CENTER FOR CONTINUOUS SCHOOL IMPROVEMENT

School Support and Improvement Manual

Disclaimer

The Manual is subject to change and revision. Please note the version and revision date for the most up to date manual

Dr. Gregory Firn

USBE Center for Continuous School Improvement

ACRONYM LIST

- **ATSI** – Additional Targeted Support and Improvement
- **CALL** – Comprehensive Assessment of Leadership for Learning
- **CCSI** – Center for Continuous School Improvement
- **CIE** – Continuous Improvement Expert
- **CSI** – Comprehensive Support and Improvement
- **CSI-LG** – CSI Low Graduation Rate
- **CSI-LP** – CSI Low Performance
- **CSI-LPSG** – CSI Low Performing Student Group
- **ESSA** – Every Student Succeeds Act
- **FD** – Four Domains
- **LEA** – Local Education Agencies
- **NA** – Needs Assessment
- **RCA** – Root Cause Analysis
- **SIC** – School Improvement Committee
- **SMART** – Specific, Measurable, Attainable, Relevant, Timely
- **SSIP** – School Support and Improvement Plan
- **TSI** – Targeted Support Improvement
- **USBE** – Utah State Board of Education

INTRODUCTION

The Utah State Board of Education's (USBE) school improvement process builds capacity of schools and local education agencies (LEAs) to engage in continuous improvement efforts to support student learning, growth and achievement that provide educational excellence for each Utah student.

The USBE Center for Continuous School Improvement (CCSI) provides dedicated technical assistance for schools engaged in school improvement. To learn more about the CCSI and its' vision, mission, and theory of action to enact continuous improvement visit the CCSI website located at:
https://schools.utah.gov/eseastateinitiatives/ccsi/index

The USBE utilizes a school improvement theory of action based on WestEd's Four Domains for Rapid School Improvement framework[1] that integrates core areas of focus with critical practices for achieving rapid and significant improvement. Each of the Four Domains include critical tasks, activities, routines, and practices of leadership, talent development, instructional transformation, and culture that correlate with continuous improvement efforts at the school and LEA level. Each of these practices has a robust research base grounded in practitioner experience.

Additionally, the USBE Cycle of Continuous Improvement is the centerpiece of Utah's approach for school and LEA improvement. The six-step improvement cycle provides organization and guidance throughout both the USBE CCSI Support and Improvement Manual.

USBE'S DIFFERENTIATED SYSTEM OF SUPPORT

The federal Every Student Succeeds Act (ESSA) requires every state to submit a plan that details their accountability system and the meaningful identification of schools

[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

in need of support and improvement. In Utah, school support and improvement programs are required by Federal[2] and State[3] code.

The Utah Accountability Technical Manual lists technical details regarding the indicators of school accountability, methodologies, calculations, and business rules used for the calculation of school accountability indicators.

DESIGNATION OF SCHOOLS FOR SCHOOL IMPROVEMENT

ESSA requires that any school or student group, in a non-Title I or Title I school, that is performing in the bottom 5% of Title I schools shall be identified for school improvement. Under ESSA, there are five categories of school improvement. Utah State code establishes two additional categories.

Two ESSA categories pertain to both Title 1 and non-Title 1 schools:

1) Targeted Support and Improvement (TSI)

2) Additional Targeted Support and Improvement (ATSI)

Three ESSA categories fall under Comprehensive Support and Improvement (CSI):

3) CSI Low Performing (Title I schools)

4) CSI Low Performing Student Group (Title I schools)

5) CSI Low Graduation Rate (Title I and non-Title I schools)

The two state categories of school improvement are:

1) Elevate (non-Title 1 schools)

2) Springboard (non-Title 1 schools)

The system of support for and requirements of schools and LEAs based on these designations vary and are established based on Federal Code, Utah Code, or USBE Administrative Rule. The USBE notifies LEAs and schools annually of designations, required actions, and available USBE supports.

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[2] Every Student Succeeds Act (ESSA, 2025)
[3] Utah State Code 53E-5-301 through 53E-5-306 and 53E-5-309 through 53E-5-311 and USBE Board Rule R277-920
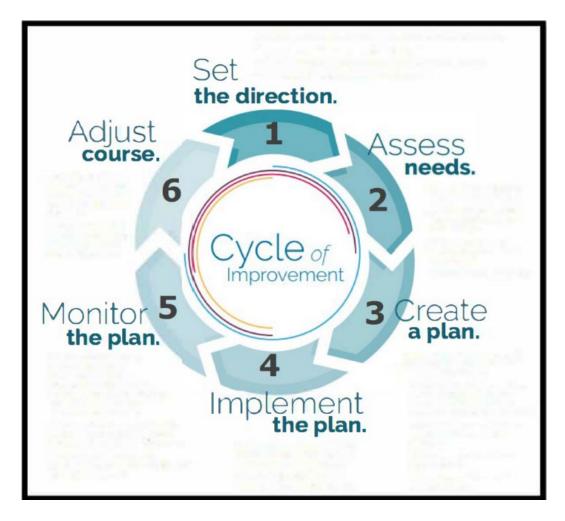
USBE CCSI Support and Improvement Manual

This USBE CCSI Support and Improvement Manual (hereafter referred to as the Manual) details the components and elements of school improvement, organized around the USBE Cycle of Continuous Improvement. This manual is designed to be used by any Utah LEA with schools engaged in school improvement. There are, however, specific requirements for schools designated as CSI, Elevate, or Springboard schools that must be completed and submitted to the USBE as required by Utah Code, USBE Administrative Rule, and Utah's approved ESSA Plan.

The USBE Cycle of Continuous Improvement

The Manual is organized and provides direction and resources related to the six steps of the USBE Cycle of Continuous Improvement, a framework to drive positive change and improvement efforts:

- Step 1: Set the Direction
- Step 2: Assess Needs
- Step 3: Create a Plan
- Step 4: Implement the Plan
- Step 5: Monitor the Plan
- Step 6: Adjust Course

The Manual provides, as needed, an overview, guiding questions, fillable tools and forms with detailed directions and examples, as well as recommended activities and practices, organized under the six steps.

STEP 1: SET THE DIRECTION

The first step in the Cycle of Continuous Improvement is identifying clearly where the school or organization is or their current reality or present state with respect to student performance and where it wants to go to improve. This step provides clarity, context, and focus for the work of each staff member and the school. At a minimum, Step 1 includes reflecting on the vision, the mission, guiding principles or core values of the school, current student learning, growth, or achievement results, focused goals, current goal performance measures, and the identification of where the school wants to be with respect to the learning, growth, and achievement.

STEP 2: ASSESS NEEDS

Once the direction is set, a needs assessment is conducted to drive the School Support and Improvement Plan (SSIP) development. At a minimum, the needs assessment includes a rigorous analysis of both quantitative and qualitative data

and should include diverse data highlighting student outcomes as well as contributing factors such as attendance, discipline, graduation, and dropout rates. It should also include stakeholder perceptions, classroom observations, professional learning opportunities, and student access to effective educators. Lastly, the needs assessment should include an analysis of budget and resource allocation, including exploring current and future funding sources.

STEP 3: CREATE A PLAN

The framework for the SSIP begins with using the findings from the needs assessment to generate specific, measurable, actionable, relevant, and time-based (SMART) goals. The SSIP moves 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.

Completing Step 3 includes a review of the SSIP required elements for CSI, Elevate, and Springboard schools per Utah Code [53E-5-303(5)](#) and USBE Administrative Rule [R277-920-8)](#). The LEA or Charter Authority must review and approve the final SSIP, then submit the plan to the USBE for final review and approval.

STEP 4: IMPLEMENT THE PLAN

In Step 4, the LEA and school assess their readiness to implement the plan including the skills, knowledge, experience, structures, resources, and support necessary to be successful. Once assessed, the school implements their approved SSIP.

The USBE recommends that each school create an Implementation Team that consists of individuals that have significant responsibility, authority, and accountability for the implementation of strategies and/action steps to assist with the specific tasks, activities, routines, and practices the LEA and school has identified to increase learning, growth, proficiency, and achievement of their students.

STEP 5: MONITOR THE PLAN

Monitoring the plan is framed around a quarterly review cycle designed to provide accurate and actionable feedback on the progress of improvement efforts identified in the SSIP.

At least monthly, the principal, Implementation Team (optional), School Leadership Team, and/or whole faculty monitors the progress of their School Support and Improvement Plan, collecting, reviewing, and reflecting on identified data to inform the progress of strategies, actions, to meet desired/expected results.

Quarterly, CSI, Elevate, and Springboard schools will meet with the assigned consultant or USBE staff (depending on CNA/RCA Option) to review and assess the implementation of the SSIP for progress, effectiveness, and fidelity of implementation.

STEP 6: ADJUST COURSE

During progress monitoring and no less than annually, the school meets 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.

CSI, Elevate, and Springboard schools meet annually with their assigned consultant or USBE staff (depending on CNA/RCA Option) to make data informed adjustments, modifications, or corrections to their improvement plan to stay on track to meet or exceed the desired and expected growth and improvement.

SCHOOL IMPROVEMENT COMMITTEE

It is recommended, not required, that each step should be completed using your committee.

Schools designated as CSI, Elevate, or Springboard that belong to a district must[4] establish a school improvement committee composed of the following members:

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[4] Utah Code 53E-5-303(1)(a)

1. A local school board member who represents the voting district where the school is located.

2. The school principal.

3. Three (3) parents of students enrolled in the school appointed by the chair of the school community council.

4. One (1) teacher at the school appointed by the principal.

5. One (1) teacher at the school appointed by the LEA superintendent.

6. One (1) school district administrator appointed by the LEA superintendent.

For charter schools designated as CSI, Elevate, or Springboard, the charter school governing board[5] shall establish a school improvement committee composed of the following members:

1. A member of the Charter School Governing Board who represents the voting district where the school is located.

2. The school principal.

3. Three (3) parents of students enrolled in the school appointed by the Charter School Governing Board

4. Two (2) teachers at the school appointed by the principal.

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[5] 53E-5-304(4)(a)

STEP 1: SET THE DIRECTION

Setting the direction includes reflecting on the vision, the mission, guiding principles or core values of the school, current student learning, growth, and achievement goals and results, and current goal performance measures. Completing the step includes establishing where the school desires to be or must be to ensure that each and every student is demonstrating the learning, growth, and achievement to meet or exceed, school, LEA or Charter Authority, and State of Utah expectations.

In addition, setting direction should also include an inventory of the school's current or recent initiatives to improve teaching and learning such as professional learning, behavior and intervention programs, instructional practices, assessment practices, technology, staffing, scheduling, and the allocation of resources, etc.

GUIDING QUESTIONS FOR STEP 1

Current Reality

The principal, using recommended form F1.1, collaboratively reviews, reflects, and records with the school's leadership team or whole faculty:

- What is the school's vision?

- What is the school's mission?

- Does the school have defined and published guiding principles or core values? If yes, what are they?

- Does the school have current student learning, growth, or achievement focused goals? If yes, what are they?

- What are the current measures used to assess goal performance?

- What are the current school improvement initiatives?

- What is the goal or objective of each initiative?

- Is there evidence that each initiative was effective? If yes, what has changed, improved as a result of the initiative?

- What are the most recent school improvement initiatives?

- What was the goal or objective of the improvement initiative?

- Is there evidence that each initiative was effective? If yes, what has changed, improved as a result of the initiative?

- What was the purpose and desired application of the learning?

- What are the current or most recent LEA based professional learning?

- What was the purpose and desired application of the learning?

Desired Outcomes

The principal, using recommended form F1.2, collaboratively reviews, reflects, and records with the school's leadership team or whole faculty:

- What do we want growth and achievement look like for our school?

  - What is the gap or difference between our current state and our desired future state?

- What do we want growth and achievement look like for each grade level or subject matter course in our school?

  - What is the gap or difference between our current state and our desired future state within and between grade level or subject matter courses?

- What do we want growth and achievement to look like for each student group in our school?

  - What is the gap or difference between our current state and our desired future state within or between student groups?

- What do we want growth and achievement to look like for students in our lowest 25%?

  - What is the growth and achievement gap or difference between our students in the lowest 25% and the schools' growth and achievement?

Summary

It is recommended that the principal, with the school's leadership team or whole faculty, use F1.3 to summarize the following:

- What is our current state? (What does this look like? Who is impacted? From our perspective, why is this happening?) Please use descriptive language and

visuals appropriately.

- Imagine a future where our (school, student group(s), or cohort of students) are thriving in our school, what does this look like now? (What enabled this to happen? What is different? What has been improved, refined, changed, or abandoned? What has stayed the same?)

RECOMMENDED TOOLS AND FORMS TO COMPLETE STEP 1

F1.1 Set the Direction: Current Reality assists the school to document the current reality or present state of the school in preparation for the needs assessment.

F1.2 Set the Direction: Desired Outcomes assist the school with identifying and documenting their desired future of the school in preparation for the needs assessment.

F1.3 Set the Direction: Visualization assists the school with summarizing their current reality and their desired state for their school and/or student groups and/or cohort of students in preparation for the needs assessment.

STEP 2: ASSESS NEEDS

The needs assessment will vary according to school designation. It may be comprehensive encompassing all facets of a school or it may be focused and specific to student group(s) or cohort of students. Irrespective, the needs assessment identifies the immediate needs or gaps between the current state and desired outcomes. The needs assessment should primarily focus on the tasks, activities, routines, and practices taking place in schools where staff have considerable influence on student learning, growth, and achievement.

The needs assessment process includes identifying and determining what is working well, why it is working well, and how the school can learn and apply the causes of success to those areas needing improvement.

In a like manner, the needs assessment process examines various perspectives and data sets to understand the inequities and/or gaps in performance within and between student groups, whole school performance, or a specific cohort of students.

Further, once inequities or gaps in performance are identified, schools identify both the immediate and future actions necessary to address these gaps. These actions and decisions must take into consideration how resources are allocated that may, in part or in whole, be a potential cause of current student learning and growth inequities. Resources include but are not limited to, fiscal, personnel, organization of time, equipment, programs, policies, and services, as well as community collaboration and partnerships.

USBE NEEDS ASSESSMENT AND PROCESS

The USBE Needs Assessment is a tool aligned with the U.S. Department of Education, Utah Code, and USBE Board Rule requirements and may be facilitated by the LEA, principal, director, or consultant (if assigned) as part of the school's annual support and improvement planning process. Elevate and Springboard schools must use the USBE Needs Assessment and tools. TSI, ATSI, and CSI designated schools may use the USBE Needs Assessment provided or an approved needs assessment by their LEA and the USBE.

It is divided into five steps:

- Step 2.0: Planning for the Needs Assessment
- Step 2.1: Quantitative Data Analysis
- Step 2.2: Qualitative Data Analysis
- Step 2.3: Root Cause Analysis (RCA)
- Step 2.4: Executive Summary

Step 2.0 involves collecting and organizing quantitative and qualitative data that aligns with the purpose of the needs assessment. **Note:** The purpose of the needs assessment may vary depending on school designation.

Steps 2.1 and 2.2 allow the school to go beyond student performance data to consider the prevalence of effective practices, tasks, activities, and routines. The school triangulates data points with the purpose of developing a clearer understanding of the school's strengths and needs.

Step 2.3, Root Cause Analysis (RCA), is used to uncover and identify the deepest root and most basic reasons for identified strengths and areas of improvement. The RCA emphasizes identifying the causes and contributing factors within the school's control or significant influence. The RCA is not about affixing blame or making excuses for performance but rather is a means to create "clarity" pertaining to the "causes" of inequities or gaps and identify the true challenges rather than symptoms.

Lastly, Step 2.4 summarizes the needs assessment process and findings from the RCA with an emphasis on the tasks, activities, routines, and practices that are within the control or significant influence of the school.

WHO IS RESPONSIBLE FOR CONDUCTING THE NEEDS ASSESSMENT?

The responsibility for conducting a school level-needs assessment for schools designated as CSI-Low Performance, CSI-Low Graduation Rate, CSI-Low Performing Student Group is the LEA[6]. However, a USBE-approved consultant may be assigned to facilitate the USBE Needs Assessment.

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[6] ESEA section 1111(d)(1)(B)

The responsibility for conducting a school level-needs assessment for Elevate and Springboard schools is the USBE[7]. A USBE approved consultant is assigned to facilitate the USBE Needs Assessment.

Irrespective of who is assigned or takes the lead in guiding a school through the LEA school level-needs assessment or the USBE Needs Assessment, the outcome of the needs assessment is the foundation of the School Support and Improvement Plan.

How is the USBE Needs Assessment Conducted?

(Note: For the purpose of this section, it is assumed that a USBE-approved consultant is assigned to facilitate the USBE Needs Assessment, but USBE and LEA staff may also complete those tasks in some instances.)

The consultant in collaboration with the school principal will conduct the USBE Needs Assessment using with fidelity, the processes, tools, and forms developed by the USBE to conduct the needs assessments for each school and report the needs assessment results to the school leadership team, local board, and USBE for review and approval.

The USBE Needs Assessment includes several required and recommended tools and forms to assist the school and consultant in conducting and documenting the needs assessment. Where noted, there are specific dates for submission of required forms to the USBE and LEA.

Note: For CSI, Elevate, and Springboard schools, the LEA and USBE Board are responsible to review and approve or deny[8] a School Support and Improvement Plan in whole or in part that does not comply with the required School Support and Improvement Plan elements.

Step 2.0 Planning for the USBE Needs Assessment

Forms and Tools Needed to Complete Step 2.0

- Advance Organizer

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[7] Utah Code 53E-5-302(1)(b) and 53E-5-302.1(1)(c)
[8] Utah Code 53E-5-303(7)(a)(b)

The Advance Organizer is to be completed by the principal or person tasked with facilitating the school's needs assessment. The school will gather and organize the following materials. The school should provide relevant materials to the consultant on or before the first consultant visit that may include:

- A copy of the current School Support and Improvement Plan, Land Trust, TSSA, TSSP, Early Learning Plan, etc.

- List of teachers, the master schedule including bell schedule and 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, including room numbers, teacher names, grade levels or departments.

- Recommended not Required - Four Domain Comprehensive Assessment of Leadership for Learning STAR Report and access to the school's Four Domain Comprehensive Assessment of Leadership for Learning results.

- List of school leadership team makeup and meeting agendas/minutes.

- List of Professional Learning Communities (PLC) meetings, members, agendas, and meeting minutes/notes.

- List of School Improvement Committee (SIC) members and their role (CSI, Elevate, and Springboard schools only).

STEP 2.1 QUANTITATIVE DATA ANALYSIS

FORMS AND TOOLS NEEDED TO COMPLETE STEP 2.1

- F2.1.1 Quantitative Data Guiding Questions: Note Catcher
- F2.1.2 Quantitative Data Summary

Step 2.1 is to be facilitated the consultant.

Quantitative Data: Guiding Questions

The school, in collaboration with their consultant will use the tool, F2.1.1 Quantitative Data Guiding Questions: Note Catcher, to record the analysis and summary of findings from the school's quantitative data.

QUANTITATIVE DATA SUMMARY

The school, in collaboration with their consultant will use the tool, F2.1.2 Quantitative Data Summary, to record the identified strengths to leverage as well as improvement needs that if addressed, are the areas that are most likely to lead to school improvement, according to the quantitative data.

STEP 2.2 QUALITATIVE DATA ANALYSIS

FORMS AND TOOLS NEEDED TO COMPLETE STEP 2.2[9]

- F2.2.1 FD CALL[10] Identified Areas
- F2.2.1.1 Resource Allocation Review Note Catcher/Summary
- F2.2.2 Principal Interview Questions and Summary
- F2.2.3 Assistant Principal Questions and Summary
- F2.2.4 LEA Supervisor Questions and Summary
- F2.2.5 Teacher Questions and Summary
- F2.2.6 Other Licensed Professional Questions and Summary
- F2.2.7 Parent Focus Group Questions and Summary
- F2.2.8 Student Focus Group Questions and Summary
- F2.2.9 Para Etc. Focus Group Questions and Summary
- F2.2.10 Walkthrough Observations
- F2.2.11 PLC Observations Note Catcher
- F2.2.12 Qualitative Data Summary
- F2.2.13 Cross Walk

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[9] The qualitative data collection may vary or be modified depending on the school designation.
[10] Recommended not Required.

F2.2.1 Four Domain Comprehensive Assessment of Leadership for Learning Identified Areas of Strength/Improvement Needs Note Catcher (Recommended not Required):

The LEA and school may choose to complete the Four Domain Comprehensive Assessment of Leadership for Learning "Star" report of prioritized practices after reviewing the top four school strengths and needs in each of the Four Domains. The consultant will record the school priorities using F2.2.1 Four Domain Comprehensive Assessment of Leadership for Learning Identified Areas and will include the completed F2.2.1 in the Comprehensive Report.

The consultant will use the completed F2.2.1 Four Domain Comprehensive Assessment of Leadership for Learning Identified Areas in the triangulation of data and analysis of school strengths and needs.

F2.2.1.1 Review of Resource Allocations Note Catcher/Summary

The principal facilitates with their School Improvement Committee or School Leadership Team or whole faculty the identification and review of the current uses of resources (staffing, scheduling, facilities, programming, funding, etc.) that may, in part or in whole, contribute to the inequities or gaps in student performance. Schools use F2.2.1 to summarize responses to the following questions and submit to their assigned consultant to be included in F2.4.2 Comprehensive Report.

1. Consider the inequities or gaps in performance by each student group, how are resources currently allocated to support their learning and growth?

2. To what extent may the current allocation of resources contribute to inequities or gaps in performance?

3. If a contributing factor, are there actionable ways resources can be reallocated or shifted to address the challenges and priorities the school must address so each, and every student is learning and growing?

Interviews

FORMS AND TOOLS NEEDED TO COMPLETE INTERVIEWS.

- F2.2.2 Principal Interview Questions and Summary
- F2.2.3 Assistant Principal Questions and Summary

- F2.2.4 LEA Supervisor Questions and Summary
- F2.2.5 Teacher Questions and Summary
- F2.2.6 Other Licensed Professional Questions and Summary

Interviews provide an opportunity to document the experiences and perspectives of a variety of individuals from a variety of roles within the school environment.

The consultant will use the designated forms to summarize individual interview responses. The information collected from the interviews will be included in F2.4.1 Executive Summary and F2.4.2 Comprehensive Report.

Interviews should be conducted 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)

The following are the recommended times to conduct 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.

Focus Groups

FORMS AND TOOLS NEEDED TO COMPLETE THE FOCUS GROUPS INTERVIEWS.

- F2.2.7 Focus Group Questions and Summary: Parents
- F2.2.8 Focus Group Questions and Summary: Students

- F2.2.9 Focus Group Questions and Summary: Para, etc.

Instructions for Classroom Focus Groups

Focus groups provide an opportunity to document the experiences and perspectives of three specific groups within the school community. The school or consultant, if assigned, will use the listed forms to record and organize their notes and responses from these three focus groups.

1. Parents.
2. Students.
3. Paraprofessionals.

The principal will identify, communicate, and arrange for focus group participation. The principal will follow their school and LEA policy and procedures for student participation in a focus group. Lastly, the principal will arrange for paraprofessionals to participate in focus groups during their workday if possible.

The following are the recommended times to conduct focus groups.

- Sixty-minute focus group with 5 to 7 parents that represent different grade levels and are representative of the school's demographics.

- Sixty-minute focus group with students that represent different grade levels and are representative of the school's demographics.

- Sixty-minute focus group with paraprofessionals that represent different roles and responsibilities within the school.

The information collected from the focus groups is used to triangulate with other data sources. The school or consultant, if assigned, will make every effort not to skip questions. However, if a question is skipped the consultant will note the question and reason.

The consultant will summarize each Focus Group and include these summaries in F2.4.1 Executive Summary and F2.4.2 Comprehensive Report.

Classroom Walkthrough Observation

FORMS AND TOOLS NEEDED TO COMPLETE CLASSROOM WALKTHROUGHS.

- F2.2.10 Walkthrough Observation Note Catcher

Instructions for Classroom Walkthrough Observation

The Walkthrough Observation is not a comprehensive observation of an entire lesson or complete class period. Rather, they are intended to provide a snapshot of the presence and practice of three specific instructional practices 1) Teacher Clarity, 2) Culture of Learning, and 3) Instructional Rigor. A description of each is provided below.

The consultant will document what they observed and what they heard using F2.2.10 Walkthrough Observation Note Catcher for each observation conducted.

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.

Description Of Required Components For Classroom Observations

Teacher Clarity

The s 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.*

   - 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 can explain what they should know and do at the end of the lesson or unit.

- Learning tasks are aligned with the learning intention.

2. **Rationale**: *why it is important for them to know and do these skills.*

- 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 can tell *why* they are learning what they are learning.

3. **Success Criteria**: *what it will look like when students have learned it.*

- The teacher explicitly communicates success criteria, which tell students what it will look like when they have mastered the learning intention.

- The teacher tells students what they will need 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 can explain what they will 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.

Professional Learning Community (PLC)/Collaborative Meeting Observation

FORMS AND TOOLS NEEDED TO COMPLETE PLC OBSERVATIONS

- F2.2.11 PLC Observation Note Catcher

Instructions for completing professional learning community observation.

The consultant will attend and observe no less than two (2) PLC meetings in their entirety. During the PLC, the principal or consultant, if assigned, will look for, listen for, and record the following:

- Agenda, Meeting Norms, Meeting Minutes, Data

- Frequency and duration of PLCs meetings

- The structure or configuration of the PLCs? Who attends PLC meetings?

The consultant will summarize each PLC observation and include these summaries in F2.4.1 Executive Summary and F2.4.2 Comprehensive Report.

Qualitative Data Summary Guiding Questions

FORMS AND TOOLS NEEDED TO COMPLETE QUALITATIVE DATA SUMMARY

- F2.2.12 Qualitative Data Summary

INSTRUCTIONS FOR COMPLETING THE F2.2.12 QUALITATIVE DATA SUMMARY

Based on the consultant's analysis of qualitative data, the consultant in collaboration with the School Improvement Committee (CSI, Elevate, and Springboard) or school leadership team, or whole faculty will identify the specific and focused areas of strength and 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 qualitative data.

The consultant will include the completed F2.2.12 in the F2.4.1 Executive Summary and the F2.4.2 Comprehensive Report.

Crosswalk of School Needs Assessment

FORMS AND TOOLS NEEDED TO COMPLETE THE CROSSWALK OF SCHOOL NEEDS ASSESSMENT

- F2.2.13 Crosswalk of School Needs Assessment

Instructions for completing F2.2.13 Crosswalk of School Needs Assessment

The consultant, in collaboration with the School Improvement Committee, school leadership team, or whole faculty, will list and summarize the findings of both the quantitative and qualitative data analysis (Forms F2.1.3 and F2.2.12) to complete F2.2.12 Crosswalk of School Needs Assessment.

The consultant will include the completed F2.2.13 in the F2.4.1 Executive Summary and the F2.4.2 Comprehensive Report.

STEP 2.3 ROOT CAUSE ANALYSIS

FORMS AND TOOLS NEEDED TO COMPLETE STEP 2.3 ROOT CAUSE ANALYSIS

- F2.3.1 Focused challenge Statements
- F2.3.2 Challenge Statement and Root Cause Summary

Instructions for completing F2.3.1 Focused Challenge Statements

The consultant, in collaboration with the School Improvement Committee (CSI, Elevate and Springboard), School Leadership Team, or whole faculty, will facilitate F2.3.1 Focused Challenge Statements to identify and document the agreed upon challenge statements (no more than four) that reflect the areas of greatest needs that the school must address in their school improvement efforts.

Using four challenge statements as identified in F2.2.13 Crosswalk of School. The consultant will discuss, and document agreed upon responses to six questions.

1) What is the area of low performance?

2) Who specifically is impacted?

3) What is the specific inequity or gap in the area of performance?

4) What is the specific data or evidence of the inequity or gap in performance?

5) When is this inequity or gap in performance identified? and

6) Is this inequity or gap in performance within the control or significant influence of the school?

Instructions for completing F2.3.2 Challenge Statement and Root Cause Summary

The consultant collaboratively facilitates with the School Improvement Committee (CSI, Elevate, and Springboard), or School Leadership Team or whole faculty a root cause analysis using either "Five Whys"[11], "Fishbone Diagram"[12], "Current Realty Tree"[13] or a tool that will facilitate the identification of "causes" and contributing or related causes of an identified challenge statement to complete F2.3.2 Challenge Statement and Root Cause Summary.

The consultant will include the completed F2.3.2 in the F2.4.1 Executive Summary and the F2.4.2 Comprehensive Report.

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[11] https://www.dpi.nc.gov/documents/program-monitoring/equity-plan-webinar-2-5-whys-tool/download?attachment
[12] https://asq.org/quality-resources/fishbone
[13] https://www.6sigma.us/six-sigma-in-focus/current-reality-tree/

STEP 2.4 EXECUTIVE SUMMARY AND COMPREHENSIVE REPORT

Needs Assessment Executive Summary and Comprehensive Report

FORMS AND TOOLS NEEDED TO COMPLETE STEP 2.4

- F2.4.1 Executive Summary

- F2.4.2 Comprehensive Report

PURPOSE

The purpose of the F2.4.1 Executive Summary is to summarize the findings of the needs assessment as well as provide recommendations for F3.1.1 Initial School Support and Improvement Plan. The executive summary provides guidance, context, and clarity of the findings surfaced through the needs assessment process to assist the school in developing an initial framing of actionable, effective, and meaningful school improvement goals, strategies, and action steps.

F2.4.1 EXECUTIVE SUMMARY

The consultant in collaboration with the School Improvement Committee (CSI, Elevate, and Springboard), School Leadership Team or whole faculty completes F2.4.1 Executive Summary using the F2.2.13 Crosswalk of School Needs Summary and F2.3.2 Challenge Statement and Root Cause Summary to identify and agree upon recommendations that address the following questions.

- What are the priorities for school improvement and why?

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

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

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

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

F2.4.2 COMPREHENSIVE REPORT

The consultant will complete F2.4.2 Culminating Report. The culminating report is a summary of findings from the analysis of needs, root cause analysis and challenge statements. Combined with the executive summary, the comprehensive report is the input into the framing of an initial School Support and Improvement Plan. The following forms must be included in the F2.4.2 Comprehensive Report.

- F2.1.1 Quantitative Data Guiding Questions
- F2.1.2 Quantitative Data Summary
- F2.2.1 Four Domain Comprehensive Assessment of Leadership for Learning Identified Areas (Recommended not Required)
- F2.2.1.1 Resource Allocation Review Note Catcher/Summary
- F2.2.2 Principal Interview Questions and Summary
- F2.2.3 Assistant Principal Questions and Summary
- F2.2.4 LEA Supervisor Questions and Summary
- F2.2.5 Teacher Questions and Summary
- F2.2.6 Other Licensed Professional Questions and Summary
- F2.2.7 Parent Focus Group Questions and Summary
- F2.2.8 Student Focus Group Questions and Summary
- F2.2.9 Para Etc. Focus Group Questions and Summary
- F2.2.10 Walkthrough Observations Note Catcher
- F2.2.11 PLC Observations Note Catcher
- F2.2.12 Qualitative Data Summary
- F2.2.13 Cross Walk of School Needs Assessment
- F2.3.1 Challenge Statement Identification
- F2.3.2 Challenge Statement and Root Cause Summary
- F2.4.1 Executive Summary
- F2.4.2 Comprehensive Report
- F3.1.1 Cover Sheet
- F3.1.1 Initial School Support and Improvement Plan

STEP 3: CREATE A SCHOOL SUPPORT AND IMPRPOVEMENT PLAN (SSIP)

PURPOSE

The third step in the USBE continuous improvement process is divided into three parts: Step 3.0 The School Support and Improvement Plan (SSIP) Development Process, Step 3.1 Initial Framing of the School Support and Improvement Plan, and Step 3.2 Final School Support and Improvement Plan.

For CSI, Elevate, and Springboard schools, Step 3.2 Final SSIP requires submission of their plan to their LEA for approval on or before June 1 and to the USBE for review and approval on or before June 30 of their initial remedial year (Utah Code 53E-5-303 and 53E-5-304).

The SSIP may be in the form that the LEA requires. However, there is a USBE template that is optional for schools to use that includes each of the required elements for CSI, Elevate, and Springboard schools (see Step 3.0 for required elements).

STEP 3.0 SSIP DEVELOPMENT PROCESS

Step 3.0 requires the consultant and school to review the SSIP development process that includes Utah Code 53E-5-303, 53E-5-304, and USBE Administrative Rule R277-920-8 required elements for a SSIP.

The SSIP development process has several actions.

- Review the USBE required SSIP elements.
- Develop Goals
- Develop Strategies
- Develop Action Steps
- Identify and set the expected or desired outcomes or results for each strategy and action step.
- Identify and set the method and frequency of monitoring strategies and action steps.

- Identify Professional Learning (Leadership, Teachers, Other Licensed Staff,

- Paraprofessional) necessary for fidelity of action steps and strategies.

- Identify requests to the LEA superintendent and governing body for additional resources, personnel, or exemptions from district policy that may be contributing to the low performance (district schools only).

- Develop a plan for school personnel management including recruitment of an educator(s) or school leader.

- Identify LEA strategies for sustaining school improvement efforts after a school exits CSI, Elevate, or Springboard status.

- CSI, Elevate, and Springboard complete Step 3.1 to finalize Initial SSIP that includes the gap analysis between initial School Support and Improvement Plan with required elements.

- Submit the completed SSIP to their LEA/Charter Authority for review and approval (June 1 deadline).

- Submit their LEA/Charter Authority approved SSIP to the USBE for review and approval (June 30 deadline).

STEP 3.1 SSIP INITIAL FRAMEWORK

Step 3.1 Initial Framing of the SSIP is required for CSI, Elevate, and Springboard schools. Step 3.1 is to ensure continuity of findings and outcomes from the needs assessment for the development of the SSIP. The consultant in collaboration with the School Improvement Committee is responsible for completing Step 3.1 for CSI, Elevate, and Springboard schools.

FORMS AND TOOLS NEEDED TO COMPLETE STEP 3.1

- F3.1.1 Cover Sheet
- F3.1.2 Initial School Support and Improvement Plan: Worksheet or
- F3.1.3 Combined F3.1.1 and F3.1.2 Cover and Worksheet

Note: Elevate and Springboard schools (only) are required to provide the completed Step 3.1 documentation to their Continuous Improvement Expert (CIE) who is responsible for assisting Elevate and Springboard schools with completing Step 3.2 Final School Support and Improvement Plan.

F3.1.1 Cover Sheet including required signatures must be completed and included with the completed F3.1.2 School Support and Improvement Plan: Worksheet for designated schools (CSI, Elevate, and Springboard).

CSI, Elevate, and Springboard schools must complete F3.2.2 Final SSIP Signature Cover Sheet that includes a required signature by the School Board or Charter Authority Chair or designee with their completed School Support and Improvement Plan.

STEP 3.2 FINALIZING SSIP

Step 3.2 is to ensure continuity of findings and outcomes from the needs assessment. CSI, Elevate, and Springboard must design their SSIP from the needs assessment in addition to the requirements of their LEA.

The purpose of F3.2.1 Improvement Plan Gap Analysis is to ensure that CSI, Elevate, and Springboard SSIP include and are aligned with, the required elements per Utah Code 53E-5-303(5) USBE Administrative Rule R277-920-8.

FORMS NEEDED TO COMPLETE STEP 3.2

- F3.2.1 Improvement Plan Gap Analysis
- F3.2.2 Final SSIP Signature Cover Page
- F3.2.3 Final SSIP Worksheet
- F3.2.4 Combined F3.2.2 and F3.23 Cover and Worksheet

The consultant in collaboration with the School Leadership Team, or whole faculty is responsible for completing Step 3.2. As previously noted, Elevate and Springboard schools have a CIE responsible for assisting with completing Step 3.2 Final SSIP.

F3.2.2 Final SSIP Signature Cover Page must be completed and included with the completed F3.2.3 Final SSIP: Worksheet for CSI, Elevate, and Springboard schools.

For CSI, Elevate or Springboard schools, the SSIP must be developed based on the needs assessment. The SSIP must include the required elements per Utah Code 53E-5-303(5), 53E-5-304 USBE Administrative Rule R277-920-8.

Element: Challenge statement(s)

Does the plan include specific challenge area(s) in performance identified in the needs assessment for CSI, Elevate, or Springboard schools?

Reference

- Utah Code 53E-5-303 (5)(a)
- Utah Code 53E-5-304(8)(a)(b)
- Utah Code 53E-5-303 (5)(c)

Element: Root Cause

Does the plan include root cause(s) identified in the needs assessment for gaps or inequities in performance?

Does the plan Clearly identify contributing practice(s) associated with identified root cause(s) for gaps or inequities in performance?

Reference

- Utah Code 53E-5-303 (5)(a)
- Utah Code 53E-5-304(8)(a)(b)

Element: Resource Allocation

Does the plan include strategies and objectives to address inequities or gaps in performance related to the allocation of resources?

Reference

- Utah ESSA Plan (Nov. 3, 2022) p.46

Element: Goals

Does the plan include goals to address the root causes identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(c)
- Utah Code 53E-5-304(8)(a)(b)

Element: Strategy

Does the plan include strategies to address the root causes of the gap or inequities in performance identified through the needs assessment?

Reference

- Utah Code 53E-5-303(2)(a)
- Utah Code 53E-5-304(5)(a)

Element: Objectives

Does the plan include clearly identified objectives or action steps that the school will take to address the gaps or inequities in performance identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(c)
- Utah Code 53E-5-304(8)(a)(b)

Element: Benchmarks

Does the plan include clearly identified benchmarks for monitoring the implementation of strategies and objectives to meet or exceed the stated goals?

Reference

- Utah Code 53E-5-303 (5)(c)
- Utah Code 53E-5-304(8)(a)(b)

Element: Frequency and Monitoring

Does the plan include the frequency and method of monitoring the progress of each goal, strategy, objective, and benchmark?

Reference

- Utah Code 53E-5-303 (5)(f)
- Utah Code 53E-5-304(8)(a)(b)

Element: Culture

Does the plan include specific Four Domain CALL practices from Domain 4 (Culture) as identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Curriculum

Does the plan include new or revised curriculum to address a specific gap or inequity in performance identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Assessments

Does the plan include new or revised assessments to address a specific gap or inequity in performance identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Instructional Practices

Does the plan include new or revised instructional practices to address a specific gap or inequity in the performance identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Professional Development: Instructional Practice and Professional Development: Leadership Development

Does the plan include clearly identified instructional practice and school leadership professional development as identified in the needs assessment?

Reference

- USBE Administrative Rule R277-920-8(1)(b)(ii)
- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Personnel (Staffing)

Does the plan include any new staff or additional staff as identified in the needs assessment?

Reference

- USBE Administrative Rule R277-920-8
- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Budget Aligned to improvement priorities.

Does the plan include a detailed budget allocation for each goal as identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(e)
- Utah Code 53E-5-304(8)(a)(b)

Element: Budget Funding Source(s) Identified

Does the plan identify the funding source For each expected/anticipated budget allocation?

Reference

- Utah Code 53E-5-303 (5)(e)
- Utah Code 53E-5-304(8)(a)(b)

Element: Finances

Does the plan include changes including reallocation of budget resources to address specific inequities or gaps in performance identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Communication Strategy

Does the plan include strategies to communicate and report data on progress to stakeholders including the method and frequency of communication?

Reference

- Utah Code 53E-5-303 (5)(g)
- Utah Code 53E-5-304(8)(a)(b)

Element: Governance

Does the plan include changes to the schools' governance structure to address a specific gap or deficit performance identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Policies

Does the plan include new or revised policies to address a specific gap or deficit in performance identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Management Strategy

Does the plan include a management and recruitment plan for the school personnel and staff?

Reference

- USBE Administrative Rule R277-920-8(1)(b)(i)
- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Leadership

Does the plan include changes to the schools' leadership structure or practices to address a specific gap or deficit in performance as identified in the needs assessment?

Reference

- Utah Code 53E-5-303 (5)(b)
- Utah Code 53E-5-304(8)(a)(b)

Element: Request to District LEA Superintendent or Charter Authority

Does the plan include requests to the school's superintendent/local school board for additional resources; personnel; or exemptions from district policy that may be contributing to the Low Performance of the district school?

Reference

- USBE Administrative Rule R277-920-8(1)(a)(i)(ii)(iii)
- 53E-5-303 (5)(b)
- 53E-5-304(8)(a)(b)

Element: LEA strategy for sustaining efforts

Does the plan include an LEA strategy for sustaining school improvement efforts after a school exits their designation or program?

Reference

- Utah Code R277-920-8(2)

STEP 4: IMPLEMENT THE PLAN

FORMS AND TOOLS NEEDED TO COMPLETE STEP 4: IMPLEMENT THE PLAN

- F4.1 Implementation Stage Readiness Check List
- F4.2 Implementation "Look Fors."

OVERVIEW

Step 4: Implementation Plan provides the required and recommended activities in preparation for the school's improvement plan. The required and recommended activities are intendent to assist to achieve implementation fidelity of the School Support and Improvement Planning efforts.

The required and recommended activities may be facilitated by the principal in collaboration with their leadership team and faculty. For Elevate and Springboard schools their Continuous Improvement Expert (CIE), will facilitate, assist, and support recommended and required activities.

For all schools, it is recommended that the school consider creating an Implementation Team in addition to their school leadership team that can assist with implementation, progress monitoring and reporting. The composition of the Implementation Team should be those individuals who represent or have direct responsibility for the implementation of the school's plan. Throughout Step 4 and Step 5, references are made to an Implementation Team, however, this is optional for the school.

ROLES AND RESPONSIBILITIES

The responsibility for implementation fidelity of the school's plan is dependent on five distinct roles. They are:

1. The school (Principal, Implementation Team (Optional), Leadership Team, and whole faculty
2. The CIE (Elevate and Springboard schools only)
3. The LEA
4. The NA/RCA Consultant – (See Step 5)

5. The USBE

Prior to implementation the school and LEA should discuss and consider these four questions.

- Do we have staff with the right skills and experience to implement our plan?

- Do we have the knowledge and experience needed to meet the goals of our plan effectively and efficiently?

- Do we have the resources needed to execute the implementation of the strategies and action steps in our plan?

- Do we have a structure for open communication and frequency of meetings?

STAGES OF IMPLEMENTATION

The school and LEA should become familiar with the Four Stages of Implementation[14] that will be used throughout the monitoring of their plan's implementation. A brief description accompanies each stage along with an anticipated timeline.

Exploration (This stage can take six to fifteen months)

Descriptors

School Leadership and Staff are …

- Learning about possible evidence-based strategies that may be solutions,
- Learning about what it takes to implement strategies effectively.
- Developing stakeholders and champions,
- Preparing the organization and deciding to proceed.
- Exploration may continue throughout the implementation process.

Installation (This stage takes an average of two to six months)

Descriptors

School Leadership and Staff are …

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[14] https://nirn.fpg.unc.edu/implementation-stages

- Establishing the resources needed to use an evidence-based strategy and resources required to implement the strategy, action step with fidelity.

- Identification of financial resources, reporting infrastructure, human resources, and policies that need to be in place to support the evidence-based strategy and action step.

Initial Implementation (This stage may require nine to twenty-four months)

Descriptors

School Leadership and Staff are …

- In the initial use of an evidence-based strategy, practice, or intervention

- Collecting early results to assess if trends and initial result Indicators provide actionable information.

- While some practices, programs, or interventions are not entirely aligned with the school plan, relevant data are gathered and analyzed, and related information is available to internal and external stakeholders.

Full Implementation (This stage, which can take two to five years)

Descriptors

School Leadership and no less than 50% Staff are …

- Intentionally, skillfully using an intervention, practice, or program with no significant gaps or inconsistencies.

- The practice, program, or intervention is well-integrated into the repertoire of teachers and routinely supported by building and district administrations.

STEP 5: MONITOR THE PLAN

FORMS AND TOOLS NEEDED TO COMPLETE STEP 5 MONITOR THE PLAN

- F5.1 Implementation Review Note Catcher
- F5.2 Implementation Interview Note Catcher
- F5.3 Implementation Guiding Questions Note Catcher
- F5.4 School Monthly Monitoring Report
- F5.4.1 Bi-Monthly Note Catcher (Recommended not Required)
- F5.4.2 School Improvement Tracker (Recommended not Required)
- F5.4.3 Monthly School Leadership Meeting (Recommended not Required)
- F5.4.4 LEA/School Note Catcher (Recommended not Required)
- F5.5 Annual School Support and Improvement Plan Results Note Catcher
- F5.6 Annual Assessment of School Support and Improvement Plan Implementation

OVERVIEW

All schools should engage in intentional monitoring of their school improvement efforts. The overall purpose of monitoring is to support improvement and to ensure the school's SSIP is implemented with fidelity resulting in improved outcomes for students.

The USBE school improvement monitoring process centers on the implementation of the school's improvement plan. The process for monitoring the school's SSIP includes required and recommended activities.

For schools with an assigned consultant, the school and the LEA monitor the implementation of their plan. The USBE monitoring protocols, frequency of monitoring, and the time of the year, may vary, depending on mutually agreed upon scheduling between the school and their assigned consultant or assigned USBE staff.

In general, the school formally monitors the performance of their plan at least quarterly. The following is a guide providing the basic activities of a quarterly review.

The monitoring process begins with a review of the quality of the plan (see Step 3.2) and should be completed before implementation begins. This may require re-submission of the revised plan to the school's governing body and the USBE.

1st Quarter: School Support and Improvement Plan (School Support and Improvement Plan) Review

Monitoring during the first quarter begins with a review of the SSIP and any adjustments or revisions that may have been made.

2nd and 3rd Quarter: Implementation Review

Monitoring during the second and third quarters of the year begin with a review of documents F5.4 School Monthly Monitoring Report, F5.4.1 Bi-Monthly Note Catcher, and F5.4.2 School Improvement Tracker

The document review determines whether progress is being made with the implementation of the plan. After each review, a brief one-page summary of observations, recommendations with explicit steps that need to be taken before the next review is prepared and submitted to the school, the LEA, and USBE.

4th Quarter: Year End Assessment

The school principal, Implementation Team (optional), and the LEA representative meet to assess the overall progress of each goal, strategy, and action steps in the improvement plan. If the school has a USBE assigned consultant, the consultant may combine the year-end review with their third visit.

During the year-end assessment, the school reviews, discusses, and documents their progress and responds to a series of questions using the following forms and tools.

- F5.5 Annual School Support and Improvement Plan Results Note Catcher
- F5.6 Annual Assessment of School Support and Improvement Plan Implementation

STEP 5 REQUIRED AND RECOMMENDED ACTIVITIES FOR DESIGNATED SCHOOLS

Designated schools (CSI Low Performance, CSI Low Performing Student Group, CSI Low Graduation Rate, Elevate, and Springboard) may have an assigned consultant to facilitate, in collaboration with the school and LEA, both required and recommended activities during Step 5: Monitoring.

As previously stated, the USBE monitoring process uses several forms to assist with documenting the implementation and progress of the school's plan.

The following list of forms and tools is recommended for use by the school. These forms are designed to assist the school in self-monitoring improvement efforts as well as in preparation of required progress monitoring visits or required progress reports.

- F5.4.1 Bi-Monthly Note Catcher
- F5.4.2 School Improvement Tracker
- F5.4.3 Monthly School Leadership Meeting
- F5.4.4 LEA/School Note Catcher

STEP 5 REQUIRED MONITORING ACTIVITIES

The USBE assigned consultant for progress monitoring is required to complete the following:

- The consultant will complete Three (3) Progress Monitoring Visits per year for the school's improvement status (Due: 11/30, 2/27, 6/30 each year).

- After each Progress Monitoring visit, the consultant shall submit to the school, LEA, and USBE the appropriate reports for each school.

- The consultant, with the school, will facilitate, complete, and submit required forms and reports at the end of each school year for the school's improvement status. (Due: 6/30 each year). If the school has a USBE assigned consultant, the consultant may combine the year-end review with their third visit.

If no consultant is assigned, USBE staff will collaborate with the school or LEA to ensure that STEP 5 Progress Monitoring requirements are implemented to assist the school in their school improvement efforts.

STEP 5 RECOMMENDED MONITORING ACTIVITIES

All schools are recommended to implement the following activities to assist with their school improvement efforts.

- Bi-weekly Meetings with principal and those responsible for implementing the Strategies and action steps to review status and progress to date.

- Monthly Monitoring and Reporting Meetings with principal and the Implementation Team to review status and progress to date.

- Monthly Monitoring and Reporting Meetings with principal and LEA supervisor to review status and progress to date.

STEP 5 CONSULTANT RESPONSIBILITIES

The assigned consultant is required to review, assess, and report the progress of School Support and Improvement Plan strategies and action steps implementation. The consultant is responsible for submitting a Progress Monitoring Report that includes the forms listed below. The Progress Monitoring Report is due at the end of each required monitoring visit (Due: 11/30, 2/27, and 6/30 each year). The required forms are:

- F5.1 Implementation Review Note Catcher
- F5.2 Implementation Interview: Note Catcher
- F5.3 Guiding Questions Summary: Note Catcher

The process for progress monitoring visits include:

1. Reviewing the School Monthly Monitoring Report F5.4 provided by the school.

2. Reviewing the expected or desired result or outcome data and action steps Indicator data to assess progress and status of the implementation effect.

3. Interviewing the principal, school leadership team, and those responsible for implementing the improvement plan.

4. Facilitating a review of findings and recommendations from the progress monitoring visit(s).

5. Submitting the following required documentation to the school, LEA, and USBE staff assigned to the school.

STEP 5 SCHOOL RESPONSIBILITIES

F5.4 School Monthly Monitoring Report: REQUIRED

Monthly, the school principal, with their Implementation Team (optional), and staff responsible for the improvement plan's implementation, complete the School Monthly Monitoring Report F5.4.

F5.4 asks the school to review and document the progress of each strategy, action step, with actual evidence of progress.

With each strategy, the school is also asked:

> "What are the actions school leadership will take to reduce the challenges/barriers to completing the expected or desired result or outcome?
>
> What actions steps have not been started or are behind schedule for timely completion? Why?
>
> What are the actions school leadership will take to ensure the expected or desired result or outcome and/or actions steps are completed on time.

It is expected that the completed F5.4 be provided to the assigned consultant or assigned USBE staff at the time of the scheduled progress monitoring visits. As a reminder, an assigned USBE approved consultant must complete three (3) Progress Monitoring Visits per year for the school's improvement status (Due: 11/30, 2/27, 6/30 each year). Principals should collaborate with their assigned consultant or assigned USBE staff for specific dates to submit their completed F5.4 reports.

F5.5 Annual School Support and Improvement Plan Results Note Catcher: REQUIRED

Annually, the school principal, with their Implementation Team and staff responsible for the improvement plan, complete the Annual School Support and Improvement Plan Results Note Catcher F5.5.

F5.5 asks the school to review and document the actual results of the School Support and Improvement Plan Goals, Strategies, the Expected or Desired Result or Outcome, action steps, action step Indicators, with Actual Results.

STEP 5 BI-WEEKLY MEETINGS: RECOMMENDED

It is strongly recommended that the principal and those responsible for meeting each strategy's expected or desired result or outcome should meet bi-weekly, at a minimum, to discuss progress, successes, and challenges.

The main purpose of bi-weekly meetings is to support individuals responsible for accomplishing the expected or desired results or outcomes outlined in the plan. Depending on the number of expected or desired results or outcomes in the plan, the Implementation Team and staff may choose to review half the expected or desired results or outcomes during one bi-weekly session and the other half during the next bi-weekly session.

Note: It is difficult to review implementation progress on more than six or eight expected or desired results or outcomes at a time.

F5.4.1 BI-WEEKLY MEETING NOTE CATCHER: RECOMMENDED

To assist the principal or designee in their review and discussion of the school's improvement efforts, the tool F5.4.1 is recommended as a note catcher to use in the monthly monitoring and reporting meetings with the Implementation Team as well as the monthly principal and LEA supervisor meeting. The school should use F54.1 to respond to the following questions.

1. What is our actual progress toward accomplishing the Expected or Desired Result or Outcome of our School Support and Improvement Plan strategies and actions steps?

2. Do we have data to support our progress? If "yes," list data sources. If not, why not?

3. Estimate whether the Expected or Desired Result or Outcome for each Strategy and action step will be accomplished within the timeline established in our School Support and Improvement Plan. If the Expected or Desired Result or Outcome will not be completed on time, please explain why not.

4. What are the challenges and barriers to accomplishing the Expected or Desired Result or Outcome and/or action steps Indicators on time?

5. Should or how should the Expected or Desired Result or Outcome timeline be adjusted?

6. Describe additional resources needed to accomplish the Expected or Desired Result

F5.4.2 Bi-weekly Progress Tracker: Recommended

To assist the principal or designee in their review and discussion of the school's improvement efforts, tool F54.2 is recommended to track the implementation stage of each strategy and action step. The bi-weekly progress tracker is intended to be used in the monthly monitoring and reporting meetings with the Implementation Team and the monthly principal and LEA supervisor meeting.

The principal and those responsible for meeting each Strategy and action step rate individually the progress of each strategy and action step.

F5.4.3 Monthly School Leadership Meeting: Recommended

It is strongly recommended that the principal or designee review and discuss the Bi-weekly Meeting note catcher F5.4.1 and the Bi-weekly Progress Trackers F5.4.2 with the Implementation Team leader. F5.4.3 summarizing the successes, challenges, or barriers delaying or preventing the school implementing the strategies and action steps in their plan.

Step 5 LEA Responsibilities

Every other month (more often, if possible) the LEA leader and principal should meet to review the progress and status of the SSIP implementation.

It is recommended that in this meeting the following are reviewed and discussed.

- F5.4.1 Bi-Weekly Meeting Note Catcher
- F5.4.2 Bi-Weekly Progress Tracker
- F5.4.3 Monthly School Leadership Meeting Note Catcher

F5.4.4 LEA Bi-monthly Monitoring Note Catcher: Recommended

It is recommended that the principal meet with their LEA supervisor bi-monthly for the purpose of communicating the status of the implementation of the school's improvement efforts. F54.4 is provided to help review the school's plan. During the review, discussion should include the progress to date, successes, challenges, review of data, recommended adjustments or changes necessary for successful implementation of strategy and action steps, as well as what supports the LEA may take to support the school's improvement efforts.

Annual Assessment of School Support and Improvement Plan Implementation

Forms and Tools needed to complete the annual assessment.

- F5.5 Annual School Support and Improvement Plan Results Note Catcher
- F5.6 Annual Assessment of School Support and Improvement Plan Implementation

Overview

Annually, CSI, Elevate, and Springboard schools must complete an annual assessment of their SSIP. Schools will use both F5.5 and F5.6 to document their progress and submit the completed forms.

For CSI, Elevate, and Springboard, the assigned consultant is responsible for reviewing, assessing, and reporting of the progress of School Support and Improvement Plan and any recommended adjustments, corrections, or changes.

During the review and discussion, the assigned consultant identifies and notes the accomplishments, challenges, and next steps with the principals, Implementation Team (optional), and the LEA representative and celebrates the

progress to date and centers on actual results or outcomes achieved. A comparison is made between the desired or expected outcomes stated in the improvement plan with the actual results achieved over the year.

The assigned consultant, in collaboration with the school, determines the implementation stage of each goal and related strategy and action step in the improvement plan, and identifies next steps related to each goal.

Note: The assigned consultant in collaboration with the school will facilitate, complete, and submit the required forms and reports at the end of each school year for the duration of the school's improvement status. (Due: 6/30 each year). This work may be conducted at the same time as the third progress monitoring visit.

If no consultant is assigned, a USBE staff will collaborate with the school or LEA to ensure that STEP 5 Progress Monitoring requirements are implemented to assist the school in their school improvement efforts.

Implementation Status Descriptors[15]

The following descriptors are used in assessing each goal and strategy in the School Support and Improvement Plan.

Exploration

Identifying the need for change, learning about possible evidence-based strategies or Four Domain Comprehensive Assessment of Leadership for Learning practices that may be solutions, learning about what it takes to implement the strategies effectively, developing stakeholders and champions, preparing the organization, and deciding to proceed.

Installation

Establishing the resources needed to use an evidence-based strategy, Four Domain Comprehensive Assessment of Leadership for Learning practice, and the resources required to implement each strategy with fidelity. This includes

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[15] National Implementation Research Network (NIRM) https://nirn.fpg.unc.edu/implementation-stages

identification of financial resources, reporting infrastructure, human resources, and policies that need to be in place to support the evidence-based strategy.

Initial Implementation

The first use of an evidence-based strategy.

Full Implementation

The skillful use of an intervention, practice, or program by 50% of practitioners. The practice, program, or intervention is well-integrated into the natural cadence of teachers and routinely supported by building and district administrations.

STEP 6: ADJUST COURSE

- F6.1 Annual School Support and Improvement Plan Note Catcher
- F6.2 Annual School Support and Improvement Plan Adjustment

Overview

Step 6 provides the school the opportunity to review and adjust their School Support and Improvement Plan based on actual results. Step 6 is repeated each year of a school's designation. This process may result in adjustments and/or corrective action to the school's improvement plan if necessary.

All schools will complete the following:

- A review of the actual performance and progress of the improvement plan compared to the expected or desired results or outcomes for each goal and strategy.

- A review and assessment of the level of strategy and action steps implementation.

- An examination of the expected or desired results or outcomes with what was accomplished or completed.

- Recommend any adjustments or corrective action to expected or desired results or outcomes, strategies, and action step based on data as needed.

- A review of the Annual Course Adjustment Process

- The submission of all required documents to the LEA and USBE.

For schools assigned a consultant, the consultant is responsible to facilitate both the F6.1 and F6.2. The consultant in collaboration with the principal, School Leadership Team, Implementation Team (Optional) and LEA representative will complete and submit the required documents.

If no USBE approved consultant is assigned, a USBE staff will collaborate with the school or LEA to ensure that STEP 6 Adjust Course requirements are implemented to assist the school in their school improvement efforts.

F6.2 ANNUAL SCHOOL SUPPORT AND IMPROVEMENT PLAN ADJUSTMENT PROCESS: REQUIRED

The principal or consultant (if assigned), will facilitate, in collaboration with the School Leadership Team, Implementation Team (optional), LEA representative, or whole faculty facilitate the annual course adjustment process.

If no consultant is assigned, USBE staff will collaborate with the school or LEA to ensure that STEP 6 Adjust Course requirements are implemented to assist the school in their school improvement efforts.

The annual course adjustment process has several actions.

- Review F5.5 Annual School Support and Improvement Plan Results.
- Review F5.6 Annual Assessment of School Support and Improvement Plan Implementation.
- Review the F5.4 School Monthly Monitoring Reports
    If available, review
    - F5.4.1 Bi-Weekly Meeting Note Catcher
    - F5.4.2 Bi-Weekly Progress Tracker
    - F5.4.3 Monthly School Leadership Meeting Note Catcher
- Complete F6.1 Annual School Support and Improvement Plan Note Catcher
- Once reviewed, use F6.1 Annual School Support and Improvement Plan to identify improvement, lack of progress, and substantial or significant deficiencies between the identified School Support and Improvement Plan goals, strategies, action step, expected or desired results or outcomes with the actual data collected for each goal strategy or action steps.
- Use F6.2 Annual School Support and Improvement Plan Adjustment to document the adjustments or potentially corrective action, if determined, to the School Support and Improvement Plan. Corrective action is recommended if a strategy and action step are not aligned with the identified challenge, challenge, or need.
- The principal or consultant (if assigned) submits the completed F6.2 to the USBE by 30 June.

GLOSSARY OF TERMS

ACTION STEPS – Action steps are the exact, specific actions (tasks, activities, routines, or practices) necessary to complete, accomplish a strategy to meet or exceed a SMART goal.

ATSI (ALL SCHOOLS) – ATSI schools are identified every three years based on one or more student groups that 1) have previously been identified as TSI (see TSI) at least once in the previous three years; and 2) have an accountability score, averaged over three years, below the lowest performing 5% of Title I schools. For a more detailed explanation see the [Utah Technical Accountability Manual](#).

BENCHMARK – A benchmark is a metric or measure of the status or progress of meeting a goal at a set interval, used to determine if adjustments or corrective action are needed to strategies or action steps to ensure the goal will be met.

CONTINUOUS IMPROVEMENT EXPERT (CIE) – An individual or organization that: has a credible track record of improving student academic achievement in public schools with various demographic characteristics; has experience designing, implementing, and evaluating data-driven instructional systems; have experience coaching public school administrators and teachers on designing a data-driven school support and improvement plan; has 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; has experience delivering high-quality professional development in instructional effectiveness to public school administrators and teachers; and is willing to partner with schools throughout the state regardless of location.

CONTRIBUTING FACTOR – A contributing factor is a practice, task, activity, or program that is a "how" the challenge or result occurs whereas a root cause is a "why" the result or outcome exists.

CSI – LOW GRADUATION RATE – A high school with a three-year average graduation rate of 67% or lower may be designated for Comprehensive Support and Improvement – Low Graduation Rate (CSI-LG) once every 3 years. High school graduation rates are calculated using the federally defined 4-year adjusted cohort

rate (final graduation rate), which is the percentage of first-time ninth graders in Utah high schools who graduate with a regular diploma within 4 years. A high school identified as CSI-LG that enrolled less than one hundred students on average, over three years, may opt out of receiving funding and support. For a more complete explanation, see the Utah Technical Accountability Manual.

CSI – LOW PERFORMANCE (TITLE-1 SCHOOLS ONLY) – A Title I school, Comprehensive Support and Improvement- Low Performance is identified every 3 years based on a Title I school performing in the lowest 5% of all Title I schools for three years, on average, based on all indicators in the accountability system. All Title I schools in the state are ranked based on the percentage of accountability points earned (total points earned/total points possible), averaged over three years (see chapter two for additional details). Title I schools are identified as CSI schools if they fall within the lowest 5% of Title I schools over a three-year average. For complete explanation see the Utah Technical Accountability Manual

CSI – LOW PERFORMING STUDENT GROUP (TITLE 1 SCHOOLS ONLY) – Comprehensive Support Improvement – Chronically Low Performing Student Group: identified every three years based on a Title I school with a student group that does not exit ATSI, that student group and any other student groups identified as ATSI, within the school, are identified as CSI – Chronically Low Performing Student Group. For complete explanation see the Utah Technical Accountability Manual.

NEEDS ASSESSMENT – The gathering and analysis of quantitative and qualitative data for the purpose of identifying strengths and opportunities for improvement. Note: the needs assessment may vary depending on school designation.

CHALLENGE STATEMENT – A Challenge Statement is a statement of the current state or challenge that requires timely action to improve the outcome or results. This statement concisely explains the barrier the current challenge places between the current state and the ideal or future state.

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.

EFFECT – (used in a Fishbone Diagram) Is either a positive outcome or negative challenge 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 that is also designated as TSI or ATSI school and is selected to participate and receive Elevate funding.

EXPECTED or DESIRED OUTCOME or RESULT – The expected or desired outcome or result is the forecasted or predicted outcome or result from the implementation of a strategy or action step.

EVIDENCE-BASED PRACTICES/STRATEGIES – Schools identified under Every Student Succeeds Act (ESSA) as CSI, 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 CCSI Manual for requirements.

EVIDENCE-BASED PRACTICES RESOURCES – **The following resources**

- [What Works Clearinghouse](#)
- [Evidence for ESSA](#)
- [High Leverage Practices for Students with Disabilities](#)
- [Evidence Based practices for English Learners](#)

FOUR DOMAINS – Domain 1: Transformational Leadership; Domain 2: Talent Development; Domain3: Instructional Transformation; Domain 4: Culture Shift. For a complete explanation see the [CCSI webpage.](#)

> **DOMAIN1: 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.

> **DOMAIN 2: 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.

DOMAIN 3: 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.

DOMAIN 4: 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.

FOUR DOMAINS CALL REPORTING AND FEEDBACK SYSTEM – The Four Domains (FD) Comprehensive Assessment of Leadership for Learning (CALL) is a tool that is highly recommended for schools to use that measures the presence and practice of evidence-based practices, activities, tasks, and routines that are aligned to the Four Domains. The CALL is extremely helpful in triangulating quantitative and other qualitative data in the needs assessment and root cause analysis.

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.

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

MONITORING – Monitoring is the informal 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.

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

OBJECTIVE – Often associated with a goal, target, action step or intended action to achieve or accomplish.

PLAN – School Support and Improvement Plan or School Support and Improvement Planning Table.

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.

PROGRESS MONITORING – A formal protocol used at set intervals to collect and review valid and reliable quantitative and qualitative data to observe and appraise the effect or impact of the School Support and Improvement Plan.

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.

PROCESS - A series of actions or steps taken to achieve a particular end.

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 (RAR) – Schools eligible for school improvement must review the allocation of resources (RAR) that may contribute to inequities or gaps in performance. The RAR is intended to be instructive and informative. This may Include a review of LEA and school level budgeting and resource allocation methods as a part of the required needs assessment.

The 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 improved learning, growth, and achievement by underperforming student groups through implementation of the School Support and Improvement Plan is met.

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

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 challenge 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 Support and Improvement Planning Table. Required membership guidelines are in the Introduction section of the Utah System of Support CSIP Manual

SCHOOL SUPPORT AND IMPROVEMENT PLAN (SSIP) –The School Support and Improvement Plan (SSIP) is an improvement plan that includes the activity and description of actions to meet goals, objectives, and strategies that when met, will result in meeting or exceeding the overarching goals of the school. SSIPs are aligned with the mission, vision, and core values of the school. SSIPs leverage the school's strengths and address or correct the causes of inequities or performance gaps. **Note:** The School Support and Improvement Plan applies only to CSI, Elevate, and Springboard schools.

SMART - An acronym for Specific, Measurable, Achievable, Relevant and Time-bound language.

- **Specific:** Is the goal, strategy, action step, expected or desired outcome or result clearly defined and aligned to the original reasons for improvement?

- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal, strategy, action step, expected or desired outcome or result?

- **Achievable:** Does the goal, strategy, action step, expected or desired outcome or result stretch the school while still being attainable?

- **Relevant:** Does the goal, strategy, action step, expected or desired outcome or result 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, expected or desired outcome or result?

STRATEGY— A Strategy answers the question of "how" a goal will be achieved. Strategies must Include evidence-based or Four Domain Comprehensive Assessment of Leadership for Learning practices and written in Specific, Measurable, Achievable, Relevant and Time-bound language.

SPRINGBOARD (Non-Title 1 Schools) – 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 System[16], averaged over three school years. For a complete explanation see the [CCSI webpage.](#)

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

TSI (ALL SCHOOLS) – Targeted Support Improvement: identified annually and is based on a student group performing below the 5% Title I cut score for two consecutive years and therefore identified as consistently low performing. TSI designation is intended to alert LEAs of consistently low performance of student groups. LEAs are responsible for supporting, monitoring, and increasing student group performance of TSI schools. For complete explanation see the [Utah Technical Accountability Manual](#)

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