



Utah State Board of Education

USBE CCSI Continuous School Improvement Workbook Part 2

STEPS 3.2- 6

IMPLEMENTATION, MONITORING AND CORRECTIVE ACTION

CONTENTS

Step 3.2 Finalizing the School Improvement Planning Table	6
Overview	6
SMART acronym.....	6
SMART Guiding Questions.....	7
Gap Analysis	7
Gap Analysis Note Catcher: REQUIRED	8
Required Elements: Note Catcher	8
Goals	8
Strategies.....	8
Action Steps.....	9
Evidence-Based Practices	9
Action Step Indicators.....	10
Milestones	10
Frequency and Monitoring.....	11
Professional Learning	11
Budget Aligned to improvement priorities	12
Budget Funding Source Identified.....	12
Management/Leadership Strategy.....	13
Communication Strategy.....	13
Communication of Progress	14
Finalizing the SIPT	15
Recommended Elements Note Catcher	15
Personnel/Staffing.....	15
Culture	16
Curriculum.....	17

Assessments.....	18
Instructional Practices.....	19
Governance	20
Leadership.....	21
Finances.....	22
Resources	23
Policies	25
Request to LEA/Superintendent	26
LEA strategy for sustaining efforts	28
Submission and approval: REQUIRED	29
Step 4: Implement the Plan	30
Overview	30
Required Activities.....	30
Recommended Activities	30
Roles and Responsibilities	31
Stages of Implementation	32
Implementation Checklist: REQUIRED	33
Directions	33
Instructions	33
Exploration (six to fifteen months).....	33
Installation (two to six months).....	33
Initial Implementation (nine to twenty-four months)	34
Full Implementation (two to five years)	34
Implementation “Look Fors” By Stage: RECOMMENDED	35
Directions:	35
Instructions	35
Exploration Stage: Is the school	36

Exploration Stage Summary.....	37
Installation Stage: Is the school	38
Initial Implementation Stage Summary.....	39
Full Implementation Stage: Is/Has the school	39
Full Implementation Stage: Summary	41
Step 5 Monitor Work.....	42
School Improvement Planning Table (SIPT) Monitoring Process	42
SIPT Monitoring Cycle Overview.....	42
1 st Quarter: School Improvement Plan (SIPT) Quality Review	42
2 nd and 3 rd Quarter: Implementation Review	42
4 th Quarter: Year End Assessment.....	43
Required and Recommended Activities for Designated Schools	44
Required Monitoring Activities	44
Recommended Monitoring Activities.....	45
CNA/RCA Consultant Responsibilities	46
Progress Monitoring Report: REQUIRED	46
Implementation Review Note Catcher: REQUIRED	47
Goal 1	47
Goal 2	50
Goal 3	53
Implementation Interview: Note Catcher: REQUIRED	56
Guiding Questions Summary: Note Catcher: REQUIRED	58
School Responsibilities: REQUIRED and RECOMMENDED	59
School Monthly Monitoring Report: REQUIRED	59
Annual SIPT Results Note Catcher: REQUIRED	69
Directions:	69
Instructions:	69

Goal 1	70
Goal 2	73
Goal 3	76
School Recommended Monitoring Activities.....	79
Bi-weekly meetings: RECOMMENDED	79
Bi-weekly Meeting Note Catcher: RECOMMENDED	79
Bi-weekly Progress Tracker: RECOMMENDED	80
Implementation Team Bi-weekly Progress Monitoring Tracker: RECOMMENDED	81
Monthly School Leadership Meeting: RECOMMENDED	83
Directions	83
Monthly School Leadership Meeting: Note Catcher RECOMMENDED	83
LEA Responsibilities: RECOMMENDED	85
LEA Bi-Monthly Monitoring.....	85
LEA Bi-monthly Monitoring Note Catcher: RECOMMENDED	85
Annual Assessment of SIPT Implementation: REQUIRED	87
Directions	87
Instructions	87
Annual Assessment of SIPT Implementation Note Catcher: REQUIRED	88
Goal 1:	89
Goal 2:	90
Goal 3:	91
Step 6: Adjust Course	92
Overview	92
CNA/RCA Consultant Responsibilities	92
School and LEA Responsibilities	93
Annual SIPT Adjustment Process: REQUIRED	94

Annual SIPT Note Catcher: REQUIRED	95
Instructions.....	95
Goal 1 Strategy 1.....	96
Goal 1 Strategy 2.....	99
Goal 1 Strategy 3.....	102
Goal 1 Summary Recommendations	105
Goal 2 Strategy 1.....	106
Goal 2 Strategy 2.....	109
Goal 2 Strategy 3.....	112
Goal 2 Summary Recommendations	115
Goal 3 Strategy 1.....	116
Goal 3 Strategy 2.....	119
Goal 3 Strategy 3.....	122
Goal 3 Summary Recommendations	125
Adjustments SUMMARY: REQUIRED	126
SIPT Adjustment Cover Page: REQUIRED	127
SIPT Adjustment Note Catcher: REQUIRED	128
Instructions	128
Summary: Goal 1	128
Summary: Goal 2	130
Summary: Goal 3	132
Appendices	134
Glossary of Terms	135

STEP 3.2 FINALIZING THE SCHOOL IMPROVEMENT PLANNING TABLE

OVERVIEW

Finalizing the School Improvement Planning Table (SIPT) requires the Continuous Improvement Expert (CIE) to collaboratively facilitate with school leadership the following required activities. (Note: The CIE is a requirement for Elevate and Springboard schools and is optional for the CSI designated schools).

1. A Quality Review that includes a gap analysis of the Initial SIPT completed in Step 3.1 with the required SIPT elements.
2. Guidance with recommendations to address missing, incomplete, misaligned, or unclear SIPT elements.
3. Identify and align targeted professional learning strategies, Action Step, and Indicators that build capacities to implement, integrate, and leverage evidence-based instructional strategies and practices.
4. Identify and align leadership strategies, Action Step, and Indicators to build capacities to implement, integrate, and leverage evidence-based leadership strategies and practices.
5. Review, identify, or amend recommended elements not previously included in the Initial SIPT.
6. Submit completed SIPT to the LEA for approval and then submitted to the USBE for final review and approval.

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 Steps, Indicator, or Milestone clearly defined and aligned to the original reasons for identification?
- **Measurable:** Are concrete criteria identified for measuring progress toward attainment of the goal, strategy, Action Steps, Indicator, or Milestone?
- **Achievable:** Does the goal, strategy, Action Steps, Indicator, or Milestone stretch the school while still being attainable?
- **Relevant:** Does the goal, strategy, Action Steps, 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 Steps, Indicator, or Milestone?

GAP ANALYSIS

The gap analysis is conducted by examining the Initial SIPT completed in Step 3.1 using the SIPT Guiding Questions to determine if, and to what extent, the Initial SIPT addresses each required element.

Specifically, the gap analysis evaluates the application of SMART goals, strategies, Action Step, evidence-based practices, Action Steps Indicators, Milestones, and the frequency and method of monitoring progress to improve the learning, growth, and achievement of identified student groups.

The gap analysis includes determining if there are missing, incomplete, misaligned, or unclear SIPT elements. The gap analysis includes describing the gap and providing recommendations with supporting examples, data, and/or material to ensure that each required element is met.

Note: The Initial SIPT may not include detailed or complete professional learning or budget elements.

GAP ANALYSIS NOTE CATCHER: **REQUIRED**

REQUIRED ELEMENTS: NOTE CATCHER

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?

YES

NO

GAP ANALYSIS

RECOMMENDATION

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?

YES

NO

GAP ANALYSIS

RECOMMENDATION

ACTION STEPS

Does the plan include clearly identified SMART Action Step for improving student learning in the identified TSI student group(s) as identified in the CNA/RCA?

YES

NO

GAP ANALYSIS

RECOMMENDATION

EVIDENCE-BASED PRACTICES

Do the Strategies and/or Action Steps include identified evidence-based practices or FD CALL practices?

YES

NO

GAP ANALYSIS

RECOMMENDATION

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 Steps implementation?

YES

NO

GAP ANALYSIS

RECOMMENDATION

MILESTONES

Does the plan include clearly identified Milestones for monitoring and measuring goals?

YES

NO

GAP ANALYSIS

RECOMMENDATION

FREQUENCY AND MONITORING

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

YES

NO

GAP ANALYSIS

RECOMMENDATION

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?

YES

NO

GAP ANALYSIS

RECOMMENDATION

BUDGET ALIGNED TO IMPROVEMENT PRIORITIES

Is there a detailed budget allocation for each strategy as identified in the CNA/RCA in the plan?

YES

NO

GAP ANALYSIS

RECOMMENDATION

BUDGET FUNDING SOURCE IDENTIFIED

For each expected/anticipated budget allocation, is the funding source identified?

YES

NO

GAP ANALYSIS

RECOMMENDATION

MANAGEMENT/LEADERSHIP STRATEGY

Does the plan include specific school Management/Leadership strategy to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?

YES

NO

GAP ANALYSIS

RECOMMENDATION

COMMUNICATION STRATEGY

Does the plan include strategies to communicate and report data on progress to stakeholders?

YES

NO

GAP ANALYSIS

RECOMMENDATION

COMMUNICATION OF PROGRESS

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

YES

NO

GAP ANALYSIS

RECOMMENDATION

FINALIZING THE SIPT

Finalizing the SIPT may also include the following recommended elements as necessary to implement the SIPT identified in the CNA/RCA. The note catcher should be used to document the following information.

- Provide the associated required SIPT element (i.e., identify the Goal, Strategy or Action Step associated with the recommended element)
- Provide a rationale or purpose for the recommended element.
- Provide how the recommended element will impact student learning, growth, and achievement of a targeted student group(s).
- Provide how the recommended element will be monitored and measured?

RECOMMENDED ELEMENTS NOTE CATCHER

PERSONNEL/STAFFING

Does the plan include any new staff or additional staff as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

CULTURE

Does the plan include specific Four Domain CALL practices from Domain 4 (Culture) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

CURRICULUM

Does the plan include new or revised curriculum to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

ASSESSMENTS

Does the plan include new or revised assessments to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

INSTRUCTIONAL PRACTICES

Does the plan include new or revised instructional practices to address a specific gap or deficit in the performance of the identified TSI/ATSI student group(s) as identified in the CNA/RCA including specific Four Domain CALL practices from Domain 3 (Instructional Transformation) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

GOVERNANCE

Does the plan include changes to the school's governance structure to address a specific gap or deficit performance in an identified TSI/ATSI student group as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

LEADERSHIP

Does the plan include changes to the school's leadership structure or practices to address a specific gap or deficit in the performance in an identified TSI/ATSI student group(s) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

FINANCES

Does the plan include changes including reallocation of budget resources to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

RESOURCES

Does the plan include changes including reallocation of other resources to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

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?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

POLICIES

Does the plan include new or revised policies to address a specific gap or deficit in the performance in the identified TSI/ATSI student group(s) as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

REQUEST TO LEA/SUPERINTENDENT

Does the plan include a current review of existing resources currently being used to address contributing causes to the low performance of the district school as identified in the CNA/RCA?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

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?

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

LEA STRATEGY FOR SUSTAINING EFFORTS

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

Yes

No

Associated Required SIPT Element:

Rational or Purpose:

How will this impact the learning, growth, or achievement of the targeted student group(s)

How will this be monitored and measured:

SUBMISSION AND APPROVAL: **REQUIRED**

Directions: The following signature page is required to be submitted to the USBE once the Final SIPT is approved by the local governing board.

Date:

LEA/ School Name:

Identification Category (Elevate, Springboard, other):

Principal Name:

Signature

Email

Phone:

LEA Superintendent/Charter Director:

Signature

Email:

Phone:

Local Governing Board President

Signature

Email:

Phone:

STEP 4: IMPLEMENT THE PLAN

OVERVIEW

Step 4: Implementation Plan provides the required and recommended activities in preparation for the SIPT implementation. The required and recommended activities may be facilitated by the principal in collaboration with their leadership team and faculty.

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. Throughout Step 4 and Step 5 reference is made to an Implementation Team, however, this is optional for the school.

For schools that have an assigned Continuous Improvement Expert (CIE), the CIE will facilitate, assist, and support recommended and required activities. The required and recommended activities are intended to assist with implementation fidelity of the school improvement planning table (SIPT).

REQUIRED ACTIVITIES

- Implementation Check List
- Implementation “Look Fors” Note Catcher
- Implementation Plan Note Catcher

RECOMMENDED ACTIVITIES

- Review roles and responsibilities
- Review SIPT

ROLES AND RESPONSIBILITIES

There are five distinct roles that have responsibility for implementation fidelity of the SIPT. They are:

1. The principal, Implementation Team, and whole faculty
2. The CIE (if applicable)
3. The LEA
4. The USBE
5. The CNA/RCA Consultant – (See Step 5)

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 the SIPT?
- Do we have the knowledge and experience needed to meet the goals of the SIPT effectively and efficiently?
- Do we have the resources needed to execute the implementation of the Strategies and Action Step in the SIPT?
- Do we have a structure for open communication and frequent meetings?

The school and LEA should become familiar with the Four Stages of Implementation that will be used throughout the monitoring of SIPT implementation. A brief description accompanies each stage along with an anticipated timeline.

STAGES OF IMPLEMENTATION

<i>Exploration</i>	<i>Installation</i>	<i>Initial Implementation</i>	<i>Full Implementation</i>
Descriptors	Descriptors	Descriptors	Descriptors
<p>School Leadership and Staff are ...</p> <ul style="list-style-type: none"> • Learning about possible evidence-based strategies 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. • Exploration may continue throughout the implementation process. 	<p>School Leadership and Staff are ...</p> <ul style="list-style-type: none"> • 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. 	<p>School Leadership and Staff are ...</p> <ul style="list-style-type: none"> • 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. 	<p>School Leadership and no less than 50% Staff are ...</p> <ul style="list-style-type: none"> • 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.
<p>This stage can take six to fifteen months.</p>	<p>This stage takes an average of two to six months.</p>	<p>This stage may require nine to twenty-four months.</p>	<p>This stage, which can take two to five years</p>

IMPLEMENTATION CHECKLIST: **REQUIRED**

DIRECTIONS

Prior to implementing the SIPT, the principal, school leadership, and their CNA/RCA consultant or CIE, collaboratively review and decide readiness for implementation. This checklist will aid in setting expectations for implementation fidelity that the CNA/RCA consultant will use during their progress monitoring visits.

INSTRUCTIONS

In the space before each activity, enter the date of completion.

EXPLORATION (SIX TO FIFTEEN MONTHS)

Review evidence-based practices to find the best match to school needs named in the improvement plan.

Prepare the staff, students, and community for the new evidence-based practices.

Clearly communicate the specifics of the evidence-based practice(s)/interventions and build support for implementation across the school.

INSTALLATION (TWO TO SIX MONTHS)

Ensure the availability of funding.

Select and hire the right staff.

Develop new policies to ensure high-quality implementation or align existing policies to support the program.

Develop frameworks for reporting on the program's implementation by all levels of the organization.

Set expectations for levels of implementation, quality of implementation, and Indicators of positive impacts on student achievement.

INITIAL IMPLEMENTATION (NINE TO TWENTY-FOUR MONTHS)

Adopt new policies and procedures, as needed.

Assess current practice, identify gaps between current and desired practice.

Begin implementing the new evidence-based practice, intervention, or program.

FULL IMPLEMENTATION (TWO TO FIVE YEARS)

Fifty percent or more of practitioners simultaneously and implement with fidelity the new evidence-based practice, intervention, or program.

Components of the new evidence-based practice, intervention, or program are integrated and have become routine.

Collect, analyze, and report implementation data for each goal and strategy in the improvement plan.

Decide the steps needed to maintain and sustain each goal and strategy in the improvement plan.

IMPLEMENTATION “LOOK FORs” BY STAGE: RECOMMENDED

DIRECTIONS:

The school, in collaboration with their CIE (if applicable) review, discuss, and note responses to the Implementation “Look Fors” by Stage prior to implementation of the SIPT as well as at each progress monitoring visit.

INSTRUCTIONS

The CIE (if applicable) facilitates, in collaboration with the principal, school leadership, and faculty, a thorough review of the SIPT for the purpose of developing a detailed implementation plan of the planned strategies and Action Step to achieve each goal.

For schools without a CIE, the Implementation “Look Fors” By Stage note catcher must be completed prior to the first progress monitoring visit by the assigned CNA/RCA consultant.

Look Fors; Note Catcher: **RECOMMENDED**

EXPLORATION STAGE: IS THE SCHOOL ...

Actively considering a change?

Yes No

Developing/finding content specific to the core components of the evidence-based practice, intervention, or strategy

Yes No

Actively recruiting a person(s) with expertise in the evidence-based practice, intervention, or strategy

Yes No

Reviewing core components of the evidence-based practice, intervention, or strategy to see how they can be assessed in practice.

Yes No

Identifying metrics to be used to assess processes and outcomes regarding the evidence-based practice, intervention, or strategy.

Yes No

Examining changes needed to fully support the practice, intervention, or strategy.

Yes No

Examining the fit between the practice, intervention, or strategy and LEA or USBE requirements.

Yes No

EXPLORATION STAGE SUMMARY

List the specific data that was reviewed.

Next Steps

INSTALLATION STAGE: IS THE SCHOOL ...

Preparing for use of the evidence-based practice, intervention, or strategy

Yes

No

Developing new interview protocols with hiring criteria specific to the evidence-based practice, intervention, or strategy

Yes

No

Developing/locating specific content; preparing a workshop schedule; finding space for trainings to occur

Yes

No

Hiring a person(s) or coach with expertise in the evidence-based strategy, intervention, practice, or program

Yes

No

Developing a schedule for the person(s) or coach

Yes

No

Conducting a review to align the content/criteria used in selection interviews and pre-service training for the identified practice, intervention, or strategy.

Yes

No

Actively developing/locating appropriate measures of organizational functioning (time, schedules, staffing, facilities).

Yes

No

Making specific plans to change organizational structures and functions, staff roles and functions, and financial allocations to fully support the practice, intervention, or strategy.

Yes

No

Making specific plans to meet with stakeholders, LEA, or USBE to more fully align systems to support the practice, intervention, or strategy.

Yes

No

INITIAL IMPLEMENTATION STAGE SUMMARY

List the specific data that was reviewed.

Next Steps

FULL IMPLEMENTATION STAGE: IS/HAS THE SCHOOL ...

Actively working to make full use of the evidence-based practice, intervention, or strategy as part of the school's typical functioning

Yes

No

Using results of interviews to analyze data on staff performance and longevity; changes in interview methods are based on data analysis.

Yes

No

Using results of pre-/post- tests of knowledge and skills to analyze data on trainer and staff performance and longevity and used to improve specific sections of the training.

Yes

No

At least annually, practitioners rate their satisfaction with the helpfulness and quantity of coaching they receive, data on coaching frequency, duration and helpfulness are used to analyze data on staff performance and longevity and used to improve coaching.

Yes

No

At least annually, schools rate their satisfaction with the helpfulness and promptness of the evaluation and feedback they receive. School performance data is used to analyze staff selection, training, and coaching, to improve performance assessment methods.

Yes

No

Quarterly and annual reports display the results with respect to the evidence-based practice, intervention, or strategy. At least annually, staff rate their satisfaction with the helpfulness and promptness of reporting. Staff routinely make decisions based on the reported findings.

Yes

No

Senior administrators make use of the decision support data system reports and other sources of information to assure integration of the selection, training, coaching, and assessment functions associated with the innovation; administrators at all levels look for ways to improve practitioner skill levels, satisfaction, and time with consumers.

Yes

No

Senior administrators make use of the data system reports and other sources of information to continue to educate leaders in external systems to support the intervention/strategy more fully.

Yes

No

FULL IMPLEMENTATION STAGE: SUMMARY

List the specific data that was reviewed.

Next Steps

STEP 5 MONITOR WORK

SCHOOL IMPROVEMENT PLANNING TABLE (SIPT) MONITORING PROCESS

The process for monitoring the SIPT includes required and recommended activities.

SIPT MONITORING CYCLE OVERVIEW

The CNA/RCA consultant (if assigned) or USBE staff (if assigned) the school, and the LEA actively monitor the implementation of a school SIPT on an ongoing basis. The overall purpose of monitoring is to support improvement and to ensure SIPTs are implemented with fidelity resulting in improved outcomes for students. The monitoring protocols may vary, depending on the school's designation, frequency of monitoring, and the time of the year.

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

1ST QUARTER: SCHOOL IMPROVEMENT PLAN (SIPT) QUALITY REVIEW

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

2ND AND 3RD QUARTER: IMPLEMENTATION REVIEW

Monitoring during the second and third quarters of the year begin with a review of documents.

- Bi-weekly meeting note catcher
- Bi-weekly progress tracker
- Monthly School Leadership Meeting note catcher

The purpose of the document review is to determine whether progress is being made with SIPT implementation. 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 and LEA (see Implementation Review Note Catcher under CNA/RCA Consultant).

4TH QUARTER: YEAR END ASSESSMENT

The school principal, Implementation Team members, and the LEA representative meet to assess the overall progress of each Goal, Strategy, and Action Steps in the SIPT. If the school has a USBE assigned CNA/RCA consultant, the consultant may combine the year-end review with their third visit.

During the year-end assessment, the school discusses and documents their responses to the following questions (see Annual Implementation Progress Review).

1. What progress has been made towards each Goal?
2. How, if at all, did Goals change during implementation?
3. Have SIPT Strategies and Action Steps been implemented fully with fidelity?
4. What changes, if any, were made during implementation?
5. Were SIPT Strategies and Action Steps implemented equitably?
6. Were each and every student population included?
7. Did SIPT Strategies and Action Steps have the anticipated effects?

8. Who has been engaged in implementing activities?
9. Do other stakeholders need to be involved? Who? How?
10. What changes need to be made moving forward?

It is recommended that the school complete both the Annual Assessment of Implementation and the Annual Implementation Progress Review Report.

REQUIRED AND RECOMMENDED ACTIVITIES FOR DESIGNATED SCHOOLS

Designated schools (TSI, ATSI, CSI, Elevate, and Springboard) may have an assigned USBE CNA/RCA consultant that will facilitate in collaboration with the school and LEA required and recommended activities during Step 5: Monitoring.

REQUIRED MONITORING ACTIVITIES

- The CNA/RCA consultant will complete Three (3) Progress Monitoring Visits per year for the duration of the school's improvement status (Due: 11/30, 2/27, 6/30 each year).
- After each Progress Monitoring visit, the CNA/RCA consultant shall submit to the school, LEA, and USBE the appropriate reports for each school.
- The CNA/RCA consultant, in collaboration with the school, will facilitate, complete, and submit a Planning/Adjusting Course Visit at the end of each school year for the duration of the school's improvement status. (Due: 6/30 each year). This Planning/Adjusting Course Visit may be conducted at the same time as the third progress monitoring visit.

RECOMMENDED MONITORING ACTIVITIES

- Bi-weekly Meetings with principal and those responsible for implementing the strategies and Action Step to review current status and progress to date.
- Monthly Monitoring and Reporting Meetings with principal and the Implementation Team to review current status and progress to date.
- Monthly Monitoring and Reporting Meetings with principal and LEA supervisor to review current status and progress to date.
- Monitoring and Reporting Meetings with principal and USBE to review current status and progress to date.

CNA/RCA CONSULTANT RESPONSIBILITIES

The CNA/RCA consultant is required to review, assess, and report the progress of SIPT strategies and Action Steps implementation. In preparing the Progress Monitoring Report, the CNA/RCA consultant will:

1. Review the School Monthly Monitoring Report provided by the school.
2. Review Milestone data and Action Steps Indicator data to assess progress and status of the implementation effect.
3. Interview the principal, school leadership team, and those responsible for implementing the SIPT.
4. Facilitate a review of findings and recommendations from the progress monitoring visit.
5. Submit the following required documentation to the school, LEA, and USBE
 - a. Progress Monitoring Report

PROGRESS MONITORING REPORT: **REQUIRED**

The Progress Monitoring Report is due at the end of each required monitoring visit (Due: 11/30, 2/27, 6/30 each year). The Progress Monitoring report includes three parts:

Part 1: Implementation Review Note Catcher.

Part 2: Summary of Guiding Questions Note Catcher

Part 3: Summary of Implementation Interview Note Catcher

Annual SIPT Results Note Catcher

Annual Assessment of SIPT Implementation Note Catcher

IMPLEMENTATION REVIEW NOTE CATCHER: **REQUIRED**

Use the note catcher to record the progress and status of each SIPT goal's strategy and associated Action Step by documenting the actual data and results reviewed. List the data provided by the school to support the status of each strategy and Action Steps. **Note:** Please make note of a Strategy or associated Action Step has not begun or has been delayed or is in the early phase of implementation and has limited or no data at this time.

Progress Monitoring Visit Number:

Date:

School:

LEA:

CNA/RCA Consultant:

GOAL 1

Goal 1 Strategy 1:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

Goal 1 Strategy 2:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

Goal 1 Strategy 3:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

GOAL 2

Goal 2 Strategy 1:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

Goal 2 Strategy 2:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

Goal 2 Strategy 3:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step4:

Action Step 5:

Data Source(s):

GOAL 3

Goal 3 Strategy 1:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

Goal 3 Strategy 2:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

Goal 3 Strategy 3:

Action Step 1:

Action Step 2:

Action Step 3:

Action Step 4:

Action Step 5:

Data Source(s):

IMPLEMENTATION INTERVIEW: NOTE CATCHER: REQUIRED

In collaboration with the principal, convene the Implementation Team members and those responsible for the implementation of the SIPT and review, discuss, and record responses to the following questions. (**Note:** Not all participants need to answer each question).

1. Refer to the Strategies and Action Step that have been identified as being “on-track for completion on time.” **Ask: What has the Implementation Team done to ensure that these Milestones will be completed on time?**

2. Refer to the strategies and Action Step that have been completed. **Ask: What evidence do you have that the Strategies and Action Step has been completed?**
 - a. What did the school leadership do to ensure timely completion?

3. Refer to the Strategies and Action Step that have not been started or are behind schedule for timely completion. **Ask: What can be done to get these strategies and Action Step back on track for timely completion?**

4. Refer to the Strategies and Action Step the school leadership said it would take to reduce the challenges/barriers to completing the Strategies and Action Step that have not been started or are behind schedule for timely completion. **Ask: Have these actions been taken?**

YES

NO

- a. If not, why not?

5. Refer to the actions the Implementation Team and the school leader said they would take to ensure all Milestones are completed on time. **Ask: Have these actions been completed or are they in the process of completion?**

YES NO

a. If not, why not?

6. Refer to the actions the LEA Leader indicated would be done to ensure timely implementation of your SIPT. **Ask: Has the LEA completed these actions or are they in the process of completion?**

YES NO

a. What additional support is needed from the LEA?

GUIDING QUESTIONS SUMMARY: NOTE CATCHER: REQUIRED

The CNA/RCA Consultant summarizes their findings of the progress and current status of the SIPT using the following guiding questions.

1. What actual data or deliverables demonstrate progress toward accomplishing the Milestone and/or Action Steps Indicators. If actual data was not available, please indicate when the data will become available.
2. What is the estimate of whether or not the Milestone and/or Action Steps Indicator will be accomplished within the timeline established in the SIPT.

If the Milestone and/or Action Steps Indicator will not be completed on time, an explanation of why not.

3. What are the challenges and barriers to accomplishing the Milestone and/or Action Steps Indicators on time?
4. Does the Milestone and/or Action Steps Indicator timeline need to be adjusted? Why or why not?
5. Describe additional resources needed to accomplish a Milestone or Action Step Indicator on time.

SCHOOL RESPONSIBILITIES: **REQUIRED** AND **RECOMMENDED**

SCHOOL MONTHLY MONITORING REPORT: **REQUIRED**

The school principal, in collaboration with the Implementation Team, and those staff who are responsible for the implementation of the SIPT, completes the School Monthly Monitoring Report. For each strategy there is a Milestone. In addition, for each Strategy there are Action Steps.

Date:

Submitted by:

Submitted to:

Goal 1 Strategy One

Strategy One Milestone

Evidence of Progress

Goal 1 Strategy One Action Steps status:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 1 Strategy Two

Strategy Two Milestone

Evidence of Progress

Goal 1 Strategy Two Action Steps status:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 1 Strategy Three

Strategy Three Milestone

Evidence of Progress

Goal 1 Strategy Three Action Steps status:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 2 Strategy One

Strategy One Milestone

Evidence of Progress

Goal 2 Strategy One Action Steps that have been completed:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 2 Strategy Two

Strategy Two Milestone

Evidence of Progress

Goal 2 Strategy Two Action Steps that have been completed:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 2 Strategy Three

Strategy Three Milestone

Evidence of Progress

Goal 2 Strategy Three Action Steps that have been completed:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 3 Strategy One

Strategy One Milestone

Evidence of Progress

Goal 3 Strategy One Action Steps that have been completed:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 3 Strategy Two

Strategy Two Milestone

Evidence of Progress

Goal 3 Strategy Two Action Steps that have been completed:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

Goal 3 Strategy Three

Strategy Three Milestone

Evidence of Progress

Goal 3 Strategy Three Action Steps that have been completed:

Action Step 1 Evidence of Progress

Action Step 2 Evidence of Progress

Action Step 3 Evidence of Progress

Action Step 4 Evidence of Progress

Action Step 5 Evidence of Progress

What are the actions school leadership will take to reduce the challenges/barriers to completing the Milestones and/or actions steps that have not been started or are behind schedule for timely completion?

What are the actions school leadership will take to ensure all Milestones and/or actions steps are completed on time.

ANNUAL SIPT RESULTS NOTE CATCHER: **REQUIRED**

DIRECTIONS:

The principal or designee facilitates the review and discussion of actual results of SIPT Goals, Strategies, Milestones, Action Steps, and Action Step Indicators to record the implementation status and progress to date.

INSTRUCTIONS:

Use the “click or tap here to enter text” feature to record the responses.

Date:

School:

LEA:

CNA/RCA Consultant:

GOAL 1

Goal 1:

Goal 1 Strategy 1:

Goal 1 Strategy 1 Milestone:

Actual:

Goal 1 Strategy 1 Action Step 1:

Indicator:

Actual Results:

Goal 1 Strategy 1 Action Step 2:

Indicator:

Actual Result:

Goal 1 Strategy 1 Action Step 3:

Indicator:

Actual Result:

Goal 1 Strategy 1 Action Step 4:

Indicator:

Actual Result:

Goal 1 Strategy 1 Action Step 5:

Indicator:

Actual Result:

Goal 1 Strategy 2:

Goal 1 Strategy 2 Milestone:

Actual Result:

Goal 1 Strategy 2 Action Step 1:

Indicator:

Actual Result:

Goal 1 Strategy 2 Action Step 2:

Indicator:

Actual Result:

Goal 1 Strategy 2 Action Step 3:

Indicator:

Actual Result:

Goal 1 Strategy 2 Action Step 4:

Indicator:

Actual Result:

Goal 1 Strategy 2 Action Step 5:

Indicator:

Actual Result:

Goal 1 Strategy 3:

Goal 1 Strategy 3 Milestone:

Actual Result:

Goal 1 Strategy 3 Action Step 1:

Indicator:

Actual Result:

Goal 1 Strategy 3 Action Step 2:

Indicator:

Actual Result:

Goal 1 Strategy 3 Action Step 3:

Indicator:

Actual Result:

Goal 1 Strategy 3 Action Step 4:

Indicator:

Actual Result:

Goal 1 Strategy 3 Action Step 5:

Indicator:

Actual Result:

GOAL 2

Goal 2:

Goal 2 Strategy 1:

Goal 2 Strategy 1 Strategy 1 Milestone:

Actual Result:

Goal 2 Strategy 1 Action Step 1:

Indicator:

Actual Result:

Goal 2 Strategy 1 Action Step 2:

Indicator:

Actual Result:

Goal 2 Strategy 1 Action Step 3:

Indicator:

Actual Result:

Goal 2 Strategy 1 Action Step 4:

Indicator:

Actual Result:

Goal 2 Strategy 1 Action Step 5:

Indicator:

Actual Result:

Goal 2 Strategy 2:

Goal 2 Strategy 2 Milestone:

Actual Result:

Goal 2 Strategy 2 Action Step 1:

Indicator: Actual Result:

Goal 2 Strategy 2 Action Step 2:

Indicator: Actual Result:

Goal 2 Strategy 2 Action Step 3:

Indicator: Actual Result:

Goal 2 Strategy 2 Action Step 4:

Indicator: Actual Result:

Goal 2 Strategy 2 Action Step 5:

Indicator: Actual Result:

Goal 2 Strategy 3:

Goal 2 Strategy 3 Milestone:

Actual Result:

Goal 2 Strategy 3 Action Step 1:

Indicator:

Actual Result:

Goal 2 Strategy 3 Action Step 2:

Indicator:

Actual Result:

Goal 2 Strategy 3 Action Step 3:

Indicator:

Actual Result:

Goal 2 Strategy 3 Action Step 4:

Indicator:

Actual Result:

Goal 2 Strategy 3 Action Step 5:

Indicator:

Actual Result:

GOAL 3

Goal 3:

Goal 3 Strategy 1:

Goal 3 Strategy 1 Strategy 1 Milestone:

Actual Result:

Goal 3 Strategy 1 Action Step 1:

Indicator:

Actual Result:

Goal 3 Strategy 1 Action Step 2:

Indicator:

Actual Result:

Goal 3 Strategy 1 Action Step 3:

Indicator:

Actual Result:

Goal 3 Strategy 1 Action Step 4:

Indicator:

Actual Result:

Goal 3 Strategy 1 Action Step 5:

Indicator:

Actual Result:

Goal 3 Strategy 2:

Goal 3 Strategy 2 Milestone:

Actual Result:

Goal 3 Strategy 2 Action Step 1:

Indicator:

Actual Result:

Goal 3 Strategy 2 Action Step 2:

Indicator:

Actual Result:

Goal 3 Strategy 2 Action Step 3:

Indicator:

Actual Result:

Goal 3 Strategy 2 Action Step 4:

Indicator:

Actual Result:

Goal 3 Strategy 2 Action Step 5:

Indicator:

Actual Result:

Goal 3 Strategy 3:

Goal 3 Strategy 3 Milestone:

Actual Result:

Goal 3 Strategy 3 Action Step 1:

Indicator: Actual Result:

Goal 3 Strategy 3 Action Step 2:

Indicator: Actual Result:

Goal 3 Strategy 3 Action Step 3:

Indicator: Actual Result:

Goal 3 Strategy 3 Action Step 4:

Indicator: Actual Result:

Goal 3 Strategy 3 Action Step 5:

Indicator: Actual Result:

SCHOOL **RECOMMENDED** MONITORING ACTIVITIES

BI-WEEKLY MEETINGS: **RECOMMENDED**

The principal and those responsible for meeting strategy Milestones and the associated Action Steps Indicators established in the SIPT should meet bi-weekly, at a minimum, to discuss progress, successes, and challenges. The primary purpose of bi-weekly meetings is to provide support to individuals who are responsible for accomplishing the Milestones outlined in the SIPT. Depending on the number of Milestones in the SIPT, the Implementation Team and staff may choose to review half the Milestones 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 Milestones at a time.

BI-WEEKLY MEETING NOTE CATCHER: **RECOMMENDED**

Directions: The principal or designee facilitates the review and discussion of the SIPT strategies and Action Step to record the current implementation status and progress to date. The note catchers are used in the monthly monitoring and reporting meetings with the Implementation Team and the monthly principal and LEA supervisor meeting.

Instructions: Use the “click or tap here to enter text” feature to record the responses to each of the following questions.

1. Review, discuss, and record the actual data or deliverables that demonstrate progress toward accomplishing the Milestone and/or Action Steps Indicators.
2. Estimate of whether or not the Milestone and/or Action Steps Indicator will be accomplished within the timeline established in the SIPT.

If the Milestone and/or Action Steps Indicator will not be completed on time, an explanation of why not.

3. What are the challenges and barriers to accomplishing the Milestone and/or Action Steps Indicators on time?
4. Should or how should the Milestone and/or Action Steps Indicator timeline be adjusted?
5. Describe additional resources needed to accomplish the Milestone or Action Steps Indicator on time.

BI-WEEKLY PROGRESS TRACKER: RECOMMENDED

The Bi-weekly Progress Tracker is a tool to assist with tracking the implementation stage of each Milestone and/or Action Step Indicator.

Directions: The principal and those responsible for meeting each Milestone and/or Action Step Indicator rate individually the progress on each Milestone and/or Action Step Indicator. Once completed, the group discusses and reaches consensus on the rating for each Milestone and/or Action Step Indicator.

Instructions: The principal or designee:

- Provides the Bi-weekly Progress Tracker to all attending the meeting to complete individually. Asking each person to:
 - List the Milestone (B/M) and the associated Action Steps (AS) Indicators on the Tracker.
 - Rate each B/M and AS Indicators using the provided descriptors.

- Facilitates a discussion to reach consensus on current status of each Milestone and/or Action Step Indicator by asking the person(s) responsible for each Milestone and/or Action Step Indicator to provide a brief update of progress or status.

The bi-weekly progress tracker reports are used in the monthly monitoring and reporting meetings with the Implementation Team and the monthly principal and LEA supervisor meeting.

IMPLEMENTATION TEAM BI-WEEKLY PROGRESS MONITORING TRACKER: RECOMMENDED

Use the following definitions to rate each Milestone and/or Action Step Indicator.

- | | |
|------|---|
| (NS) | Milestone and/or Action Steps Indicator has not been started. |
| (B) | Milestone and/or Action Steps Indicator is behind schedule. It is not on track for timely completion. |
| (OT) | Milestone and/or Action Steps Indicator is on track for completion on time. |
| (C) | Milestone and/or Action Steps Indicator completed. |

Date:

Participants:

Milestone and Associated Action Step Indicators	Milestone or Action Step Indicators Description (Summarized from SIPT)	Person(s) Responsible	Implementation Progress Rating			
			NS	B	OT	C

MONTHLY SCHOOL LEADERSHIP MEETING: RECOMMENDED

On a monthly basis, the principal or designee reviews and discusses the Bi-weekly Meeting note catcher and the Bi-weekly Progress Trackers with the Implementation Team leader. The focus of these meetings is to review and discuss the progress and status to date of each Milestone and Action Steps Indicator.

DIRECTIONS

The principal or designee facilitates the review and discussion of the progress and status to date of each Milestone and Action Steps Indicator in the following note catcher.

MONTHLY SCHOOL LEADERSHIP MEETING: NOTE CATCHER RECOMMENDED

1. What are the challenges and barriers to accomplishing the Milestone and Action Steps Indicators.

2. What additional resources might be needed to accomplish the Milestone and Action Steps Indicator and why.

3. What adjustments to the Milestone and Action Steps Indicator timelines might be needed and why.

LEA RESPONSIBILITIES: RECOMMENDED

LEA BI-MONTHLY MONITORING

Every other month (more often, if possible) the LEA leader, the principal and school leadership team (if possible) meet to review the progress and status of the SIPT implementation.

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

- Bi-weekly meeting note catcher
- Bi-weekly progress tracker
- Monthly School Leadership Meeting note catcher

It is recommended that the LEA leader ask the principal the following questions and records answers in the note catcher.

LEA BI-MONTHLY MONITORING NOTE CATCHER: RECOMMENDED

1. Tell me about the progress that has been made implementing the SIPT in the last two months.
 - Successes
 - Challenges
2. What strategies or actions steps have been completed and how do you know?
 - What led to the completion of these strategy/Action Steps?
 - What supported the progress and success?

3. Tell me about your Implementation Team.
 - How often do they meet to review progress?
 - What and how are data used to report progress and to identify needed adjustments or supports?
 - How are decisions made about adjustments or supports? How are they communicated to others?
 - Who is at the table for the discussions?
 - Do they meet often enough to determine if adequate progress is being made to meet timelines?
 - If not, how can the reviews and discussions occur more frequently?
4. What can/should the LEA do to support timely implementation of your SIPT?
5. List actions the LEA will take to support implementation of each school's SIPT in the next two months.

ANNUAL ASSESSMENT OF SIPT IMPLEMENTATION: REQUIRED

DIRECTIONS

The CNA/RCA consultant facilitates a review and discussion of accomplishments, challenges, and next steps with the principals, Implementation Team, and the LEA representative (or equivalent) and celebrates the progress to date that centers on actual Milestone and Action Steps Indicator data as compared to what is stated in the School Improvement Planning Table (SIPT).

Note: The CNA/RCA consultant in collaboration with the school, will facilitate, complete, and submit a Planning/Adjusting Course Visit at the end of each school year for the duration of the school's improvement status. (Due: 6/30 each year). This Planning/Adjusting Course Visit may be conducted at the same time as the third progress monitoring visit.

INSTRUCTIONS

1. The CNA/RCA consultant uses the following descriptors to determine the implementation status.
 - **Exploration:** Identifying the need for change, learning about possible evidence-based strategies or FD CALL 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, FD CALL practice, and the resources required to implement each strategy with fidelity. This includes 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 or FD CALL practice.

- ***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.
- 2) The CNA/RCA consultant in collaboration with the principals and School Improvement Team determines the implementation stage of each Goal and related strategy and Action Step in the school improvement planning table (SIPT), and identify next steps related to each goal.
 - 3) CNA/RCA consultant or school team member records the discussion in the Annual Implementation Progress Review template and shares it with the Implementation Team, school principal/leader and LEA leader after the meeting.

ANNUAL ASSESSMENT OF SIPT IMPLEMENTATION NOTE CATCHER:

REQUIRED

Date:

School:

LEA:

People present:

GOAL 1:

Goal 1 Strategy 1:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	---------------------------	------------------------

Accomplishments:

Challenges:

Next Steps:

Goal 1 Strategy 2:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	---------------------------	------------------------

Accomplishments:

Challenges:

Next Steps:

Goal 1 Strategy 3:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	---------------------------	------------------------

Accomplishments:

Challenges:

Next Steps:

GOAL 2:

Goal 2 Strategy 1:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	------------------------	---------------------

Accomplishments:

Challenges:

Next Steps:

Goal 2 Strategy 2:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	------------------------	---------------------

Accomplishments:

Challenges:

Next Steps:

Goal 2 Strategy 3:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	------------------------	---------------------

Accomplishments:

Challenges:

Next Steps:

GOAL 3:

Goal 3 Strategy 1:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	---------------------------	------------------------

Accomplishments:

Challenges:

Next Steps:

Goal 3 Strategy 2:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	---------------------------	------------------------

Accomplishments:

Challenges:

Next Steps:

Goal 3 Strategy 2:

Status	Exploration	Installation	Initial Implementation	Full Implementation
--------	-------------	--------------	---------------------------	------------------------

Accomplishments:

Challenges:

Next Steps:

STEP 6: ADJUST COURSE

OVERVIEW

Step 6 provides the school the opportunity to review and adjust their school improvement planning table (SIPT) based on actual results. Step 6 will be repeated each year of a school's designation.

CNA/RCA CONSULTANT RESPONSIBILITIES

The CNA/RCA consultant or USBE staff (if assigned), in collaboration with the principal, School Leadership Team, Implementation Team and LEA representative facilitate and complete the following:

- Review the actual performance and progress of the SIPT as measured by the Milestones and Action Steps Indicators.
- Review and assess the level of strategy and Action Steps implementation.
- Examine Milestones and/or Action Step that have not been completed.
- Recommend adjustments or corrective action to Milestones, strategies, and Action Step based on data as needed.
- Facilitate the review of the Annual SIPT Course Adjustment Process
- Submit the following required documents to the school, LEA and USBE.
 - Annual SIPT Note Catcher
 - Annual Assessment of SIPT Implementation Note Catcher
 - Annual SIPT Adjustment Note Catcher (replaces Planning/Adjusting Course Visit Report) to the school, LEA and USBE.
 - SIPT Adjustment Cover Page

SCHOOL AND LEA RESPONSIBILITIES

The school and LEA are responsible for participating in the Annual SIPT Course Adjustments Process. The process may result in adjustments and/or corrective action to the SIPT if necessary. The school is responsible to provide the following information:

- Annual Assessment of SIPT Implementation
- School Monthly Monitoring Reports
- If available, review the recommended school Monthly Leadership Meeting Note Catchers and LEA Bi-monthly Monitoring Note Catchers
- Annual SIPT Results Note Catcher

ANNUAL SIPT ADJUSTMENT PROCESS: **REQUIRED**

The CNA/RCA consultant will, in collaboration with the school, school leadership team, implementation team, LEA supervisor, and CIE (if assigned), facilitate the annual course adjustment process that includes the following steps:

- Step 1:** Review of the Annual Assessment of SIPT Implementation
- Step 2:** Review the CNA/RCA Consultant Progress Monitoring Reports
- Step 3:** Review the School Monthly Monitoring Reports
- Step 4:** If available, review the recommended school Monthly Leadership Meeting Note Catchers and LEA Bi-monthly Monitoring Note Catchers
- Step 5:** Complete the Annual SIPT Results Note Catcher
- Step 6:** Once reviewed, use a gap analysis to identify improvement, lack of progress, and substantial or significant deficiencies between the identified SIPT goals, strategies, Action Step, Milestones, and Indicators with the actual data collected for each Milestone and Action Steps Indicator.
- Step 7:** Recommendations for adjustments or potentially corrective action if determined to the SIPT. Corrective action is recommended if a strategy and associated Action Step are not aligned with the identified problem, challenge, or need.

ANNUAL SIPT NOTE CATCHER: **REQUIRED**

INSTRUCTIONS

The CNA/RCA consultant will use the Annual SIPT Note Catcher to record the SIPT end of year analysis including adjustment recommendations.

For each strategy record the Milestone and Actual result. For each Action Step record the Indicator and Actual result. Please add any additional Goals, Strategies, and Action Steps from the SIPT as necessary.

Date:

School:

LEA:

CNA/RCA Consultant:

GOAL 1 STRATEGY 1

Goal 1:

Strategy 1:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 1 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 1 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 1 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 1 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 1 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 1 STRATEGY 2

Goal 1:

Strategy 2:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 2 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 2 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 2 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 2 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 2 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 1 STRATEGY 3

Goal 1:

Strategy 3

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 3 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 3 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 3 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 3 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 1 Strategy 3 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 1 SUMMARY RECOMMENDATIONS

Are there any significant or substantial gaps between Strategy and Milestones that require an adjustment or corrective action?

YES

NO

What are the recommended adjustments or corrective action for Goal 1 Strategies, Milestones, Action Steps or Action Step Indicator?

GOAL 2 STRATEGY 1

Goal 2:

Strategy 1:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 1 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 1 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 1 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 1 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 1 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 2 STRATEGY 2

Goal 2:

Strategy 2:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 2 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 2 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 2 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 2 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 2 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 2 STRATEGY 3

Goal 2:

Strategy 3:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 3 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 3 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 3 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 3 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 3 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 2 SUMMARY RECOMMENDATIONS

Are there any significant or substantial gaps between Strategy and Milestones that require an adjustment or corrective action?

YES

NO

What are the recommended adjustments or corrective action for Goal 2 Strategies, Milestones, Action Steps or Action Step Indicators

GOAL 3 STRATEGY 1

Goal 3:

Strategy 1:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 1 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 1 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 1 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 1 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 1 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 3 STRATEGY 2

Goal 1:

Strategy 2:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 2 Strategy 2 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 2 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 2 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 2 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 2 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 3 STRATEGY 3

Goal 3:

Strategy 3:

Milestone:

Actual Result:

Is there a gap or difference between the Milestone and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 3 Action Step 1:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 3 Action Step 2:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 3 Action Step 3:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 3 Action Step 4:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

Goal 3 Strategy 3 Action Step 5:

Indicator:

Actual Result:

Is there a gap or difference between the Indicator and Actual results?

YES

NO

What is the GAP ANALYSIS?

What is the RECOMMENDATION to correct the gap?

GOAL 3 SUMMARY RECOMMENDATIONS

Are there any significant or substantial gaps between Strategy and Milestones that require an adjustment or corrective action?

YES

NO

What are the recommended adjustments or corrective action for Goal 3 Strategies, Milestones, Action Steps or Action Step Indicators

ADJUSTMENTS SUMMARY: **REQUIRED**

The CNA/RCA consultant summarizes the recommended adjustments or corrective action for Goal 1, 2, and 3 from the Annual SIPT Note Catcher.

The CNA/RCA consultant in collaboration with the school principal, School Improvement Team, Implementation Team, and LEA supervisor facilitates and reaches consensus on the proposed changes to the SIPT.

The revised SIPT is submitted to the LEA and USBE for review and approval.

SIPT ADJUSTMENT COVER PAGE: **REQUIRED**

Directions: The following signature page is required to be submitted to the USBE once the Final SIPT is approved by the local governing board.

Date:

LEA/ School Name:

Identification Category (Elevate, Springboard, other):

Principal Name:

Signature

Email:

Phone:

LEA Superintendent/Charter Director Name:

Signature

Email:

Phone:

Local Governing Board President Name:

Signature

Email:

Phone:

SIPT ADJUSTMENT NOTE CATCHER: **REQUIRED**

INSTRUCTIONS

The Note Catcher is organized by Goals. Each Goal is followed by the associated Goal Strategy, Strategy Milestone, Action Steps, and Action Step Indicators that need revision, amending, or adjusting if deemed necessary.

SUMMARY: GOAL 1

Based on analyses of Strategy, Milestone completion, Action Steps, and Action Step Indicators does Goal 1 need revision, amending, or adjusting?

YES

NO

Describe revisions to the Goal 1:

Was funding adequate to accomplish Goal 1?

YES

NO

If "NO" explain why the funding was inadequate?

Were the necessary policies and frameworks to support implementation adopted?

YES

NO

If "NO" explain which policies or frameworks were not adjusted or changed to support the implementation of Goal 1?

SUMMARY: GOAL 2

Based on analyses of Strategy, Milestone completion, Action Steps, and Action Step Indicators does Goal 2 need revision, amending, or adjusting?

YES

NO

Describe revisions to the Goal 2:

Was funding adequate to accomplish Goal 2?

YES

NO

If "NO" explain why the funding was inadequate?

Were the necessary policies and frameworks to support implementation adopted?

YES

NO

If "NO" explain which policies or frameworks were not adjusted or changed to support the implementation of Goal 2?

SUMMARY: GOAL 3

Based on analyses of Strategy, Milestone completion, Action Steps, and Action Step Indicators does Goal 3 need revision, amending, or adjusting?

YES

NO

Describe revisions to the Goal 3:

Was funding adequate to accomplish Goal 3?

YES

NO

If "NO" explain why the funding was inadequate?

Were the necessary policies and frameworks to support implementation adopted?

YES

NO

If "NO" explain which policies or frameworks were not adjusted or changed to support the implementation of Goal 3?

APPENDICES

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/ATSI) or is also designated as an Additional Targeted Support and Improvement (TSI/ATSI) school and is implementing targeted support and improvement activities if selected to participate and receive Elevate funding.

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

EVIDENCE-BASED PRACTICES RESOURCES- The following resources

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

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

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

FREQUENCY - Associated with monitoring. The rate, occurrence, or how often a task, activity, routine, practice, goal, strategy, or Action Steps 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 Steps 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 Step are meeting or exceeding progress toward meeting the SIPT goals as well as determine if corrections or adjustments to strategy or Action Step 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 Step 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 System¹, 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

¹ 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

communicate its urgency, monitor short- and long-term goals, and customize and target support to meet needs.