
- 4.

STEP 2.2 COMPREHENSIVE NEEDS ASSESSMENT: QUALITATIVE DATA COLLECTION

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
 - PLC

FD CALL IDENTIFIED AREAS OF STRENGTH/IMPROVEMENT NEEDS NOTE CATCHER:

REQUIRED

The school will provide the consultant their “Star” list of identified priorities. The consultant will record the school priorities in the following note catcher and include in the Comprehensive Report. The note catcher should be used in the triangulation of data and analysis of school strengths and needs.

List the Four Domain practices identified by the school as Areas of Strengths based on Overall FD CALL Average.

Four Domains	Domain 1	Domain 2	Domain 3	Domain 4
Areas of Strengths				
Areas of Strengths				
Areas of Strengths				

List the Four Domain practices identified by the school as Improvement Needs based on **Overall** FD CALL Average.

Four Domains	Domain 1	Domain 2	Domain 3	Domain 4
Improvement Needs				
Improvement Needs				
Improvement Needs				

RESULTS OF THE SCHOOL SETTING PRIORITIES: FORCE CHOICE BY DOMAIN NOTE
CATCHER: **REQUIRED**

The school will provide the consultant the results of their Setting Priorities: Force Choice tool. The consultant will record the school priorities in the following note catcher and include in the Comprehensive Report. The note catcher should be used in the triangulation of data and analysis of school strengths and needs.

Four Domains	Domain 1	Domain 2	Domain 3	Domain 4
Priority Practice				
Priority Practice				
Priority Practice				

INTERVIEWS

DIRECTIONS/INSTRUCTIONS

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
- Sixty-minute interview with LEA supervisor
- 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/FOCUS GROUP OPENING SCRIPT

Instructions for Consultant: Please read the script below to the interviewee before beginning the interview.

Thank you for participating in this interview/focus group. We have a set number of questions. We ask that you describe the current practices at your school and make an honest appraisal of areas in need of improvement while also describing key strengths. We will be asking you about different areas of school practices and experiences with the school. My colleague will be taking notes while I ask the questions.

I know your time is valuable, so I will not extend beyond the time allotted for this interview.

I may have to move on to another question because of time constraints. If I interrupt you, please accept my apologies, but it will be because we need to move on to the next question.

You may decline to answer any question. (Focus Group: - Not every question has to be responded to by each person)

Please know that the opinions you voice are confidential. Your name(s) will not appear in summary reports other than to indicate you were included in the process.

Do you have any questions before we begin?

INTERVIEW QUESTIONS (PRINCIPAL) NOTE CATCHER: **RECOMMENDED**

Each Interview note catcher is to assist the consultant in organizing notes and responses. The note catcher is recommended for the purpose of triangulating data with other data sources. The consultant should make every effort not to skip questions. However, if a question is skipped the consultant should note the question and reason. A crosswalk document is included that aligns interview questions with a FD CALL Practice to assist in the triangulation of data.

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., benchmark 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?

PRINCIPAL INTERVIEW CONSULTANT SUMMARY **REQUIRED**

Directions: Summarize each interview answering the following three (3) questions

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

INTERVIEW QUESTIONS (ASSISTANT PRINCIPAL) NOTE CATCHER:

RECOMMENDED

Each Interview note catcher is to assist the consultant in organizing notes and responses. The note catcher is recommended for the purpose of triangulating data with other data sources. The consultant should make every effort not to skip questions. However, if a question is skipped the consultant should note the question and reason. A crosswalk document is included that aligns interview questions with a FD CALL Practice to assist in the triangulation of data.

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., benchmark 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?

ASSISTANT PRINCIPAL INTERVIEW CONSULTANT SUMMARY **REQUIRED**

Directions: Summarize each interview answering the following three (3) questions

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

INTERVIEW QUESTIONS (LEA SUPERVISOR) NOTE CATCHER: **RECOMMENDED**

Each Interview note catcher is to assist the consultant in organizing notes and responses. The note catcher is recommended for the purpose of triangulating data with other data sources. The consultant should make every effort not to skip questions. However, if a question is skipped the consultant should note the question and reason. A crosswalk document is included that aligns interview questions with a FD CALL Practice to assist in the triangulation of data.

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?

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., benchmark 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?

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?

LEA SUPERVISOR INTERVIEW CONSULTANT SUMMARY **REQUIRED**

Directions: Summarize each interview answering the following three (3) questions

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

INTERVIEW QUESTIONS (TEACHER) **RECOMMENDED**

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., benchmark 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?

TEACHER INTERVIEW CONSULTANT SUMMARY **REQUIRED**

Directions: Summarize each interview answering the following three (3) questions

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

INTERVIEW QUESTIONS (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., benchmark 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?

OTHER LICENSED PROFESSIONAL INTERVIEW CONSULTANT SUMMARY **REQUIRED**

Directions: Summarize each interview answering the following three (3) questions

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

TRIANGULATING INTERVIEW RESPONSES WITH FD CALL PRACTICES

To assist with triangulating interview feedback with the FD CALL responses from school consider looking at the school responses in the following areas.

PRINCIPAL/ASSISTANT PRINCIPAL/LEA SUPERVISOR

Question **FD CALL Practices**
Numbers

4-7	Practice 1.1 Prioritize improvement and communicate its urgency
8-11	Practice 1.2 Monitor Short- and Long-term Goals
12-13	Practice 2.1 Recruit, develop, retain, and sustain talent
14-17	Practice 3.1 Diagnose and respond to student learning needs
18-24	Practice 3.2 Provide rigorous evidence-based instruction
25	Practice 3.3 Remove barriers and provide opportunities
26-28	Practice 4.1 Build a strong community intensely focused on student learning
29	Practice 4.2 Solicit and act upon stakeholder input

TEACHER/OTHER LICENSED PROFESSIONALS

Question **FD CALL Practices**
Numbers

4	Practice 1.1 Prioritize improvement and communicate its urgency
5-8	Practice 1.2 Monitor Short- and Long-term Goals
9-11	Practice 2.1 Recruit, develop, retain, and sustain talent

12-15	Practice 3.1 Diagnose and respond to student learning needs
16-22	Practice 3.2 Provide rigorous evidence-based instruction
23	Practice 3.3 Remove barriers and provide opportunities
24-26	Practice 4.1 Build a strong community intensely focused on student learning
27	Practice 4.2 Solicit and act upon stakeholder input

INTERVIEW QUESTION COMPARISON

Principal/Asst Principal/LEA Supervisor	Teacher/Other Licensed Professional
1 How long have you been working at this school? How long have you been in your current role?	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?	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?	3. What are the biggest successes, challenges in your school?
4 What are your school's improvement goals?	4. What are your school's improvement goals?
5 How do you promote a clear vision for the school's direction?	Not Asked
6 How do you/will you meaningfully engage school staff in improvement efforts?	Not Asked
7 Can you describe the school's progress in meeting long and short-term goals?	5. 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?	6. 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?	7. 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?	8. What data does the school/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?	9. 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?	10. How is the content of professional learning differentiated to meet the needs of staff?
13 How are school structures (e.g., schedules, data systems) designed to identify and support student needs?	11. 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?	12. How and when do teachers examine individual student data?
15 Do teachers have tools to conduct frequent progress monitoring of student outcomes (e.g., benchmark assessments, interim assessments)?	13. Do teachers have tools to conduct frequent progress monitoring of student outcomes (e.g., benchmark 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)?	14. 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?	15. 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?	16. 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?	17. 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?	18. 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?	19. Is instructional time protected from unnecessary interruptions?
22 How do you ensure that evidence-based practices are used to meet student needs?	20. How are evidence-based practices used to meet student needs?
23 What would it take to increase the rigor of student learning opportunities in this school?	21. 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?	22. 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?	23. 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.	24. Do you believe staff have high expectations for all students? Give some examples to support your response.
27 What roles do parents, families, and community members play in supporting student learning?	25. 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.	26. 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?	27. 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?	28. What else would you like me to know about your school?

10. Does your child's teacher try different ways to help your child learn the material?

11. Do you feel your child gets the support he/she needs to be a successful student?
Why or why not?

12. If your child is struggling academically or emotionally, do you know what resources are available to help outside of the regular classroom?

13. How are staff and students recognized for working hard and doing good work?

14. Do you believe school leaders and teachers have high expectations for all students? Give us some examples to support your response.

15. How do/does your child's teacher(s) let you know how your child is doing in classes and with behavior?

16. 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?

17. How do you know what your child is learning at school and how you might be able to help him/her at home?

18. Is there anything else you would like to tell us about your school or district?

PARENT FOCUS GROUP CONSULTANT SUMMARY **REQUIRED**

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

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?

STUDENT FOCUS GROUP CONSULTANT SUMMARY **REQUIRED**

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

- 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?

PARA FOCUS GROUP CONSULTANT SUMMARY **REQUIRED**

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

TRIANGULATING FOCUS GROUP WITH FD CALL

To assist with triangulating interview feedback with the FD CALL responses from school consider looking at the school responses in the following areas.

PARENT

<i>Question Numbers</i>	FD CALL Practices
3	Practice 1.1 Prioritize improvement and communicate its urgency
4	Practice 1.2 Monitor Short- and Long-term Goals
5	Practice 2.1 Recruit, develop, retain, and sustain talent
6	Practice 3.1 Diagnose and respond to student learning needs
7-10	Practice 3.2 Provide rigorous evidence-based instruction
11	Practice 3.3 Remove barriers and provide opportunities
12, 13, 15	Practice 4.1 Build a strong community intensely focused on student learning
14, 16	Practice 4.3 Engage students and families in pursuing education goals

STUDENT

<i>Question Numbers</i>	FD CALL Practices
4	Practice 1.1 Prioritize improvement and communicate its urgency
5	Practice 1.2 Monitor Short- and Long-term Goals
6-8	Practice 3.1 Diagnose and respond to student learning needs

9-11	Practice 3.2 Provide rigorous evidence-based instruction
12, 16, 18, 19	Practice 3.3 Remove barriers and provide opportunities
13-14	Practice 4.1 Build a strong community intensely focused on student learning
15, 17	Practice 4.3 Engage students and families in pursuing education goals

PARA

Question Numbers FD CALL Practices

5-6	Practice 1.1 Prioritize improvement and communicate its urgency
7	Practice 1.2 Monitor Short- and Long-term Goals
8	Practice 3.1 Diagnose and respond to student learning needs
9-10	Practice 3.2 Provide rigorous evidence-based instruction
11-12	Practice 3.3 Remove barriers and provide opportunities
13-14, 16	Practice 4.1 Build a strong community intensely focused on student learning
15, 17	Practice 4.2 Solicit and act upon stakeholder input

FOCUS GROUP QUESTION COMPARISON

Focus Group Questions Comparison

1. Parent Introductions (name, grade level of children, how long they have been at this school)	1. Student Introductions- Please tell me your name, grade level, how long you have been at this school?	1. Para Introductions- Please tell me your name, grade level, how long you have been at this school?
Not Asked	Not Asked	2. Tell us about your role in this school. How do you support other teachers and/or students?
Not Asked	Not Asked	3. What are the biggest successes in your school?
Not Asked	Not Asked	4. What are the biggest challenges in your school?
2. What do you like best about your child/children's school?	2. What do you like best about this school?	Not Asked
3. What do you like least about your child/children's school?	3. What do you like least about this school?	Not Asked
4. What do you think this school's goals are for students?	4. What do you think your school's goals are for students?	5. What are your school's improvement goals?
Not Asked	Not Asked	6. What is your role in helping your school achieve its goals?
5. What do you think are the most important things this school should try to do better?	5. What do you think are the most important things your school should try to do better?	7. What do you see as the top priorities for improving your school?
6. Do you believe the teachers at this school are well-prepared to teach your child(ren)?	6. Do you think your school has good teachers? What makes you think this?	Not Asked
7. How does your child's teachers help your child	7. How do your teachers help you learn when its	Not Asked

learn difficult material, or concepts he/she struggles to grasp?	hard or you do not understand?	
8. 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. 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?	8. How are school structures (e.g., schedules, data systems) designed to identify and support student needs?
9. What kind of work does your child do for school? Does it challenge him/her? Why or why not?	9. What kinds of work do you do in your classes? Does it challenge you? Why or why not?	9. Do you have common planning time with teachers in the same grade level? Across grade levels?
10. Does your child's teacher try different ways to help your child learn the material?	10. Do you know what you should be learning for each lesson and why—do your teacher state goals for the class?	10. How does your school identify and address barriers to help students be successful?
11. Do you feel your child gets the support he/she needs to be a successful student? Why or why not?	11. Do your teachers try different ways to help you learn the material?	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. If your child is struggling academically or emotionally, do you know what resources are available to help outside of the regular classroom?	12. Do you feel you get the support from your teachers or the school to be a successful student? Why or why not?	12. What resources are available to address students' academic and emotional needs outside of the regular classroom?
13. How are staff and students recognized for working hard and doing good work?	13. How are you and other students recognized for working hard and doing good work?	13. How does the district recognize excellent staff? How does your school recognize excellent staff?
14. Do you believe school leaders and teachers have high expectations for all	14. Do you believe administrators and teachers have high	14. Do you believe administrators and teachers have high

students? Give us some examples to support your response.	expectations for all students? Give us some examples to support your response.	expectations for all students? Give us some examples to support your response.
15. How do/does your child's teacher(s) let you know how your child is doing in classes and with behavior?	15. Have there been times when other students' behavior has affected your ability to learn and pay attention?	15. How does the school help meet students' health, physical activity, and nutritional needs?
16. 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?	Not Asked	16. Has the school implemented effective behavior management strategies or programs?
Not Asked	Not Asked	17. Are there any issues that you believe may inhibit a positive and safe learning environment for students and staff? Be specific.
Not Asked	16. If you feel confused or do not understand something in class, what do you do?	Not Asked
17. How do you know what your child is learning at school and how you might be able to help him/her at home?	17. How does your family know what you are learning at school and how they might be able to help you at home?	Not Asked

Not Asked	18. If an assignment in class is easy for you and you complete it quickly, what do you do?	18. How do you encourage students to direct their own learning towards achieving their goals?
Not Asked	19. If you are struggling in a class, what help is available to you?	Not Asked
18. Is there anything else you would like to tell us about your school or district?	20. Is there anything else you would like to tell us about your school?	19. What else would you like me to know about your school?

CLASSROOM WALKTHROUGH NOTE CATCHER

Instructions for Consultant

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.

The consultant will use the following Note Catcher for each walk through conducted.

The CNA/RCA Consultant will summarize each Walkthrough and include the following required summaries in the Executive Summary and Comprehensive Report. The Walkthrough Observation are not comprehensive observations of an entire lesson or complete class period.

The consultant is documenting what they observed and what they heard through the lens of the three required components. After each walkthrough observation the consultant will complete an observation summary to include in the Comprehensive Report. The three required components are as follows.

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.

TRIANGULATING WALKTHROUGH OBSERVATION DATA WITH FD CALL

The consultant should review the following Walkthrough Observation practices as part of their triangulation of data.

Practice FD Practice
Number

2.3.10	Accountability for Teaching and Learning
3.2.71	Supporting instructional modes: Routine use of instructional practices
3.2.74	Questioning and Dialogue: Posing High-Level Questions
3.2.80	Role of School Leaders in Developing Differentiated Instruction
3.2.80	Role of School Leaders in Developing Differentiated Instruction
3.3.40	Maximizing access and inclusiveness of under-represented groups
4.1.70	Adult Relationships to Students
4.1.80	Collective Expectation for Student Learning
4.3.50	Personalized Learning Opportunities for Students

WALKTHROUGH OBSERVATION NOTE CATCHER REQUIRED**DEMOGRAPHIC INFORMATION**

School/District:

Grade Level/Subject:

Start Time:

End time:

Date: Observer:

Number of Students:

Number of Adults:

Observable Evidence

Teacher Clarity

Culture of Learning

Instructional Rigor

WALKTHROUGH OBSERVATION SUMMARY

Directions: Summarize the Walkthrough Observation by answering the following three (3) questions:

What did you observe, hear?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

PLC/COLLABORATIVE MEETING OBSERVATION

PROFESSIONAL LEARNING COMMUNITY/COLLABORATIVE MEETING OBSERVATION

The CNA/RCA Consultant will attend and observe no less than two (2) Professional Learning Community/Collaborative meetings in its entirety.

During observation, the consultant will look for, listen for, and record the following:

- Agenda, Meeting Norms, Meeting Minutes, Data
- Frequency and duration of meetings
- What is the structure of the PLC/Collaborative meetings?
- Who attends PLC/Collaborative meetings?

TRIANGULATING DATA WITH FD CALL

The consultant should review the following collaboration or PLC practices as part of their triangulation of data.

Practice FD Practice
Number

1.1.40a	Frequency of Teacher Collaboration around Teaching and Learning
1.1.40a	Frequency of Teacher Collaboration around Teaching and Learning
1.1.50	Use of Professional Collaboration Time
2.3.10	Accountability for Teaching and Learning
2.3.21	Scheduling Time for Teachers to Discuss Student Achievement Data
2.3.22	Scheduling Time for Teachers to Discuss Student Work
2.3.23	Scheduling Time for Teachers to Discuss Strategies for Instruction
2.3.24	Scheduling Time for Teachers to Discuss Formative assessment of 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
3.1.70	Teacher Feedback Practices: Collaborative Analysis of the Work of My Students

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

PLC/COLLABORATIVE MEETINGS OBSERVATION NOTE CATCHER **REQUIRED**

DEMOGRAPHIC INFORMATION

School: District:

Grade Level/Subject:

Start Time:

End time:

Date: Observer:

Number of Staff:

4. Do Special Education teachers attend and participate in subject matter or content specific PLC/Collaborative meetings? How often and for how long?

5. Do English Language teachers attend and participate in subject matter or content specific PLC/Collaborative meetings? How often and for how long?

6. Do other specialists attend and participate in subject matter or content specific PLC/Collaborative meetings? How often and for how long?

7. Do teachers use data reviewed in PLC/Collaborative meetings to adjust upcoming instruction?

8. Do teachers share and discuss if interventions were effective?

PLC OBSERVATION SUMMARY

Directions: Summarize the interview answering the following three (3) questions

What did you learn?

What were the identified strengths and opportunities for improvement?

What are the implications for student learning, growth, and achievement?

QUALITATIVE DATA SUMMARY GUIDING QUESTIONS: **REQUIRED**

QUALITATIVE DATA SUMMARY: GUIDING QUESTION: **REQUIRED**

Based on the CNA/RCA Consultant's analysis of qualitative data, the consultant in collaboration with the SIC, will identify the specific and focused areas of strength citing the data that supports each identified area of improvement. If addressed, these are the areas that are most likely to lead to school improvement, according to the qualitative data.

1

2

3

4

Based on the CNA/RCA Consultant's analysis of qualitative data, the consultant in collaboration with the SIC, will identify the specific and focused areas that need improvement citing the data that supports each identified area of improvement. If addressed, these are the areas that are most likely to lead to school improvement, according to the qualitative data.

1

2

3

4

CROSSWALK OF SCHOOL NEEDS ASSESSMENT: **REQUIRED**

The CNA/RCA Consultant, in collaboration with the SIC, lists and summarizes the findings of both the Qualitative and Quantitative Data Analysis by 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 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, gaps, deficiency, or inconsistency and the data/data source used to make the determination?

STEP 2.3 ROOT CAUSE ANALYSIS

The RCA is a collaborative process that is guided, facilitated by the CNA/RCA consultant in collaboration with the SIC. The SIC meets with the CNA/RCA consultant that facilitates the identification and agreement on the causes underpinning the strengths of the school that need to be continued or leveraged and the improvement needs to address inconsistent or low performance that are within the control or where staff have significant influence to change, improve, or determine an improved outcome.

The RCA process consists of the following steps:

1. Development of problem statements based on the analyses of prioritized needs recorded in Crosswalk of School Needs.
 - 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 the alignment of tasks, activities, routines, and practices that staff control or have significant influence to change improve or determine 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

FOCUSED PROBLEM STATEMENTS NOTE CATCHER: **REQUIRED**

PROBLEM STATEMENT 1

Area of Low Performance 1:

Who is impacted?

What is the student learning, growth, or achievement focus?

What is the evidence of the problem?

When is the problem identified?

What is the gap in performance?

Problem Statement 1:

PROBLEM STATEMENT 2

Area of Low Performance 2:

Who is impacted?

What is the student learning, growth, or achievement focus?

What is the evidence of the problem?

When is the problem identified?

What is the gap in performance?

Problem Statement 2:

PROBLEM STATEMENT 3

Area of Low Performance 3:

Who is impacted?

What is the student learning, growth, or achievement focus?

What is the evidence of the problem?

When is the problem identified?

What is the gap in performance?

Problem Statement 3:

PROBLEM STATEMENT 4

Area of Low Performance 4:

Who is impacted?

What is the student learning, growth, or achievement focus?

What is the evidence of the problem?

When is the problem identified?

What is the gap in performance?

Problem Statement 4:

PROBLEM STATEMENT SUMMARY **REQUIRED**

Instructions: List the actionable Problem Statements that reflect the areas of greatest need for student learning, growth, and achievement improvement and why.

Problem Statement 1

Problem Statement 2

Problem Statement 3

Problem Statement 4

FISHBONE NOTE CATCHER AND SUMMARY

Directions: Use the Problem Statement (Effect) column to list each of the Focused Problem Statements. Use the Root Cause and (Contributing Cause) column to list each Practice (cause) that corresponds with each Problem Statement.

Note: The Fishbone Diagram may result in the identification of several Root and Contributing causes to a problem. The key is to maintain focus on those causes, practices, or underpinning reasons that are within the control of the school or where they have significant influence.

The consultant may substitute a different root cause tool but must document the required elements of problem statement, root cause and identified practices or related causes. The consultant, if using a different root cause tool must document that tool in the summary as well as include in the Comprehensive Report.

Problem Statement (Effect)	Root Cause	Identified Practices (Related Cause)
<p>Example:</p> <p>In grades 3-6, 84% of EL students scored below proficient on the ELA RISE test as compared to 25% of non-ELL students.</p>	<p>Example:</p> <p>Lack of instructional program coherence: ELL Students (FD CALL practice 1.3.10)</p>	<p>Example:</p> <ul style="list-style-type: none"> • 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)

FISHBONE SUMMARY REQUIRED

Problem Statement (Effect)	Root Cause	Identified Practices (Related Cause)
Problem Statement 1		
Problem Statement 2		
Problem Statement 3		
Problem Statement 4		

STEP 2.4 EXECUTIVE SUMMARY AND COMPREHENSIVE REPORT

CNA/RCA EXECUTIVE SUMMARY: 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 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 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.

COMPONENT 2: USING BOTH THE PROBLEM STATEMENT SUMMARY AND THE FISHBONE SUMMARY INCLUDE:

2.1 What did we do?

2.2 What did we find?

2.3 What are implications for school improvement of these findings and why?

COMPONENT 3: RECOMMENDATIONS:

- 3.1 What are the priorities for school improvement and why?
- 3.2 What are the specific student group(s) that will be impacted?
- 3.3 What is the specific area of performance, achievement, or growth that will be impacted?

3.4 What are the suggested or recommended evidence-based strategies or practices aligned to priorities for school improvement?

3.5 What are the specific student group(s) that will be impacted?

3.6 What is the specific area of performance, achievement, or growth that will be impacted?

3.7 What suggested or recommended data should be used to progress monitor and assess effect or impact of evidence-based strategies or practices aligned to identified priorities for school improvement?

3.8 What are the specific student group(s) that will be impacted?

3.9 What is the specific area of performance, achievement, or growth that will be impacted?

COMPREHENSIVE REPORT **REQUIRED**

The CNA/RCA Consultant will provide a culminating report. The culminating report is a summary of findings from the analysis of needs, root cause analysis and problem statements. Combined with the Executive Summary, the Comprehensive Report is the input into the framing the initial School Improvement Planning Table.

In summary, the **REQUIRED** Comprehensive Report will include:

- Quantitative Data Guiding Questions: Note Catcher: **REQUIRED**
- Quantitative Data Summary Guiding Question: **REQUIRED**
- FD CALL Identified Areas of Strength/Improvement Needs Note Catcher: **REQUIRED**
- Results of the School Setting Priorities: Force Choice by Domain Note Catcher: **REQUIRED**
- Principal Interview Consultant Summary **REQUIRED**
- Assistant Principal Interview Consultant Summary **REQUIRED**
- LEA Supervisor Interview Consultant Summary **REQUIRED**
- Teacher Interview Consultant Summary **REQUIRED**
- Other Licensed Professional Interview Consultant Summary **REQUIRED**
- Focus Group Note Catcher **REQUIRED**
- Parent Focus Group Consultant Summary **REQUIRED**
- Student Focus Group Consultant Summary **REQUIRED**
- Para Focus Group Consultant Summary **REQUIRED**
- Walkthrough Observation Note Catcher **REQUIRED**
- PLC Observation Note Catcher **REQUIRED**
- Qualitative Data Summary Guiding Questions: **REQUIRED**
- Qualitative Data Summary: Guiding Question: **REQUIRED**
- Crosswalk of School Needs Assessment: **REQUIRED**
- Focused Problem Statements Note Catcher: **REQUIRED**

- Problem Statement Summary **REQUIRED**
- FISHBONE SUMMARY **REQUIRED**
- Executive Summary: **REQUIRED**
- Initial School Planning Table **REQUIRED**
- SIPT Cover Page **REQUIRED**

STEP 3.1 INITIAL SCHOOL PLANNING TABLE **REQUIRED**

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 3.2 SIPT. The initial framing of the SIPT is the responsibility of the CNA/RCA consultant in collaboration with the School Improvement Committee.

INSTRUCTIONS

The consultant will facilitate, in collaboration with the SIC, the first six steps of the SIPT process. Using the findings stated in the Executive Summary, the consultant will assist the SIC in identifying the goals to be achieved by the end of their designation. As a reminder, the SIPT is intended to focus on both short and long terms goals. Where short term goals focus on growth and long-term goals focus on proficiency and achievement.

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.

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\(5\)](#) USBE Administrative Rule [R277-920-8](#).

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

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 Finalize Initial SIPT

Step 9 Submit completed SIPT.

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 benchmark 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.

SMART GOALS

SMART GOAL GUIDING QUESTIONS

The following questions are a guide in developing SMART Goals. Please indicate if the Goals are SMART by marking YES or NO.

Guiding Questions	YES	NO
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 Strategies. Please indicate if the Strategies are SMART by marking YES or NO.

Guiding Questions	YES	NO
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.

Please indicate if the Action Steps are SMART by marking YES or NO.

SMART ACTON STEP GUIDING QUESTIONS

Guiding Questions	YES	NO
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, benchmark 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, benchmark 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, benchmark 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, benchmark 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, benchmark 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.

Please indicate if the Action Step Indicators are SMART by marking YES or NO.

SMART ACTION STEP INDICATOR GUIDING QUESTIONS

Guiding Questions	YES	NO
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?		

SMART ACTION STEP 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. Please indicate if each Milestone is SMART by marking YES or NO.

Guiding Questions	YES	NO
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

- 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

SIPT INSTRUCTIONS

The CNA/RCA Consultant will assist the school in developing their initial school improvement planning table. The following steps will assist the CNA/RCA Consultant, Principal, and School Leadership Team.

Step 1: Review the Required Elements before working on the SIPT Note Catcher

Step 2: Use the SIPT Note Catcher to DRAFT the initial Required Elements

The SIPT Note Catcher provides space for no more than three Goals and their Milestones. Schools are not required to have three goals.

Within each goal, there is space for no more than three Strategies. Schools are not required to have three Strategies.

Within in each Strategy there is space for up to five Action Steps with associated Indicators. Schools are not required to have five Action Steps.

For each Action Step Indicator there is space to identify the Frequency of Monitoring.

Step 3: Once drafted, use the SIPT Guiding Questions to review and verify that each required element is included.

Step 4: If required elements are not included, the CNA/RCA Consultant, Principal, and School Leadership Team **MUST** review their DRAFT to include the required elements.

At this phase, the recommended elements are not included in the initial SIPT framework. They will be addressed in Step 3.2. Finalizing the SIPT.

SIPT GUIDING QUESTIONS

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)

REQUIRED ELEMENTS

REQUIRED Elements Goals, Objectives, Milestones, as identified in the CNA/RCA?		YES	NO
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	Does the plan include clearly identified 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		YES	NO
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		YES	NO
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/TSI/ATSI student group(s) as identified in the CNA/RCA?		
REQUIRED Elements		YES	NO
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

RECOMMENDED Elements		YES	NO	NA
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/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/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/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/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/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/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/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/TSI/ATSI student group(s) as identified in the CNA/RCA?			
Optional Requests for additional resources and sustainability commitment		YES	NO	NA
Request to LEA/Superin tendent	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:

LEA/ School Name:

Identification Category (Elevate, Springboard):

Principal Name:

Principal Email:

Principal Phone:

LEA Contact/Charter Director:

LEA Email:

LEA Phone:

School Improvement Committee Members Responsible for this Plan:

Date

Principal

School Board Member

District/LEA Administrator

Teacher (appointed by Principal)

Teacher (appointed by Superintendent or Charter Leader)

Parent #1

Parent #2

Parent #3

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:**Board Chair:****Signature:**

SIPT NOTE CATCHER

SMART GOAL 1

SMART Goal 1

Strategy 1 Goal 1

Goal 1 Strategy 1 Milestone

Goal 1 Strategy 1 Action Step 1

Action Step 1 Indicator

Action Step 1 Frequency of Monitoring

Goal 1 Strategy 1 Action Step 2

Action Step 2 Indicator

Action Step 2 Frequency of Monitoring

Goal 1 Strategy 1 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 1 Strategy 1 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 1 Strategy 1 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

SMART Goal 1

Strategy 2 Goal 1

Goal 1 Strategy 2 Milestone

Goal 1 Strategy 2 Action Step 1

Action Step 1 Indicator

Action Step 1 Frequency of Monitoring

Goal 1 Strategy 2 Action Step 2

Action Step 2 Indicator

Action Step 2 Frequency of Monitoring

Goal 1 Strategy 2 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 1 Strategy 2 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 1 Strategy 2 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

Strategy 3

SMART Goal 1

Goal 1 Strategy 3

Goal 1 Strategy 3 Milestone

Goal 1 Strategy 3 Action Step 1

Action Step 1 Indicator

Action Step 1 Frequency of Monitoring

Goal 1 Strategy 3 Action Step 2

Action Step 2 Indicator

Action Step 2 Frequency of Monitoring

Goal 1 Strategy 3 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 1 Strategy 3 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 1 Strategy 1 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

*SMART GOAL 2***SMART Goal 2**

Goal 2 Strategy 1

Goal 2 Strategy 1 Milestone**Goal 2 Strategy 1 Action Step 1****Action Step 1 Indicator****Action Step 1 Frequency of Monitoring****Goal 2 Strategy 1 Action Step 2****Action Step 2 Indicator****Action Step 2 Frequency of Monitoring**

Goal 2 Strategy 1 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 2 Strategy 1 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 2 Strategy 1 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

SMART Goal 2

Goal 2 Strategy 2

Goal 2 Strategy 2 Milestone

Goal 2 Strategy 2 Action Step 1

Action Step 1 Indicator

Action Step 1 Frequency of Monitoring

Goal 2 Strategy 2 Action Step 2

Action Step 2 Indicator

Action Step 2 Frequency of Monitoring

Goal 2 Strategy 2 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 2 Strategy 2 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 2 Strategy 2 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

Strategy 3

SMART Goal 2

Goal 2 Strategy 3

Goal 2 Strategy 3 Milestone

Goal 2 Strategy 3 Action Step 1

Action Step 1 Indicator

Action Step 1 Frequency of Monitoring

Goal 2 Strategy 3 Action Step 2

Action Step 2 Indicator

Action Step 2 Frequency of Monitoring

Goal 2 Strategy 3 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 2 Strategy 3 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 2 Strategy 3 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

SMART GOAL 3

SMART Goal 3

Goal 3 Strategy 1

Goal 3 Strategy 1 Milestone

Goal 3 Strategy 1 Action Step 1

Action Step 1 Indicator

Action Step 2 Frequency of Monitoring

Goal 3 Strategy 1 Action Step 2

Action Step 2 Indicator

Action Step 2 Frequency of Monitoring

Goal 3 Strategy 1 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 3 Strategy 1 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 3 Strategy 1 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

SMART Goal 3

Goal 3 Strategy 2

Goal 3 Strategy 2 Milestone**Goal 3 Strategy 2 Action Step 1****Action Step 1 Indicator****Action Step 1 Frequency of Monitoring****Goal 3 Strategy 2 Action Step 2****Action Step 2 Indicator****Action Step 2 Frequency of Monitoring****Goal 3 Strategy 2 Action Step 3****Action Step 3 Indicator****Action Step 3 Frequency of Monitoring**

Goal 3 Strategy 2 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 3 Strategy 2 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

Strategy 3

SMART Goal 3

Goal 3 Strategy 3

Goal 3 Strategy 3 Milestone

Goal 3 Strategy 3 Action Step 1

Action Step 1 Indicator

Action Step 1 Frequency of Monitoring

Goal 3 Strategy 3 Action Step 2

Action Step 2 Indicator

Action Step 2 Frequency of Monitoring

Goal 3 Strategy 3 Action Step 3

Action Step 3 Indicator

Action Step 3 Frequency of Monitoring

Goal 3 Strategy 3 Action Step 4

Action Step 4 Indicator

Action Step 4 Frequency of Monitoring

Goal 3 Strategy 3 Action Step 5

Action Step 5 Indicator

Action Step 5 Frequency of Monitoring

Professional Learning to address Instructional Practice Needs

Estimated Budget

Communication Strategy/Plan

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 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

APPENDICIES

APPENDIX 1: FOUR DOMAINS AND PRACTICES REFERENCE GUIDE

DOMAIN 1: TURNAROUND LEADERSHIP

PRACTICE 1.1 PRIORITIZE IMPROVEMENT AND COMMUNICATE ITS URGENCY

- 1.1.11 Leaders Engage Staff in Collaborative Conversations to Build Shared Vision for Student Learning
- 1.1.20 School Leadership Staff Prioritizes Setting a Clear Vision for Teaching and Learning
- 1.1.30 Leaders Prioritize Developing the Instructional Leadership of Others
- 1.1.40a Frequency of Teacher Collaboration around Teaching and Learning
- 1.1.40b Focus of Teacher Collaboration around Teaching and Learning
- 1.1.50 Use of Professional Collaboration Time
- 1.1.60 Function of School Leadership Team
- 1.1.70 School Leadership Staff Prioritizes Communicating School Improvement Progress

PRACTICE 1.2 MONITOR SHORT- AND LONG-TERM GOALS

- 1.2.10 Action Plan or School Improvement Plan for Improving Instruction
- 1.2.20 Data on Student Formative Assessment is Used to Inform School Improvement Goals
- 1.2.30 Data on Student Standardized State Tests are Used to Inform School Improvement Goals
- 1.2.40 Monitoring Action Plan or School Improvement Plan
- 1.2.50 Nature of Goals in Action or School Improvement Plan

PRACTICE 1.3 CUSTOMIZE AND TARGET SUPPORT TO MEET NEEDS

- 1.3.10 Instructional Program Coherence Special Ed and ELL Students

- 1.3.20 School Leadership Staff Prioritizes Carefully Analyzing Data to Identify School Improvement Needs
- 1.3.30a Use of District Consultants
- 1.3.40a Use of External Consultants
- 1.3.50 Characteristics of School's Needs Assessment
- 1.3.511 Characteristics of School's Needs Assessment: Multiple Data Sources
- 1.3.52 Characteristics of School's Needs Assessment: Various Stakeholders
- 1.3.53 Characteristics of School's Needs Assessment: Collaborative Analysis of Findings
- 1.3.60 Alignment of School Initiatives

DOMAIN 2: TALENT DEVELOPMENT

PRACTICE 2.1 RECRUIT, DEVELOP, RETAIN, AND SUSTAIN TALENT

- 2.1.20 Induction Programs for New Teachers
- 2.1.30 School Leadership Staff Prioritizes Hiring or Training Instructional Specialists
- 2.1.40 Basis for Staff Teaching Assignments: Match to Student Learning Needs
- 2.1.60 Process for Hiring New Teachers
- 2.1.70 Developing Teacher Leadership
- 2.1.80 Prioritizing the retention of teachers and staff.

PRACTICE 2.2 TARGET PROFESSIONAL LEARNING OPPORTUNITIES

- 2.2.10 Impact of School-Based Professional Learning
- 2.2.20 Professional Development Plans for Individual Teachers
- 2.2.30 Process for Designing School-Wide Professional Development
- 2.2.40 Utilizing Teacher Expertise
- 2.2.50 Principal's Participation in School-wide PD Activities
- 2.2.60 Working Individually with Teachers to Improve Teaching and Learning
- 2.2.71 Feedback Practices: Peer Observation & Feedback
- 2.2.72 Feedback Practices: Walk-Throughs of Classroom or Work Site

- 2.2.80 Instructional Coaching Programs for Teachers
- 2.2.90 Identifying Teacher Professional Development Needs
- 2.2.91 Professional Learning: Connections to Students' Experiences
- 2.2.92 Professional Learning: Students' Cultures as Assets

PRACTICE 2.3 SET CLEAR PERFORMANCE EXPECTATIONS

- 2.3.10 Accountability for Teaching and Learning
- 2.3.21 Scheduling Time for Teachers to Discuss Student Achievement Data
- 2.3.22 Scheduling Time for Teachers to Discuss Student Work
- 2.3.23 Scheduling Time for Teachers to Discuss Strategies for Instruction
- 2.3.24 Scheduling Time for Teachers to Discuss Formative assessment of students.
- 2.3.30 Type of Formative Feedback on Teaching
- 2.3.40 Impact of Formal Teacher Evaluations
- 2.3.51 Teacher Evaluation Practices: Pre-Conference Conversation to Establish Goals
- 2.3.52 Teacher Evaluation Practices: Classroom/Site Visit to Observe My Practice
- 2.3.53 Teacher Evaluation Practices: Post Observation Conference

DOMAIN 3: INSTRUCTIONAL TRANSFORMATION

PRACTICE 3.1 DIAGNOSE AND RESPOND TO STUDENT LEARNING NEEDS

- 3.1.21 Frequency of Formative Assessments
- 3.1.20a Impact of RTI or MTSS Program
- 3.1.30 Effectiveness of Support Services
- 3.1.40 Responsibility for Student Learning for Learning Disabled Students
- 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

3.1.70 Teacher Feedback Practices: Collaborative Analysis of the Work of My Students

PRACTICE 3.2 PROVIDE RIGOROUS EVIDENCE-BASED INSTRUCTION

3.2.10 Relation of Curriculum Mapping to Improved Student Learning

3.2.20 A Common Standards-Based Approach to Grading

3.2.30 Maximizing access to advanced courses and/or coursework for ALL students

3.2.40 Alignment of School's Curricula to State Standards

3.2.50 Alignment Among Standards, Curriculum, and Assessments

3.2.60 Process of Addressing Gaps in Alignment

3.2.71 Supporting instructional modes: Routine use of instructional practices.

3.2.72 Questioning and Dialogue: Student-Generated Questions and Interactions

3.2.73 Support for Integrating Technology into Classrooms

3.2.74 Questioning and Dialogue: Posing High-Level Questions

3.2.80 Role of School Leaders in Developing Differentiated Instruction

PRACTICE 3.3 REMOVE BARRIERS AND PROVIDE OPPORTUNITIES

3.3.11 Effectiveness of School Plans for Addressing Student Attendance Problems

3.3.12 Effectiveness of School Plans for Addressing Student Suspension Rates

3.3.13 Effectiveness of School Plans for Addressing Bullying

3.3.14 Effectiveness of School Plans for Addressing Dropout Rates

3.3.20 Programs that Add Instructional Time for Struggling Students

3.3.30 Programs that offer targeted intervention periods during the school day for struggling students.

3.3.40 Maximizing access and inclusiveness of under-represented groups

3.3.50 A Process Exists to Coordinate with Community Organizations

3.3.60 Student Access to High-Level Courses or Enrichment

DOMAIN 4: CULTURE SHIFT

PRACTICE 4.1 BUILD A STRONG COMMUNITY INTENSELY FOCUSED ON STUDENT LEARNING

- 4.1.10 Recognizing Groups of Teachers for Improving Student Learning
- 4.1.20 Teacher and Staff Support for Change
- 4.1.31 Effectiveness of School Discipline Policies: Eliminating disruptive behavior
- 4.1.32 Effectiveness of School Discipline Policies: Addressing behavioral, timely matter
- 4.1.40 Leaders Prioritize Enforcing Policies to Ensure a Safe Learning Environment
- 4.1.50 Programs Exist to Establish Positive Student Behavioral Expectations
- 4.1.61 Safety of Classrooms
- 4.1.62 Safety of Hallways
- 4.1.63 Safety of Bathrooms
- 4.1.64 Safety of School Grounds & Recess Areas
- 4.1.70 Adult Relationships to Students
- 4.1.80 Collective Expectation for Student Learning

PRACTICE 4.2 SOLICIT AND ACT UPON STAKEHOLDER INPUT

- 4.2.20 Quality of Communication Systems for Staff
- 4.2.21 Community Forums for Listening to Parent & Family Concerns
- 4.2.22 Group Meetings to Talk about School Curriculum and Testing
- 4.2.30 Engaging in Challenging Conversations
- 4.2.50 Obtaining Feedback from Families
- 4.2.60 Utilizing Constructive Criticism and Feedback

PRACTICE 4.3 ENGAGE STUDENTS AND FAMILIES IN PURSUING EDUCATION GOALS

- 4.3.10 Scheduling of Parent and Community Meetings
- 4.3.20 Parent Attendance at Parent-Teacher Conferences
- 4.3.30 Nature of Parent-Teacher Conferences
- 4.3.40 Perception of Classroom Visitors

4.3.50 Personalized Learning Opportunities for Students

4.3.60 Preparing Students for College and Careers

APPENDIX 2: GLOSSARY OF TERMS

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.

CORRECTIVE ACTION - Corrective action is action taken to correct a strategy and/or associated Action Step that are not aligned with the identified problem, challenge, or need and is not, based on actual results, producing the desired or expected results.

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/TSI/ATSI) or is also designated as an Additional Targeted Support and Improvement (TSI/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.

MILESTONE- 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 Steps to ensure that the goal will be met.

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)
- Economically Disadvantaged (EDA)
- English Language Learners (ELL)
- 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

APPENDIX 3: EXECUTIVE SUMMARY: SAMPLE

The Executive Summary consists of the following components:

COMPONENT 1: USING THE CROSSWALK OF SCHOOL NEEDS SUMMARY INCLUDE:

- **What did we do?** Beginning in September 2023, we conducted a comprehensive needs assessment, root cause analysis, and framing of an initial school improvement planning table. The needs assessment and analysis included a review and analysis of qualitative and quantitative data. The qualitative data review and analysis included the following sources. FD CALL, Interviews, Focus Groups, Classroom Walkthroughs, and PLC Observations. The quantitative data review and analysis included student and staff demographics and state assessment results. Once analyzed independently, we triangulated the qualitative with the quantitative results to identify and prioritize school strengths and opportunities for improvement to ensure the schools ELL and SWD student groups meet or exceed their individual growth targets by 2027.
- **What did we find?** During the needs assessment, we found that there existed significant gaps in the number and percentage of the ELL and SWD student groups not meeting or exceeding their growth targets as compared to their peers. Inconsistencies in the 2023 FD CALL findings as compared to the interviews with teachers, focus groups responses, classroom walkthroughs, PLC observations, with actual student learning, growth and achievement data provided the opportunity to identify and prioritize specific evidence-based practices that, if implemented with fidelity, will result in significant learning, growth, and achievement improvement for each of the identified student groups.
- **What are implications for school improvement of these findings and why?** The implications for school improvement are significant. The inconsistencies as identified in the needs assessment and root cause analysis, if not addressed, will delay, obstruct, or prevent ELL and SWD student groups from meeting or exceeding their individual growth targets. Additionally, if these practice, routines, tasks, and activities are not addressed ELL and SWD graduation, college and career preparation, and the overall learning experience will be limited.
- **What are the specific student group(s) that will be impacted?** The ELL and SWD student groups will continue to be adversely impacted.

- **What is the specific area of performance, achievement, or growth that will be impacted?** The specific area of focus is the proficiency growth target for each student as measured by the interim Milestone assessments and end of year RISE assessment in ELA, Math, and Science.

COMPONENT 2: USING BOTH THE PROBLEM STATEMENT SUMMARY AND THE FISHBONE SUMMARY INCLUDE:

- **What did we do?** In collaboration with the School Improvement Committee, we facilitated a total of six (6) Fishbone Diagrams -one for each of the three identified priorities for the ELL and SWD student groups.
- **What did we find?** The findings from the Fishbone Diagrams showed that for both the ELL and SWD student groups that there were specific practices that the school must implement to address the gaps and inconsistencies with learning, growth, and achievement of the ELL and SWD student groups. Specifically, the school lacks consistency in the utility and import of their PLCs to identify and implement evidence based instructional practices. Specifically, there is a lack of the consistent use of teacher clarity, instructional rigor, and culture of learning. Additionally, the lack of effective use of specific, measurable, and relevant data, and tools that specifically focus on the ELL and SWD student groups. It was also found that there is a lack of ownership and responsibility with respect to evidence based instructional strategies in all subjects not just ELA, Math, or Science. Lastly, it was found there are inconsistencies in curriculum alignment, use of formative assessments, and availability and access to targeted interventions for ELL and SWD student groups.
- **What are implications for school improvement of these findings and why?** As stated previously, the implications for not addressing the specific findings are significant. See previous implications in Component one.

COMPONENT 3: RECOMMENDATIONS:

- **What are the priorities for school improvement and why?** The first priority is resetting their PLC. The second priority is to provide professional learning in three specific areas. They are Evidence based instruction for ELL and SWD student groups for all staff. The third priority

is how to integrate formative assessments into the routine cadence of instruction.

- **What are the specific student group(s) that will be impacted?** ELL and SWD student groups
- **What is the specific area of performance, achievement, or growth that will be impacted?** Individual learning growth targets in ELA, Math, and Science.
- **What are the suggested or recommended evidence-based strategies or practices aligned to priorities for school improvement?** The evidence-based strategies include using the identified FD CALL practices in the following three areas 1) 3.1 Diagnose and respond to student learning needs, 2) 3.2 Provide rigorous evidence-based instruction, and 3)2.3 Set clear performance expectations. In addition, the school must look to adopt and leverage co-teaching and other inclusive practice for their SWD student group in ELL and Math. Lastly, the school must increase the use of Tier 1 instructional practices across grade level and subject matter for comprehension-building practices to help students make sense of text.
 - **What are the specific student group(s) that will be impacted?** ELL and SWD
 - **What is the specific area of performance, achievement, or growth that will be impacted?** ELA, Math, and Science student growth targets
- **What suggested or recommended data should be used to progress monitor and assess effect or impact of evidence-based strategies or practices aligned to identified priorities for school improvement?** FD CALL, State Milestone and Interim Milestone Assessments, and RISE
 - **What are the specific student group(s) that will be impacted?** ELL and SWD
 - **What is the specific area of performance, achievement, or growth that will be impacted?** Student growth targets in ELA, Math, and Science