

PRIORITY SCHOOL

GUIDANCE



Table of Contents

Priority School Definition	4
Priority District Definition	4
Priority School and District Designation	4
Priority School and District Requirements	4
Overview of Priority School Support System	6
Priority Schools and Turnaround Principles	7
Priority School Principal Evaluation	9
Funding	9
School Level Leadership Teams	9
School Leadership Teams	10
School Leadership Team Responsibilities	10
Data-Driven Decision Making	12
Data Retreat	12
Ongoing Use of Data to Inform Decision Making	13
South Dakota Leading Effectively Achieving Progress (SD LEAP)	14
Logging in and the School Dashboard	15
Main Menu	16
Steps of SD LEAP	16
Monitoring Requirements	24
SD LEAP and Turnaround Principles	25
State-Sponsored Professional Development	25
State-Approved School Turnaround Teams	26
Academy of Pacesetting Districts (applies to Priority Districts only)	26
District Leadership Teams	26
Overview of Academy of Pacesetting Districts Schedule	27
Exiting Priority School Status	29
Appendix A- Principal Performance Review	31
Appendix B- SD LEAP School Turnaround Indicators.....	34
Appendix C- Priority School SD LEAP Timeline	40
Appendix D- Goals and Objectives Form	42

Appendix E- School Survey of Effective Practices 44
Appendix F- District Indicators of Effective Practices (applies to Priority Districts only) 49
Appendix G- Academy of Pacesetting Districts Timeline (applies to Priority Districts only)..... 51

Priority School Definition

The South Dakota Department of Education (SD DOE), as part of its ESEA Flexibility Waiver, has identified a Priority School as a school that has an overall School Performance Index (SPI) score which ranks at/or below the bottom 5%. The total number of Priority Schools must be at least five percent of the Title I schools in the state. Other schools that may be identified as Priority Schools include a Title I or Title I eligible high school with a graduation rate of less than 60% over two consecutive years. A Priority School designation is for four years – consisting of an initial planning year and then three years of implementation.

Priority District Definition

If a district has at least one Priority School and at least 50% or more of its schools are Focus and/or Priority (Title and non-Title), the district is considered a Priority District. Only districts with three or more public schools may be identified as Priority Districts. A district will remain a Priority District for a minimum of four years.

Priority School and District Designations

Priority School and District designations are determined on an annual basis. Designations are assigned as part of the state Report Card process. Adjustments to all associated deadlines may be necessary depending on availability of assessment results.

Priority School and District Requirements

Once identified, Priority Schools and Districts will be required to implement a series of interventions to address the issue of low performance in their schools and districts respectively. SD DOE will host a series of regional workshops to help guide Priority Schools and Districts through the implementation process.

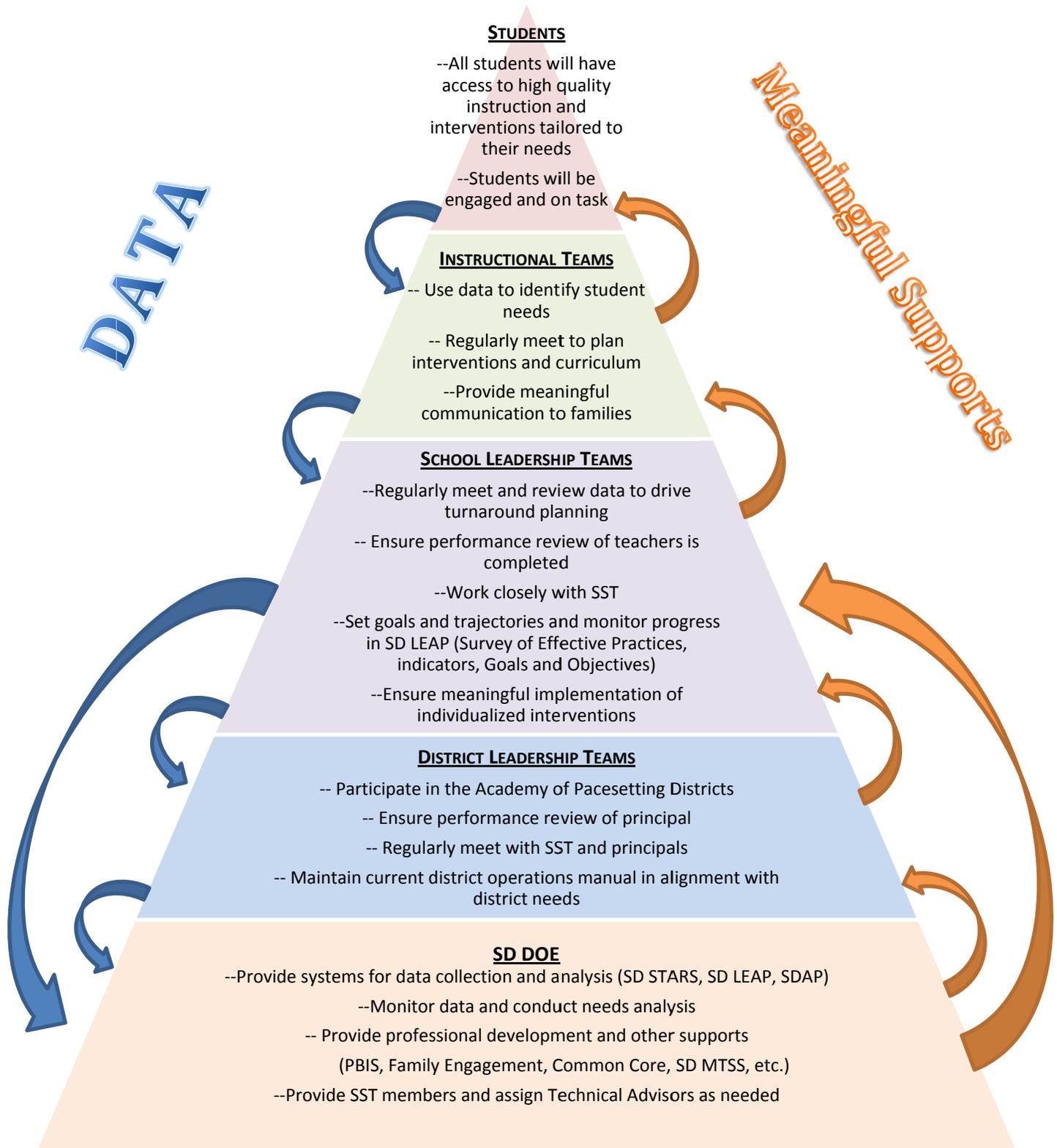
The following table outlines the requirements for Priority Schools and Districts. These requirements are intended to build the capacity of the schools and districts to implement and monitor a cycle of continuous improvement, using data to drive decision making related to professional development, instructional practice, and classroom interventions. The continuous improvement cycle is based on the process of reviewing data, having candid discussions, and making decisions for achieving school success. Table 1 provides an overview of the Priority School requirements and additional requirements if the Priority School resides in a Priority District.

Table 1. Priority School and District Requirements

	Priority School Requirements	Additional Requirements for Priority Districts
	Priority Schools must set aside 10% of their school level Title I allocation to support professional development and/or meaningful classroom interventions (only required in three implementation years)	Based on SD DOE analysis of district data, Priority Districts may be required to set aside up to 5% of their district Title I allocation to pay for a DOE-assigned Technical Advisor (only required in three implementation years)
	Form a School Leadership Team, including	Form a District Leadership Team to drive the

Priority School Requirements	Additional Requirements for Priority Districts
principal, to drive the continuous improvement process and create, implement, and monitor the school turnaround plan	continuous improvement process and create, implement and monitor the district turnaround plan
Use South Dakota Leading Effectively Achieving Progress (SD LEAP) online planning tool to assess, plan, implement, and monitor School Indicators of Effective Practice	Participate in the Academy of Pacesetting Districts (APD) program to review and/or develop a District Operations Manual targeted at supporting all schools As part of APD, use SD LEAP online school improvement planning tool to assess, plan, implement, and monitor district indicators of effective practice
Engage in data driven decision making, starting with a two-day Data Retreat and continuing throughout the year via school leadership team meetings	
Implement targeted interventions and supports that align with the needs of students	Implement supports and interventions that align with the needs of its Priority Schools
Implement targeted professional development (PD) that addresses PD needs of teachers identified through review of student achievement data	Provide and/or support schools in providing the PD that its teachers need
SD DOE will assign a School Support Team (SST) member	SD DOE will assign a Technical Advisor to Priority Districts as needed.
Review the performance of the Priority School principal to ensure ability to lead turnaround (See Appendix A)	
Participate in state-sponsored family engagement trainings as needed and as funds allow	

Overview of the Priority School Support System



Priority Schools and Turnaround Principles

SD DOE has developed a system of supports and interventions aligned with the turnaround principles identified by the United States Department of Education. Table 2 provides an overview of the alignment of these supports and interventions to the principles. Each Priority School is required to address all seven turnaround principles for three consecutive years of implementation before the school may apply to exit Priority status.

Table 2. Overview of Turnaround Principles and SD DOE Priority School Requirements

Turnaround Principle	SD DOE Requirements
<p>1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p>	<ul style="list-style-type: none"> • Complete the Survey of Effective Practices and use data to drive decision making and PD • Review the performance of the Priority School principal to ensure ability to lead turnaround (Appendix A) • Ensure PD opportunities for principal are aligned to school needs • Form a School Leadership Team, including principal, to drive the continuous improvement process • See SD LEAP indicators that address this principle (Appendix B)
<p>2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>	<ul style="list-style-type: none"> • Complete the Survey of Effective Practices and use data to drive decision making and PD • Implement targeted PD that addresses needs of teachers identified by review of student achievement data • Through the SD LEAP system, principals are required to monitor teacher performance; see SD LEAP indicators that address this principle (Appendix B) • Principals required to conduct annual evaluation of all teachers, using state teaching standards (Charlotte Danielson Framework) and student growth data
<p>3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<ul style="list-style-type: none"> • Complete the Survey of Effective Practices • Extend or restructure the school day/week/year, in order to 1) provide time for collaboration and PD for staff 2) to provide additional time for students to have access to high quality instruction • See SD LEAP indicators that address this principle (Appendix B)

Turnaround Principle	SD DOE Requirements
<p>4. Strengthening the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.</p>	<ul style="list-style-type: none"> • Complete the Survey of Effective Practices and use data to drive decision making about instructional programs and classroom interventions • Complete Goals and Objectives Form • Implement targeted interventions and supports that align with the needs of students • See SD LEAP indicators that address this principle (Appendix B)
<p>5. Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>	<ul style="list-style-type: none"> • Engage in data-driven decision making, starting with a two-day Data Retreat and continuing throughout the year via School Leadership Team meetings • Complete the Survey of Effective Practices and use data to drive decision making about instructional programs and classroom interventions • Complete Goals and Objectives Form • See SD LEAP indicators that address this principle (Appendix B)
<p>6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.</p>	<ul style="list-style-type: none"> • Complete the Survey of Effective Practices and use appropriate data to drive decisions related to establishing a healthy school environment • Schools may implement activities such as Positive Behavioral Intervention and Supports, safe school walk-throughs, nutrition and health programs in order to address identified needs • See SD LEAP indicators that address this principle (Appendix B)

Turnaround Principle	SD DOE Requirements
7. Providing ongoing mechanisms for family and community engagement.	<ul style="list-style-type: none"> • Participate in state-sponsored family engagement training as needed and as funds allow • Complete the Survey of Effective Practices and use appropriate data to drive decisions related to improving family and community engagement. Schools may consider additional family engagement activities and other ways to create or enhance community partnerships. • See SD LEAP indicators that address this principle (Appendix B)

Priority School Principal Evaluation

In order to be considered fully implementing Turnaround Principle 1, superintendents must complete the principal performance review included in **Appendix A** prior to the start of the school year. It is essential that the school is able to provide evidence that the principal has a track record of improving achievement and the ability to lead the turnaround effort. In cases where the principal is also the superintendent, principals are asked to complete a self-evaluation which will need to be approved by the local Board of Education. This performance review should be submitted to SD DOE prior to the January 15th reporting deadline. SD DOE will review the data submitted within two weeks of submission and provide appropriate feedback and guidance within a month.

Funding

Title I funding will be used to implement meaningful interventions at schools, both in terms of helping individualize instruction for students and for professional development activities designed to help educators better meet the needs of their students. Priority Schools **must set aside 10% of their school-level** Title I allocations to implement targeted interventions or professional development as approved by SD DOE. The set-aside must be documented in the Consolidated Application for years 1, 2, and 3 of implementation. The school does not have to set-aside funds for the initial planning year.

Based on available funding, SD DOE may provide funds to support the implementation of targeted interventions and/or professional development, through an application process.

School Level Leadership Team

SD DOE recognizes that local leadership plays an integral role in fostering effective change within their educational community. SD DOE believes that school turnaround is best accomplished when directed by the people closest to the students. While the state provides a framework for the process, each school team applies its own ingenuity to achieve the results it desires for its students.

School Leadership Team

To start the focused improvement process, immediately after being identified as a Priority School, the school needs to identify a School Leadership Team generally consisting of three to six members. This team **must** consist of the following members:

- Principal from Priority School
- Teachers who lead instructional teams
- School Support Team member

The other team members **may** consist of the following:

- Title I Director
- Curriculum Director
- Assessment Director
- Special Education Staff
- Teachers
- Parents
- Federal Programs Director
- Business Manager
- Superintendent
- 21st Century Community Learning Staff
- Any outside coaches the school is working with to facilitate school turnaround

Effective teams will lead their schools in continuous improvement, offer strong leadership, help ensure that instruction is of the highest quality, and help set goals and trajectories to support student success.

At a minimum:

- **Meetings of the School Leadership Team** need to occur at a minimum of once a month (suggested for two to four hours a month).
- This team structure should be officially incorporated into **the school turnaround plan and the school governance policy**.
- The team needs to **prepare agendas and maintain minutes** for each meeting (within SD LEAP).
- The **principal** will play a key role on these teams and must help to ensure that the focus remains on instructional improvement and student learning outcomes.

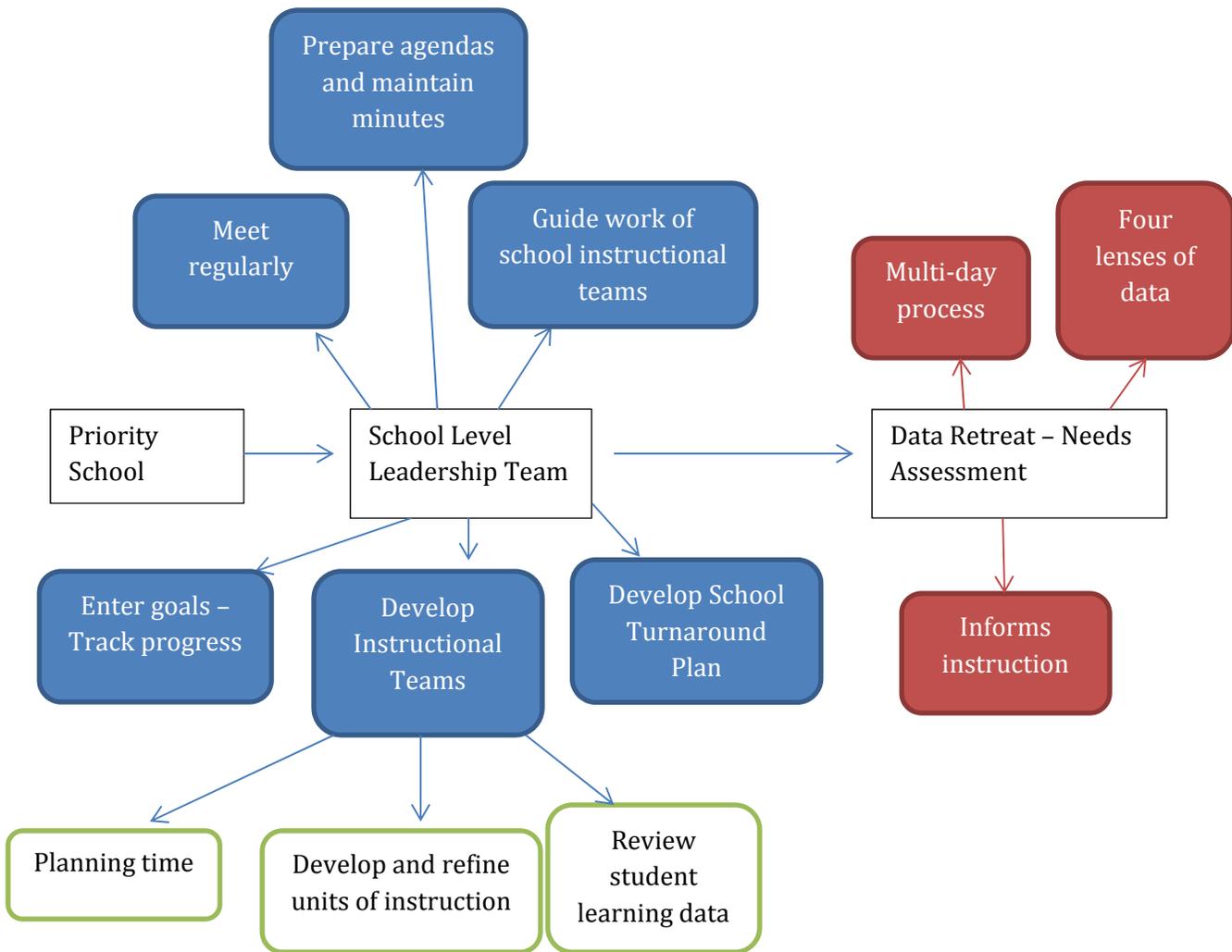
School Leadership Team Responsibilities

The School Leadership Team needs to regularly look at school performance data and aggregated classroom observation data and should use this data to make decisions about school turnaround and professional development needs.

The School Leadership Team should help guide the work that school level Instructional Teams (organized by grade-level, grade-level cluster, or subject area) do to develop and refine units of instruction and to review student learning data. If not already developed, the School Leadership

Team needs to ensure that Instructional Teams are developed and that these Instructional Teams meet for blocks of time (suggested four to six hours a month; whole days before and after the school year) sufficient to complete their planning work.

The School Leadership Team will be responsible for developing a school’s turnaround plan, entering goals, and tracking progress on a regular basis within the SD LEAP system. The image below illustrates the responsibilities of School Leadership Teams in the turnaround process.



Data-Driven Decision Making

Data should be used continually to inform progress and set goals and trajectories within each school and district. The use of data comes in two pieces: The data retreat and the ongoing use of data to inform decision making (including the provision of targeted professional development).

Data Retreat

Following identification as a Priority School, each school will create a School Leadership Team if one is not already in place. This team will coordinate with an SD DOE-approved Data Retreat Facilitator. This team will conduct a comprehensive data retreat that is aligned to the four lenses of data in the South Dakota Data Retreat model. This needs analysis must encompass the four lenses of data: student achievement, professional practices, programs and structures, and family and community. At the end of this retreat, goals and objectives will be set using the resulting data and submitted via the SD LEAP system using the Goals and Objectives Form.

A typical data retreat takes about two days to complete. It is **imperative** that the data retreat take place prior to the start of the next school year, preferably in the spring, to ensure each Priority School has the appropriate data to drive their decisions about targeted interventions and professional development. The latter part of the data retreat will include time for the School Leadership Team to enter information into SD LEAP in order to begin their continuous improvement process. The resultant goals and the first set of progress monitoring data should be entered into SD LEAP no later than October 15th. Ideally, all school staff should be involved in the data retreat process. At a minimum, the School Leadership Team must participate.

The South Dakota Data Retreat process was developed to give districts and schools a consistent and reliable method to understand how to use data to inform decision making at the classroom, school, and district level. The main component of the process is a comprehensive, two-day Data Retreat. The fidelity of the process is ensured by the following:

- The Data Retreat Facilitator has received training and is on the state's list of approved facilitators.
- The initial retreat is held prior to the submission of the Consolidated Application. .
- Data are analyzed using the four lenses: 1) student data; 2) family and community; 3) programs and structures; and 4) professional practices.
- These four lenses inform a holistic analysis of school performance and culture.

By the end of the retreat, the School Leadership Team should have a solid understanding of the factors impacting student achievement and should have developed concrete steps that need to be taken to effectively address identified needs. At a minimum, the results of the retreat should be used to:

- write goals and objectives using data from all four lenses;
- update schoolwide plans with the current information;
- determine next steps for SD LEAP team;

- assist the team in assessing and planning for the indicators in SD LEAP;
- create professional development plans based on identified needs; and
- inform ongoing analysis throughout the school year, using reliable indicators for student progress.

In instances where a school has a schoolwide plan that is separate from the school improvement accreditation plan, both plans should be updated with current data and goals. This data and planning should be used to inform the consolidated application process.

SD DOE anticipates offering regional Data Retreat sessions in the spring/summer of each school year, in order to ensure a consistent approach to the data retreat process. This would not prohibit Priority Schools from contracting with an approved Data Retreat Facilitator if they so choose. More information on the schedule for these regional data retreats will be posted to SD DOE's website and announced to Priority Schools via email.

Ongoing Use of Data to Inform Decision Making

School Leadership Teams should meet at least two to four hours per month to evaluate the progress they are making within their school. As each team meets, they should be looking at data that is used to support their school goals and at the information and data from daily activities within the school.

School Leadership Teams should be meeting with grade level or content area instructional teams to review data points and progress towards implementation. These meetings should be used to evaluate the efficacy of instructional strategies and to transform interventions to better meet student needs.

The specific data that needs to be examined will differ based on the goals and strategies identified at each school. Some examples of data to monitor may include, but not limited to:

- Student demographics, including information on gender, race/ethnicity, special education, migrant, English Language Learner, and other sub-group status
- State assessment results for students as a whole and by subgroup
- Attendance records
- Discipline referrals
- In-school and out-of-school suspensions
- Any information available on student grades
- Any information on performance of students who are below grade level in reading or mathematics
- Any formative assessment data available
- Teacher quality
- Teacher attendance
- Number of parent conferences
- Number of classroom observations and instructional walk-throughs

- Number of students transferring in and out of the school

South Dakota Leading Effectively Achieving Progress (SD LEAP)

SD LEAP (Indistar®) is a web-based planning tool designed to guide schools and School Leadership Teams in planning and charting the improvement process. Within the SD LEAP system are indicators of evidence-based practices that have been demonstrated to improve student learning. To work effectively, the indicators must be discussed honestly and openly, in an effort to ensure that practices at the school contribute to student learning. There is no one right answer or one-size-fits-all approach to effecting meaningful change at the school. What is essential is that teams are having candid discussions about how to impart change, and that ambitious but achievable goals are set to help increase student performance.

Based on the way that the SD LEAP system operates, the School Leadership Team will first assess its current level of implementation related to the indicator to form a clear understanding of what is occurring in the school. Once that baseline is established, the team will create a description of how the indicator will look when fully implemented and then create a step-by-step plan to achieve the desired outcome.

A set of pre-defined School Turnaround Indicators of Effective Practice will be loaded into SD LEAP for schools to begin reviewing; the list of all indicators can be found in **Appendix B**. These indicators are meant to help guide Priority Schools through the improvement process, and track the minimal required elements. This information will be included on the regular reports sent to SD DOE via SD LEAP. A timeline of indicators to be assessed, planned, and monitored can be found in **Appendix C** for Priority Schools.

The following pages explain the process of SD LEAP and include snapshots of the various steps within the system.

Logging In and the School Dashboard

The School Leadership Team will log into SD LEAP through the website www.indistar.org. SD DOE will provide each school team with a user name and password after being identified as a Priority School.

Once the team has logged into the system, the School Dashboard will appear. This is the control center for the SD LEAP system. The tabs on this page will bring users to the indicators by clicking on home. Separate sets of indicators are listed here. Priority Schools should select the School Turnaround Indicators as the indicators they will work on.

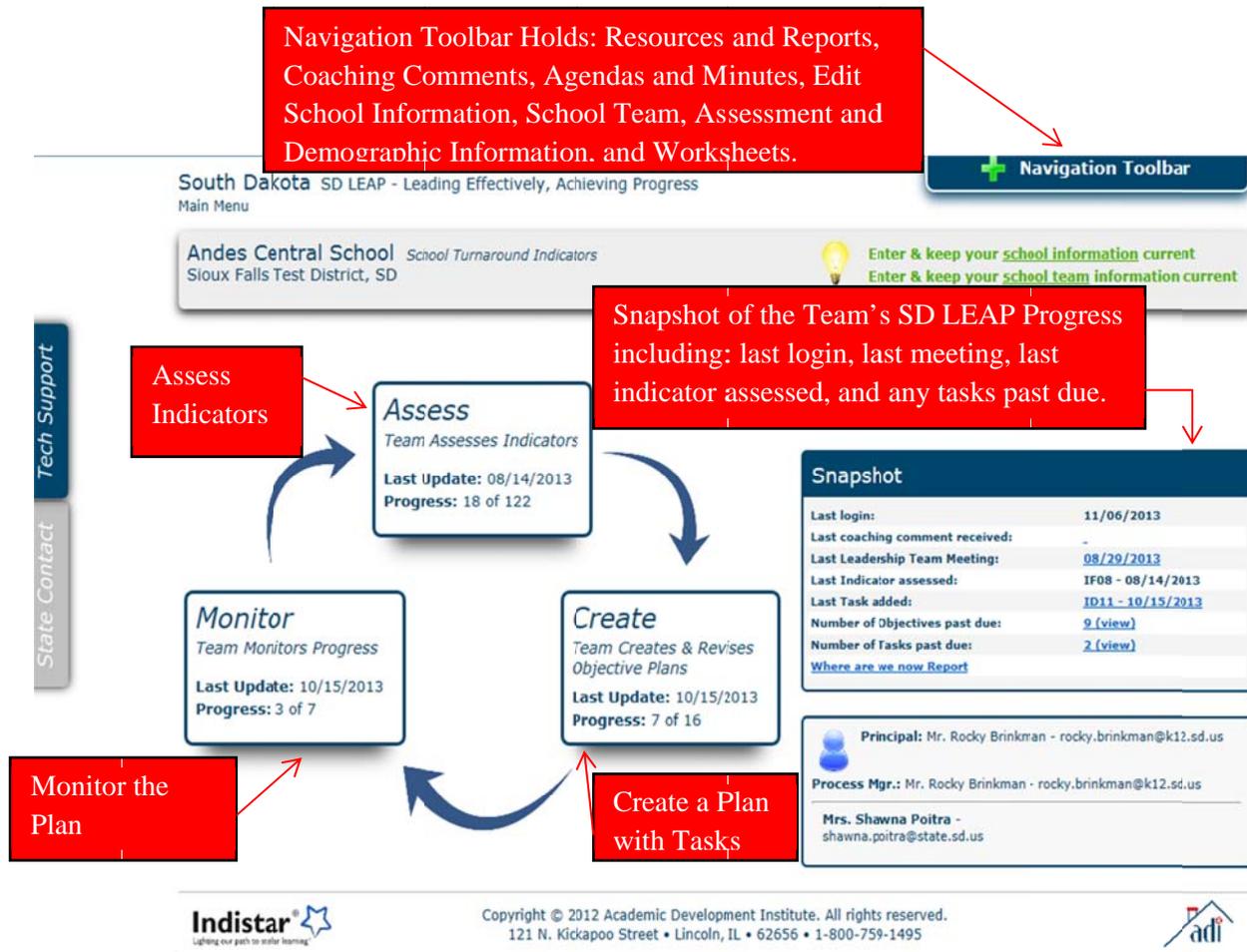
Forms due at each reporting date can be found under the Forms to Complete tab. When reports are ready to be submitted, the team will go to the tab labeled Required Report and hit the submit button. Additional resources can be found under the tab labeled Docs & Links.

The screenshot shows the SD LEAP School Dashboard interface. At the top is a banner for the South Dakota Department of Education with the text "SD LEAP Leading Effectively. Achieving Progress". Below the banner, the user is identified as "SD Test School" and "Sioux Falls Test District". A navigation bar contains tabs for "Home", "Forms to Complete", "Required Reports", and "Docs & Links". Three blue arrows point from the banner area to these tabs, labeled "Forms to Complete", "Submit Reports", and "Helpful Documents". Below the navigation bar is a table with columns for "Messages", "My Online Tool(s)", and "Description". A blue arrow labeled "Select Indicators" points to the "Messages" column. The table lists two indicators: "School Turnaround Indicators" and "Transformation Implementation Indicators", each with a "Review Progress" button.

Messages	My Online Tool(s)	Description
	School Turnaround Indicators	For those schools that are designated as a Priority or Focus School. Schools that choose to participate in the SD LEAP system will also use the School Turnaround indicators. Review Progress
	Transformation Implementation Indicators	For those schools implementing the Transformation or Turnaround Model for SIG. Review Progress

Main Menu

Once the team selects the School Turnaround Indicators, the main menu will pop up. The main menu is where the work takes place. The snapshot below shows the features of the main menu. The descriptions below explain the various steps.



Steps of SD LEAP

- Edit School Information**
 SD DOE will register the school within SD LEAP. Schools will verify that all school information is accurate and update as needed by clicking on Edit School Information.
- Form the School Leadership Team.**
 Schools will identify School Leadership Team members and enter them into the system. It is important to keep the team members information up-to-date, as it will be used continuously throughout the process to identify parties responsible for specific tasks and to monitor

attendance at meetings. The school team will designate a **Process Manager** to guide their work within the tool and complete tasks such as entering the data and creating agendas/minutes. The team will work together to examine the indicators; the Process Manager will be entering the information into the tool.

- **Assess School Turnaround Indicators (Assess)**

Schools will review the School Turnaround Indicators based on a schedule provided by SD DOE (See **Appendix C for Priority Schools or Appendix D for Priority Districts**). The team will assess their current level of implementation, based on a rating of *fully, limited, or no implementation*, and enter this information into the system.

To adequately assess an indicator, teams must provide a detailed description of their current level of implementation. This description should cover the 5 W's (who, what, when, where, why). A person not on your school team should have a good understanding of the indicator and how it is currently implemented in your school. **See example below:**

1. Select Indicators
2. List of Indicators to Assess
3. List of Indicators Assessed
4. Assess Indicator

[Wise Ways](#) Key Indicator

ID04 All teams prepare agendas and maintain minutes for their meetings. (2617)

1. Choose your level of Development or Implementation for this Indicator.
* a plan exists for this Indicator, the level of Development or Implementation cannot be changed.

No development or Implementation
 Limited Development or Implementation
 Full Implementation * required field

2. Priority Score: * required field

3 - highest priority
 2 - medium priority
 1 - lowest priority

3. Opportunity Score: * required field

3 - relatively easy to address
 2 - accomplished within current policy and budget conditions
 1 - requires changes in current policy and budget conditions

4. Please describe the current level of development or implementation. * required field

Our Leadership team consists of administrators, instructional coaches, teachers, school-home liaison, and other school staff. The team meets once a month for 4 hours. Meetings are recorded on the Indistar system. The team follows the South Dakota LEAP-Priority School Timeline as their agenda for meetings. Our minutes are reflected in the current level of development.

Current level of description-
 who is involved, what they are
 doing, when they meet

- **Create School Turnaround Plan (Plan)**

Based on the team’s assessment of each indicator, schools will create plans that include concrete, achievable tasks for each indicator that had no or limited development. See example below:

Instructional teams will be organized by grade-level, grade-level cluster, or subject-area. (2619)

ASSESS

Level of Development or Implementation: **Limited Development**

Priority Score: **3**

Opportunity Score: **2**

Current level description: 6th, 7th, and 8th grade Language Arts content meetings are scheduled to occur daily. 6th and 7th grade Math content meetings are scheduled to occur daily. Exploratory, Lakota, Science, Social Studies and 8th grade math are currently not members of subject area teams. 7th and 8th grade team meetings occur at least monthly for 45 minutes. 6th grade has met sporadically.

CREATE A PLAN

1. Assign a team member to manage and monitor your work toward this objective. **Anna Ladeaux**

2. Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to provide evidence that this objective is fully met.

-6th, 7th, and 8th grade-level teams meetings will occur at least monthly and will include a sign-in sheet turned in to Sandra Assman (if held outside of school hours), and Cheryl and Anna. An agenda, and minutes will be emailed to both Cheryl and Anna.
 -Grade-level content meetings will occur as scheduled and will include an agenda and minutes which will be emailed to both Cheryl and Anna. -School-wide content meetings will occur at least once per month.

3. Establish a date by which your description above will be a reality. **1/31/2013**

4. Edit information in items 1 - 3 above.

5. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

5 a. Create one task in the series for this objective.

Communicate times and dates of meetings through all-staff email.

5 b. Assign a person to be responsible for this task. or Enter -->

5 c. Establish a date this task will be completed.

5 d. Record notes from your discussion that will be helpful to the person responsible for this task.

These expectations will need to be clearly communicated to all staff.

Example of a task with assigned person to keep track of the task, date to be completed, and any notes.

- **Self-Monitor the School Turnaround Plan (Monitor)**

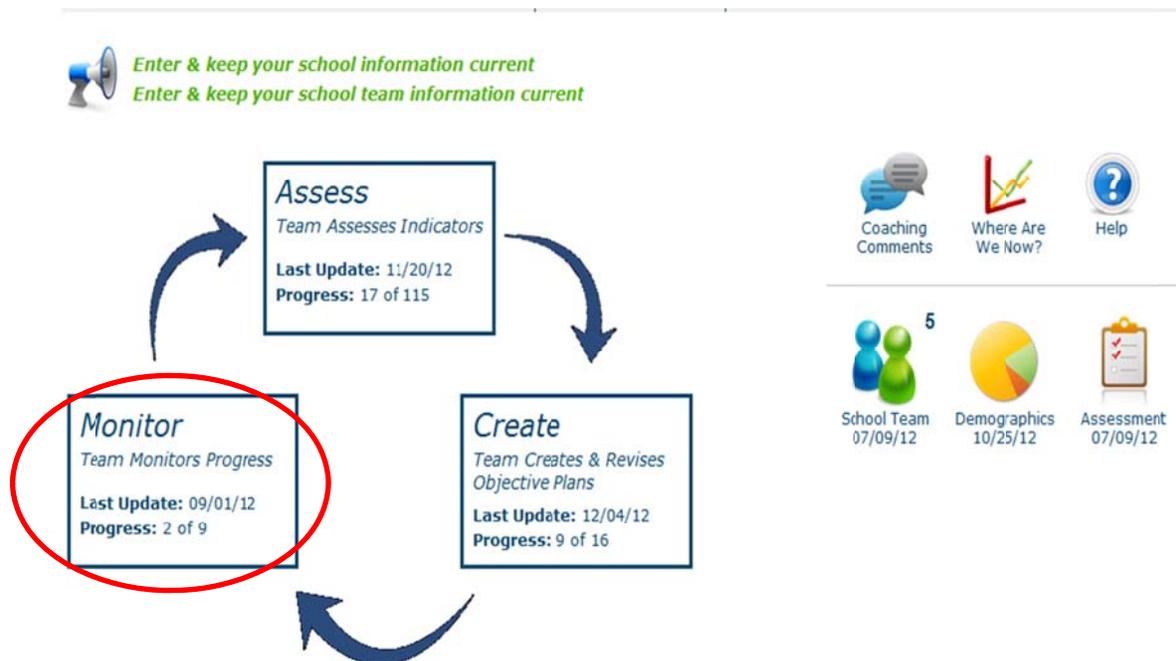
The School Leadership Team will self-monitor their progress toward completing tasks and achieving full implementation of indicators. The continuous improvement process within SD LEAP enables teams to review and revise their work as necessary throughout the year.

As schools are using SD LEAP to monitor their progress and are regularly looking at data, they should be asking themselves the following questions:

- **Where are we now?** What caused the school to be a Priority School?
- **Where do we want to be?** What will it look like as we close the gap(s)? If operating a schoolwide program, how do the indicators relate to the schoolwide plan?
- **How will we get there?** What strategies are we using to drive rapid improvement?
- **How will we know we are on the right track?** What data do we need to be looking at regularly?
- **How will we sustain focus and momentum?** How do we use data to modify our strategies?

The following steps will assist school teams as they monitor their plans.

1. School teams will review tasks and revise when necessary as new data is being generated throughout the year. Teams will click on the Monitor box, circled below to review/revise the tasks.



2. Once the team clicks on the Monitor box, the indicator (now called an objective), the assessment information, planning information, and tasks will appear. Clicking on the task, circled below, will display the task to review and revise.

Objective **ID06** *Wise Ways* 8

Objective: The principal or designated staff member will maintain a file of the agendas, work products, and minutes of all teams. (2618)

Assess - INFORMATION

Level of Development or Implementation: **Limited Development**

Priority Score: **3**

Opportunity Score: **3**

Current level description: Agendas are filed on the computer by someone at the meeting, but it is not always the same person each time. The principal is not always at each meeting, and we do not have a designated person to conduct this role.

Plan - INFORMATION

Describe how it will look when this objective is being fully met in your School:

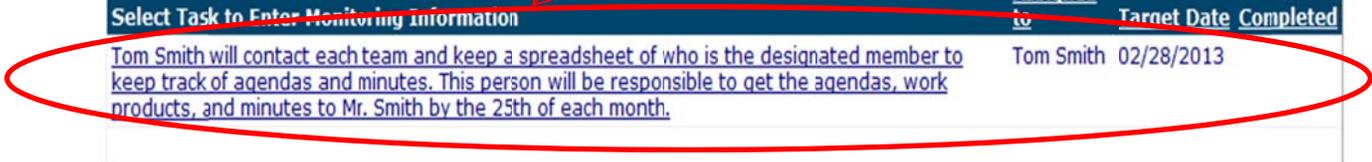
Each team will designate a member to draft agendas and minutes and maintain them in a specified location. Each team should designate a member and then let Mr. Smith know so he can keep a list. The designated member will email the agendas, work products, and minutes to Mr. Smith by the 25th of each month. Mr. Smith will be able to display any teams agendas, work products, and minutes at any time if this is fully implemented.

Assigned to: **Tom Smith** Objective Target Date: **03/30/2013**

MONITOR PLAN

Select Task to Enter Monitoring Information	Assigned to	Target Date	Completed
Tom Smith will contact each team and keep a spreadsheet of who is the designated member to keep track of agendas and minutes. This person will be responsible to get the agendas, work products, and minutes to Mr. Smith by the 25th of each month.	Tom Smith	02/28/2013	

Assessment information, planning information, and tasks are located on this page.



3. Once the task is displayed, the team will discuss whether each task has been completed. If completed, enter the completion date as well as any comments. At this time, the team can choose to save and update or delete the task.

Objective **ID06** *Wise Ways* 

Objective: The principal or designated staff member will maintain a file of the agendas, work products, and minutes of all teams. (2618)

Assess - INFORMATION

Level of Development or Implementation: **Limited Development**

Priority Score: **3**

Opportunity Score: **3**

Current level description: Agendas are filed on the computer by someone at the meeting, but it is not always the same person each time. The principal is not always at each meeting, and we do not have a designated person to conduct this role.

Plan - INFORMATION

Describe how it will look when this objective is being fully met in your School:

Each team will designate a member to draft agendas and minutes and maintain them in a specified location. Each team should designate a member and then let Mr. Smith know so he can keep a list. The designated member will email the agendas, work products, and minutes to Mr. Smith by the 25th of each month. Mr. Smith will be able to display any teams agendas, work products, and minutes at any time if this is fully implemented.

Assigned to: **Tom Smith** Objective Target Date: **03/30/2013**

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Enter "Completed date" (mm/dd/yyyy) when task has been completed.
3. Click "Save/Update" to save changes.

Note: Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 1 Tom Smith will contact each team and keep a spreadsheet of who is the designated member to keep track of agendas and minutes. This person will be responsible to get the agendas, work products, and minutes to Mr. Smith by the 25th of each month.

Comments: It was discussed that we need to contact all teams- ELL, RTI, Turnaround, and PAC.

Completed date.  [Clear Completed Date](#) [Save / Update](#) [Cancel](#) [Delete this task](#)

Teams will update tasks here. If the task is complete, the team may enter comments, completion date, and click save/update. If the task is no longer needed, they may choose to delete the task.

4. As part of the monitoring process, school teams should review the comments created by their School Support Team member (assigned by SD DOE to assist the school in this process) to monitor the indicators. To review a comment and respond, click on the appropriate comment.

Coaching Comments (8)

Sender	Added	Added By	Reference	Indicator	Comments & Reviews
Coach (DL)	02/27/13	Ruth Fodness	Information	<u>RTI 1.01</u>	<i>You are probably ready to develop tasks for this Indicator. It will be important to address the following components: Reliable & Valid Benchmark Screener administered 3x's a year; After a review of data students will be placed in intervention groups based on needs; Students will be provided direct, explicit instruction in areas of need; Strategic students will be progress monitored every other week & Intensive students will be progress monitored on a weekly basis; Instructional teams will meet regularly to review student data & make decisions about groups and interventions.</i>
Coach (CS)	01/28/13	Terri Cordrey			<i>Thanks for getting the goals and objectives written. The school survey of effective practices needs to be completed by the principal. Thanks, Terri</i>
Coach (CS)	12/26/12	Terri Cordrey			<i>The principal survey has not been completed. Don't forget it is due December 31st.</i>
Coach (CS)	12/26/12	Terri Cordrey			<i>Westside Elementary will be writing goals and objectives on January 2nd with Kim Hill.</i>

Indicator coach is referring to.

Click on the coaching comment to open up page to respond.

- **Agendas and Meeting Minutes (Plan Your Meeting)**

Agendas and meeting minutes are an important step in the School Leadership Team’s work. The team will post their meeting agenda and meeting minutes on a monthly basis within SD LEAP. The system will maintain all agendas and minutes entered and keep a record of them. This is valuable so as new members enter the team, they are able to look at the history of the meetings and review decisions made by the School Leadership Team.

Below is a snapshot of the agendas and meeting minutes in SD LEAP.

BLT 1 Library 4/1/2013

Meeting Agenda-use tabs at top of page to navigate to documents for meetings and minutes.

1. Enter or Edit Meeting Agenda 2. Print Documents for Meeting 3. Enter Meeting Minutes

VIDEO

Meeting Date: 4/1/2013 **Time:** 3:00

Meeting Title: BLT 1

Location: Library

1. Save / Update Meeting Date, Time, and Location

2. Add Indicators to Assess or Plan to your Meeting

Assess Indicators

IG01	Parents receive regular communication (absent jargon) about learning standards, their children’s progress, and the parents’ role in their children’s school success.(76)	remove
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.(100)	remove
IID07	The Leadership Team monitors school-level student learning data.(105)	remove
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (2623)	remove

Create Improvement Plan

Other Business:

Assess 4 indicators
Review budget for 1003a funds- compare to SIG funds
Discuss upcoming Dakota STEP assessment

3. Save Other Business for this Meeting

Monitoring Requirements

The School Leadership Team will be responsible for developing a school's turnaround plan, entering goals, and tracking progress on a regular basis within the SD LEAP system. Reporting within the SD LEAP system will be due on: October 15th; January 15th; and May 15th. Monitoring documents will be found in the SD LEAP system. SD DOE along with School Support Team Members will monitor the progress of the indicators through the documents and provide necessary feedback and technical assistance. SD DOE's Statewide System of Recognition, Accountability and Support (SSRAS) team will meet to review this data within two weeks of each submission date. Within one month of the submission, Priority Schools and Districts will receive a feedback report from SD DOE. Monitoring documents included within SD LEAP are:

- **School Turnaround Plan**
This document is submitted to the state three times a year and is generated as the teams add information to the system. The plan includes the indicators assessed, planned, and monitored by the School Leadership Team and is regularly being reviewed and updated.
- **Goals and Objectives Form**
This document is submitted three times a year and will list the reading, math, and other goals (if necessary) and the benchmarks to meet those goals. Names of assessments (district and school level), along with dates and results, will be recorded. **See Appendix D.**
- **School Survey of Effective Practices**
This document is submitted twice a year and will evaluate practices within the school that align to the Turnaround Principles. **See Appendix E.**

Dashboard Tutorial Please share this Guest Login with the Leadership Team and others.
It allows read-only access to key documents.
Guest Login - Password / **guests8217** - **guests8217**

Choose a District or School -

NOTE: Select a district or school from the lists. Select a district and the schools for that district will be available. Remove the filter will make all districts and schools in the state available in the lists.

Home	Forms to Complete	Required Reports	Docs & Links
------	--------------------------	------------------	--------------

Form	Status	Description/Instructions
Goals and Objectives Form		This form should be completed and submitted by the principal three times a year- October 31, January 31, and May 31.
School Survey of Effective Practices Form		To be completed and submitted by the Principal twice a year-October 31 and May 31.

To complete the forms, click on the tab labeled "Forms to Complete" on the School Dashboard. Then click on the appropriate form. Remember to hit the save button after completing the document.

Once the form is completed and saved, click on the tab labeled "Required Reports" on the School Dashboard. Find the appropriate report and click submit.

Dashboard Tutorial

Please share this Guest Login with the Leadership Team and others. It allows read-only access to key documents. Guest Login - Password / **guestS6205 - guestS6205**

Home Forms to Complete **Required Reports** Docs & Links

To submit, click the submit button for each form or report that is due. Click the date of the Submitted and Previous to view these reports.

Report Name	Submit By	Submit	Submitted	Previous
School Turnaround Plan - 01/31/13	January 31, 2013	<input type="button" value="submit"/>		
School Turnaround Plan - 05/31/13	May 31, 2013	<input type="button" value="submit"/>		
SIG Implementation-YR1 Assess 30 + indicators	January 31, 2013	<input type="button" value="submit"/>		
SIG Implementation-YR2 Assess All/Plan 5	May 31, 2013	<input type="button" value="submit"/>		
Leading Indicators Annual Report	January 31, 2013	<input type="button" value="submit"/>		10/04/11
Lagging Indicators Annual Report	January 31, 2013	<input type="button" value="submit"/>		05/30/12
Goals and Objectives Report	December 31, 2012	<input type="button" value="submit"/>		
School Survey of Effective Practices Report-12/31/12	December 31, 2012	<input type="button" value="submit"/>		
School Survey of Effective Practices Report-05/31/13	May 31, 2013	<input type="button" value="submit"/>		

Annual monitoring should provide sufficient evidence that needed interventions are being faithfully implemented. SD LEAP is used as the primary tool for reporting this information. School Support Team members will work with SD DOE to review evidence submitted through SD LEAP to ensure that progress towards school turnaround is being made. Evidence examined includes School Leadership Team meeting agendas and minutes and the School Turnaround Plan, as well as all other forms and data entered into SD LEAP.

SD LEAP and Turnaround Principles

The SD LEAP online planning tool provides schools access to research-based indicators of effective practice that help drive the improvement process at the school and classroom level. SD DOE has identified a set of indicators – the School Turnaround Indicators – within SD LEAP that are critical to beginning the continuous improvement process. Priority Schools will follow a specific schedule for the SD LEAP system (**Appendix C**). A full list of indicators aligned to the turnaround principles can be found in **Appendix B**.

State-Sponsored Professional Development

SD DOE, along with its School Support Team members, will monitor school- and district-level data and progress to make decisions about the types of professional development opportunities to offer on a regional and/or statewide basis. As with the statewide Common Core professional

development opportunities of the past few years, SD DOE wants to provide meaningful support to schools and districts as they work to close achievement gaps and increase student achievement across the state. As opportunities are available, SD DOE will communicate these directly to Priority Schools and Districts.

State-Approved School Turnaround Teams

SD DOE will utilize the expertise of qualified professionals to assist schools and districts in their turnaround efforts.

- **Technical Advisors**

Based on SD DOE analysis of district data, Priority Districts may be required to set aside up to 5% of their district Title I allocation to pay for a DOE-assigned Technical Advisor. These Technical Advisors will act as a final approval for all district-level decisions being made regarding curriculum, staff assignments, budgetary requests, professional development, and other interventions aligned to the turnaround principles. Technical Advisors also are responsible for regularly communicating with SD DOE, SSTs assigned to schools in the district, and with district governance to include school boards. Through regular reporting, SD DOE will work with Technical Advisors to identify additional support districts may need.

- **School Support Team Members**

Each Priority School will have a School Support Team (SST) member selected and assigned by SD DOE. SSTs will support schools as they go through the data analysis process and plan for and implement interventions aligned to the turnaround principles. They will monitor progress through the SD LEAP system and provide technical assistance. SSTs are expected to interact with School Leadership Teams on regular basis.

- **Data Retreat Facilitators**

SD DOE will provide Priority Schools with either 1) opportunities to attend regional data retreat summits or 2) a list of approved Data Retreat Facilitators. These facilitators have been trained to take schools through a comprehensive data analysis process that is inclusive of the four lenses of data in the South Dakota Data Retreat model.

Academy of Pacesetting Districts (applies to Priority Districts only)

The Academy of Pacesetting Districts (APD) is an opportunity for leaders in a district to explore their current operations with a particular focus on district support for school turnaround. Priority Districts, as defined earlier, have at least one Priority School and 50% or more of their schools identified as Priority and/or Focus Schools. The goal of a Priority District should be to achieve efficient and effective district policies, programs, and practices to enhance growth in student learning through differentiated supports to all schools.

District Leadership Teams

When a district is designated a Priority District, the district will create a District Leadership Team consisting of four to six members. This team **must** consist of the following members:

- Superintendent or Assistant Superintendent
- Principal(s) from Priority and/or Focus Schools
- School Support Team member and Technical Advisor (if applicable)

The other team members **may** consist of the following:

- Title I Director
- Teachers
- School Board Member
- Parents
- Federal Programs Director
- Business Manager
- Special Education Director
- Curriculum Director

The District Leadership Team will be responsible for:

- Participation in the Academy of Pacesetting Districts
 - Includes a kick-off meeting, three learning sessions, and a summative meeting
- Meeting with School Support Team member on a regular basis to work on the District Operations Manual and review the District Indicators of Effective Practice.
- Meeting with the principal(s) of each Priority and/or Focus School, as a team, on a quarterly basis to review and analyze data and use the information to update the District Operations Manual

District Leadership Teams will formalize a system of support reflecting district-level practices proven successful at promoting and supporting positive change at the school and classroom level. The major work product of the academy experience is an Operations Manual for a District System of Support. This Operations Manual will be created via a process of reviewing the District Indicators of Effective Practice (found in **Appendix F**) using the SD LEAP system and a series of virtual and/or face-to-face meetings with the cohort of Priority Districts completing the Academy at the same time. Upon completion of the Operations Manual, District Leadership Teams will continue to monitor, on a quarterly basis, the implementation of the manual as well as the District Indicators of Effective Practice in SD LEAP.

Overview of Academy of Pacesetting Districts Schedule

The Academy is focused on District Indicators of Effective Practice with an eye toward how district practices help or hinder the school turnaround efforts of a district's schools. The Academy consists of the following activities:

1. A kickoff meeting with a cohort of Priority Districts where the District Indicators of Effective Practice are introduced and discussed. A timeline for Priority Districts implementing the Academy is found in **Appendix G** and includes an outline of which indicators a district needs to address and when;

2. Three distance or face-to-face learning sessions that are based on various topics and include a discussion of SD LEAP district indicators and the Operations Manual. The topics covered include: High Standards and Expectations, Working Together, Teaching and Learning, Decision Making, Taking the Lead, and Empowering School Leaders;
3. A summative meeting where the cohort districts share their Operations Manual and discuss strategies for implementing the manual and plans for continuing to assess, plan, and monitor the District Indicators of Effective Practice;
4. Once the District Operations Manual is completed, the district team will continue to meet quarterly to review data, plan and monitor the District Indicators of Effective Practices in SD LEAP, and update the manual; and
5. Priority Districts will work closely with their Priority and Focus Schools to ensure that district-level policies and procedures are supporting the school turnaround efforts of those schools.

A sample schedule for the Academy of Pacesetting Districts is below:

Academy Schedule Suggested LEA Schedule		
<ul style="list-style-type: none"> ❖ Notification to participate from SEA ❖ Complete MOU and establish District Academy Team ❖ Attend SD LEAP Training as Needed <p style="text-align: center;">October Planning Year</p>	<ul style="list-style-type: none"> ❖ Interaction with School Support Team Member ❖ Attend SD LEAP Training as Needed <p style="text-align: center;">Nov/Dec Planning Year</p>	<ul style="list-style-type: none"> ❖ Attend 2 Day District Team Kickoff Meeting <p style="text-align: center;">February Planning Year</p>
<ul style="list-style-type: none"> ❖ Monthly Working Session ❖ Interaction with School Support Team Member <p style="text-align: center;">March Planning Year</p>	<ul style="list-style-type: none"> ❖ Participate in Spring Learning Session ❖ Interaction with School Support Team Member <p style="text-align: center;">April Planning Year</p>	<ul style="list-style-type: none"> ❖ Participate in Summer Learning Session ❖ Interaction with School Support Team Member <p style="text-align: center;">June Planning Year</p>
<ul style="list-style-type: none"> ❖ Monthly Working Session ❖ Interaction with School Support Team Member <p style="text-align: center;">Sept. Implementation Year</p>	<ul style="list-style-type: none"> ❖ Participate in Fall Learning Session ❖ Interaction with School Support Team Member <p style="text-align: center;">Oct. Implementation Year</p>	<ul style="list-style-type: none"> ❖ Attend District Team Summative Meeting <p style="text-align: center;">Nov/Dec Implementation Year</p>
<ul style="list-style-type: none"> ❖ Submit Final District Operations Manual ❖ Implementations of Operations Manual <p style="text-align: center;">January Implementation Year</p>	<ul style="list-style-type: none"> ❖ Review and revise District Operations Manual as Necessary ❖ Plan and Monitor District Indicators in SD LEAP <p style="text-align: center;">February Implementation Year and ongoing</p>	

Exiting Priority School Status

Schools identified as Priority Schools may apply to exit this designation after four years, if they can meet the required criteria, which demonstrates potential for sustained improvement and growth.

- The school is no longer designated as a Priority School based on current year calculations – meaning its overall SPI score is above the bottom 5 percent.
- The school’s Gap Group and Non-Gap Group meet their AMO targets in reading and math for three consecutive years.

- The school is faithfully implementing required interventions, as evidenced through monitoring.

For Title I and Title I eligible high schools identified as Priority Schools because of their graduation rate, the school may apply to exit the designation after it has met the above criteria *and* when it has a graduation rate of 70 percent or above for the last two school years.

Appendix A

PRINCIPAL PERFORMANCE REVIEW - Priority Schools
(This form must be completed for each Priority School.)

District Name: _____

School Name: _____

Name of Principal SY 2014-2015: _____

Name of Principal SY 2015-2016: _____

Name of Principal SY 2016-2017: _____

1. Have you completed a review of the performance of the principal who was employed at the time the school was identified as a Priority School?

___ No

If no, do you plan to complete an evaluation prior to the beginning of SY 2015-2016?

___ Yes (target date) _____

___ No

___ Yes

If yes, what was the outcome?

___ Principal retained

___ Principal fired

___ Principal resigned

2. Principal Retained

a. If the principal was retained, identify the data used to determine this principal has a track record of improving achievement.

___ State assessment scores for the school(s)

___ Information on IEP completion

___ Results of formative assessments including Dibels, Aims Web, etc.

___ Graduation/completion rate data

___ Other data demonstrating student growth (identify below)

3. If a new principal has been hired during school year 2014-15 or will be hired as a principal for school year 2015-16, provide an explanation why this new candidate is equipped to lead the turnaround process.

4. Describe how you are planning to offer this principal operational flexibility necessary to lead the turnaround effort.

5. If a new principal has not been selected to replace the previous principal, explain who is currently leading the turnaround effort and outline the plan for hiring a new principal.

If the principal of the Priority School is the same individual as the district superintendent, the superintendent should complete this form and send it to South Dakota Department of Education, Division of Assessment and Accountability, 800 Governors Drive, Pierre, SD 57501, for approval. Once approved at the state level, it will be sent to the Board President of the school district for final sign off.

Signature of person completing form

Date Submitted

Approved by SD Department of Education

Date Approved

Approved by School Board President (if required)

Date Approved

Appendix B

SD LEAP School Turnaround Indicators

Turnaround Principle 1

Providing strong leadership by:

- (a) reviewing the performance of the current principal;
- (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and
- (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.

School Leadership Teams

ID01		A team structure is officially incorporated into the school turnaround plan and school governance policy. (2745)
ID02		All teams have written statements of purpose and protocols for their operation. (2616)
ID03		All teams operate with work plans for the year and specific work products to produce. (38)
ID04	KEY	All teams prepare agendas and maintain minutes for their meetings. (2617)
ID06		The principal or designated staff member maintains a file of the agendas, work products, and minutes of all teams. (2618)
ID07	KEY	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
ID08		The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID10	KEY	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
ID11	KEY	Instructional teams are organized by grade-level, grade-level cluster, or subject-area. (2619)
ID13	KEY	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)
MTSS1.01	KEY	School and district leadership proactively support the essential components of the MTSS framework in the school and their decisions and actions work toward making the MTSS framework more effective. (1500)
MTSS1.02	KEY	The Leadership Team provides a system of support for teachers through coaching, resource materials, mentoring, peer observations, and problem-solving. (2753)

The Role of the Principal

IE05	KEY	The principal participates actively with the school's teams. (56)
IE06		The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07		The principal monitors curriculum and classroom instruction regularly. (58)

IE08		The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09		The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
IE10		The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
IE13		The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

Turnaround Principle 2

Ensuring that teachers are effective and able to improve instruction by:

- (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort;
- (b) preventing ineffective teachers from transferring to these schools; and
- (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.

Classroom Observations/Evaluation Systems

IF01		The principal compiles reports (intended for the Leadership team) from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (2622)
IF02		The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IF03		Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
IF04		Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
IF05		Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)
IF06		Teachers are required to make individual professional development plans based on classroom observations. (70)
IF07		Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
IF08	KEY	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
IF10		The principal plans opportunities for teachers to share their strengths with other teachers. (74)
MTSS1.03	KEY	All staff responsible for providing Tier I, II, and III interventions have been fully trained on the MTSS framework and on the evidence-based interventions used, and ongoing trainings is available as needed. (2755)
MTSS1.04	KEY	All staff members, including new staff members, are trained and included in the MTSS process. (2747)
MTSS1.05	KEY	School staff receive ongoing professional development on all assessments and assessment procedures. (2754)
MTSS1.06		Staff believe that the purpose of MTSS is to prevent students from having academic and/or behavioral problems. (1499)

Turnaround Principle 3		
Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.		
J07		The LEA/School ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. (1709)
J08		The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (1710)
Turnaround Principle 4		
Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.		
Curriculum		
IIA01		Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
IIA02	KEY	Units of instruction include standards-based objectives and criteria for mastery. (89)
IIB01	KEY	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IIC01		Units of instruction include specific learning activities aligned to objectives. (96)
IIC03		Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)
IIIA01		All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02		All teachers develop weekly lesson plans based on aligned units of instruction. (111)
MTSS3.01	KEY	All core curricula and materials are evidence-based for the target population of learners. (1478)
MTSS3.02		All teachers use student assessment data and knowledge of student readiness, learning preferences, language, and culture to offer students in the same class different teaching and learning strategies to address both academic and behavior needs of students. (2756)
MTSS3.03		Tier II prevention is closely aligned with the core curriculum and complements the core instruction in academic and behavioral programs. (2757)
Instruction		
IIB04		Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IIB05		All teachers re-teach based on post-test results. (95)
IIIA07	KEY	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)
IIIA08		All teachers review the previous lesson. (117)
IIIA09		All teachers clearly state the lesson's topic, theme, and objectives. (118)
IIIA10		All teachers stimulate interest in the topics. (119)
IIIA11		All teachers use modeling, demonstration, and graphics. (120)
IIIA13		All teachers explain directly and thoroughly. (122)
IIIA14		All teachers use eye contact to maintain classroom awareness. (123) (2624)
IIIA15		All teachers speak with expression and use a variety of vocal tones. (124)

IIIA16		All teachers use prompting/cueing. (125)
IIIA17		All teachers re-teach when necessary. (126)
IIIA18		All teachers review with class recitation. (2625)
IIIA19		All teachers review with questioning. (128)
IIIA20		All teachers summarize key concepts. (129)
IIIA21		All teachers re-teach following questioning. (130)
IIIA22		All teachers use open-ended questioning and encourage elaboration. (131)
IIIA25		All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26		All teachers encourage students to check their own comprehension. (135)
IIIA27		All teachers provide positive feedback to students. (2626)
IIIA28		All teachers travel to all areas in which students are working. (137)
IIIA31		All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA32		All teachers interact managerially with students (reinforcing rules, procedures). (141)
IIIA35		Students are engaged and on task. (144)
IIIB02		All teachers regularly assign homework based on school plan/policy. (2628)
IIIB03		All teachers check, mark, and return homework. (152)
MTSS3.04		Tier II interventions involve teacher-led small group instruction where the group size is optimal for the age and needs of the students. (2758)
MTSS4.01		Tier II interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2759)
MTSS4.02		Tier II interventions are well defined in terms of procedure, person(s) responsible, frequency, duration, and measurable outcomes. (2760)
MTSS4.03		Tier II interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2761)
MTSS4.04		Tier II interventions are in addition to the Tier I intervention. (2762)
MTSS4.05		Tier III interventions are based on data from scientific, rigorous research designs that have demonstrated the efficacy of the intervention. (2763)
MTSS4.06		Tier III interventions are implemented using a standard protocol, with procedures to monitor implementation fidelity. (2764)
MTSS4.07		Tier III interventions are more intense than Tier II interventions and are continuously adjusted and individualized to address the needs of each student. (2765)
MTSS4.08		Tier III interventions are in addition to Tier I interventions. (2766)
Assessment		
IIB02		Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
IIB03		Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IIIA05		All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06		All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA40		All teachers assess student mastery in ways other than those provided by the computer program. (149)
MTSS2.01		Procedures are in place to ensure that the academic screening is conducted in a manner that ensures accuracy of the results and administered in a consistent manner in accordance with the developer guidelines. (1495)

MTSS2.02	KEY	Instruments used for the screening are valid, reliable, and accurately predict which students are at risk of poor learning outcomes or challenging behaviors (e.g. CBM, DIBELS, office discipline referrals). (1475)
MTSS2.03		All students are screened with an academic assessment tool three times during the school year based on cut points and procedures. (1476)
MTSS2.04		Procedures are in place to ensure that the academic screening produces accurate results and is administered in accordance with developer guidelines. (1477)
MTSS2.05		Diagnostic assessments are conducted for individual students as needed to adapt instruction and support interventions to student needs. (635)
MTSS2.06		Progress monitoring assessments are conducted bi-weekly for those receiving strategic academic instruction and weekly for those receiving intensive academic instruction. (2751)

Turnaround Principle 5

Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.

IID02	KEY	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
IID03		Teachers receive timely reports of results from standardized and objectives-based tests. (101)
IID06		Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID07	KEY	The Leadership Team monitors school-level student learning data. (105)
IID08		Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09		Instructional Teams use student learning data to plan instruction. (107)
IID10		Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
IID11	KEY	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to identify students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109) (2623)
MTSS5.01		Criteria are established for all Tier III students and progress monitoring data is compared to the learning trajectory to determine the degree to which the student is making adequate progress. (2767)
MTSS5.02	KEY	Evidence documents that the tools used for progress monitoring are valid, reliable, and accurately measures students' academic and/or behavioral development. (1493)
MTSS5.03		The framework includes a well-defined mechanism for making data-driven decisions regarding the placement of students in the appropriate prevention levels, with a process that includes broad base of stakeholders and includes clear criteria and guidelines for placing students in each prevention level beyond Tier I prevention. (2768)
MTSS5.04		Screening, progress monitoring, and other assessment data are used to inform instructional practice at all levels with the goal that instruction is effective with the vast majority of students served. (1497)
MTSS5.05		Data are analyzed, decisions are made, and students receive appropriate intervention in a timely manner. (1498)

Turnaround Principle 6		
Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.		
IIIA33		All teachers interact with students to build positive relationships. (2627)
IIIC01		When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
IIIC04		Students raise hands or otherwise signal before speaking. (159)
IIIC05		All teachers use a variety of instructional modes. (160)
IIIC06		All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC08		All teachers display classroom rules and procedures in the classroom. (163)
IIIC09		All teachers correct students who do not follow classroom rules and procedures. (164)
IIIC10		All teachers reinforce classroom rules and procedures by positively teaching them. (165)
IIIC12		All teachers engage all students. (2630)
Turnaround Principle 7		
Providing ongoing mechanisms for family and community engagement.		
IE12		The principal personally engages parents and the community in the turnaround process. (2746)
IIIB01		All teachers maintain a file of communication with parents. (150)
IIIB06		All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)
IG01	KEY	Parents receive regular communication (absent jargon) about learning standards, their children's progress, and the parents' role in their children's school success. (76)
CM2.1	KEY	Teachers are familiar with the curriculum of the home (what parents can do at home to support their children's learning) and discuss it with them. (1560)
ED5.1	KEY	Professional development programs for teachers include assistance in working effectively with families and community. (3075)
GR1.1		The school's Parent Involvement Policy includes a vision statement about the importance of family-school partnership in a school community. (1535)
CM1.1		The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students. (1558)
CT3.2		The school team annually conducts a "walk-through" the school, parking lot, and grounds to suggest ways to make the school a more welcoming place. (1848)
MTSS6.01		The MTSS framework includes an implemented mechanism for keeping parents/guardians of students receiving both Tier II and Tier III intervention fully informed of the intervention and the progress of their child, and parents are actively engaged in supporting the MTSS framework. (2769)

Appendix C

Priority School SD LEAP Timeline

Reporting Dates:	October 15	January 15	May 15
Planning Year	School is identified in October	Edit school Information Assessment and Demographics (optional) Add School Team Assess 10* Priority Key School Turnaround (ST) indicators Submit School Turnaround Plan Submit Survey of Effective Practices	Assess 10* additional Priority Key ST indicators (minimum of 20* assessed) Plan for 2* ST indicators (with tasks) Submit School Turnaround Plan
Implementation Year 1	Plan for 5* ST indicators (with tasks) (minimum of 7* Active indicators, one from each of the turnaround principles) Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices
Implementation Year 2	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring Plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Survey of Effective Practices
Implementation Year 3	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Survey of Effective Practices	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives	Assess additional ST indicators as necessary Ongoing work on 7* active indicators Monitoring plan Submit School Turnaround Plan Submit Goals and Objectives Submit Survey of Effective Practices

Plan Requirements

- Planned indicator=Assessing an Indicator + Completing the Indicator Plan + Creating Tasks
- Schools must keep a prescribed number of indicators active in order to fulfill plan requirements. **One indicator from each of the seven turnaround principles must be active with tasks at all times.** (Note: Fully-implemented indicators do not constitute planned indicators)
- Active indicators are defined as indicators which a school is currently working on with tasks; when an active indicator is completed, schools will need to choose another indicator to maintain the number of active indicators required for your school level.

Before each reporting date deadline, hit the submit button on the school's dashboard in SD LEAP.

*This is the minimum number of indicators to assess or plan for at each reporting date. The school may assess or plan for more than the required amount.

**The MTSS indicators are not required of Priority Schools. They are included in our list of School Turnaround Indicators and the school may choose to assess and plan the indicators if they wish.

Appendix D

Goals and Objectives Form

While there are minimum requirements below, goals should reflect the needs identified through data analysis.

Priority Schools - At minimum, complete academic goals for both reading and math, for all students, focused on improving achievement. (Goals for subgroups are optional).

Focus Schools- At minimum complete a goal for each GAP subgroup contributing to Focus School status. (Math, Reading, Graduation, Attendance, Other)

To complete this form:

1. Enter the information for each goal.
2. Select "Repeat" to add additional goals (scroll down to the empty fields to add information regarding the additional goals for all students or subgroups)
3. Click "Save" at the bottom of the form to save responses.
4. To submit the report, return to the dashboard, go to the Required Reports Tab and click the "submit" button next to the Goals and Objectives Form.

Please answer the following questions for each goal:

1. Which area is the goal for:

Math Reading Attendance Graduation
Other

2. Which student group does the goal focus on: (Check all that apply to this specific goal)

All Students Economic Disadvantaged Hispanic Native American
White Two or more races Hawaiian Pacific Asian
Black Limited English Proficient Special Education

3. Which Grade Level(s)? (Check all that apply to this specific goal)

K 1 2 3 4 5 6 7 8 High School

4. What is your Goal? See SMART Goal Planning Guide and Quality Checklist

SMART—Specific, Measureable, Appropriate and Achievable, Realistic and Rigorous, Time Bound and Timely (Separate Document)

5. How will the school determine or evaluate whether progress has been made or the goal has been met?

Specific measurable objectives needed to reach your goal	
Targeted grade levels	
Name of the assessment or measurement tool	
Major strategies to be used to accomplish this goal	
Benchmark Data Reporting: Please report data in a clear, consistent format each reporting period to ensure data can be compared easily each time.	
Fall Benchmark Data	Enter student or school data
Winter Benchmark Data/Results	Enter student or school data
<u>Progress Update:</u> Explain whether you are or are not on track toward meeting the goal.	Narrative/Explanation
<u>Strategy Modification:</u> Explain whether this data suggests a need to adjust strategies within the school to meet the goal.	Narrative/Explanation
<u>Goal Adjustment:</u> Are there circumstances to indicate that the goal needs to be revised? If yes, please explain.	Narrative/Explanation
Spring Benchmark Data/Results	Enter student or school data
<u>Goal Completion:</u> Was the goal met? Summarize the results from fall to spring.	Narrative/Explanation
<u>Sustainability/Adjustment:</u> If goal was met, how will the efforts be sustained? If goal was not met, what adjustments need to be made?	Narrative/Explanation

Appendix E

District:	District Contact:	Date:		
School:		Priority	Focus	
School Contact:				

School Survey of Effective Practices

To be completed by the school leadership team. Evaluate the school progress towards the turnaround principles below. **Priority Schools must complete all questions. The statements with an asterisk* are required by focus schools, questions without an asterisk are optional for focus schools.**

*1. The school provides strong leadership.				
School Turnaround Indicators Aligned to Principle:		ID01, ID02, ID03, ID04, ID06, ID07, ID08, ID10, ID11, ID13, IE05, IE06, IE07, IE08, IE09, IE10, IE13, MTSS1.01, MTSS1.02		
Always	Very Often	Sometimes	Rarely	Never
<p><i>Questions to consider: How has the principal demonstrated strong leadership? How has the principal demonstrated the ability to lead the turnaround effort and to create student growth in the school? What flexibility does the principal have to lead the turnaround process?</i></p> <p>Explain:</p>				

2. The school ensures that teachers are effective and able to improve instruction.				
School Turnaround Indicators Aligned to Principle:		IF01, IF02, IF03, IF04, IF05, IF06, IF07, IF08, IF10, MTSS 1.03, MTSS 1.04, MTSS 1.05, MTSS1.06		
Always	Very Often	Sometimes	Rarely	Never
<p><i>Questions to Consider:</i> What professional development has been provided for staff? Has the principal completed strong evaluation of teachers and used this to drive professional development? How is the need for professional development determined? What does the school have in place to verify effective teachers are in place? How does the school address instances where there are poor teaching practices?</p> <p>Explain:</p>				

3. The school has redesigned the school day, week, or year to include additional time for student learning and teacher collaboration.		
School Turnaround Indicators Aligned to Principle:		J07, J08
Completed	In Process/Planning	Not Yet Planned
<p><i>Questions to Consider:</i> How has the school redesigned the day/week/year for student learning and teacher collaboration? What opportunities do teachers have to collaborate in instructional teams? What opportunities do students have for additional learning time? What opportunities do students have to collaborate in learning teams?</p> <p>Explain:</p>		

4. The school strengthened the instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards.

School Turnaround Indicators Aligned to Principle:	IIA01, IIA02, IIB01, IIB02, IIB03, IIB04, IIB05, IIC01, IIC03, IIIA01, IIIA02, IIIA05, IIIA06, IIIA07, IIIA08, IIIA09, IIIA10, IIIA11, IIIA13, IIIA14, IIIA15, IIIA16, IIIA17, IIIA18, IIIA19, IIIA20, IIIA21, IIIA22, IIIA25, IIIA26, IIIA27, IIIA28, IIIA31, IIIA32, IIIA35, IIIA40, IIB02, IIB03, MTSS2.01, MTSS2.02, MTSS2.03, MTSS2.04, MTSS2.05, MTSS2.06, MTSS3.01, MTSS3.02, MTSS3.03, MTSS3.04, MTSS4.01, MTSS4.02, MTSS4.03, MTSS4.04, MTSS4.05, MTSS4.06, MTSS4.07, MTSS4.08
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Always	Very Often	Sometimes	Rarely	Never
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Questions to Consider: How has the school reviewed the curriculum to ensure that it is research-based, rigorous, and aligned with State academic content standards? What additional resources is the school using to fill in gaps in the instructional program? What opportunities do students have for individualized instruction? What academic interventions are in place for students?

Explain:

***5. The school uses data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.**

School Turnaround Indicators Aligned to Principle:	IID02, IID03, IID06, IID07, IID08, IID09, IID10, IID11, MTSS5.01, MTSS5.02, MTSS5.03, MTSS5.04, MTSS5.05
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Always	Very Often	Sometimes	Rarely	Never
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Questions to Consider: Has the school held a data retreat to review the four lenses and if yes, when was it? What data does the school have to review? How do teachers use the data to improve instruction? When does the school team meet to review data? What formative assessment tools are being used to help guide instruction? What data does the school leadership team regularly look at? What data do instructional teams regularly look at?

Explain:

6. The school establishes an environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

School Turnaround Indicators Aligned to Principle: IIIA33, IIC01, IIC04, IIC05, IIC06, IIC08, IIC09, IIC10, IIC12

Always	Very Often	Sometimes	Rarely	Never
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Questions to Consider: What programs/interventions are in place to help students with social/emotional/health needs? How are parents involved in this process? How does the school evaluate school and classroom climate? What behavioral interventions has the school adopted?

Explain:

***7. The school provides ongoing mechanisms for family and community engagement.**

School Turnaround Indicators Aligned to Principle: IE12, IIB01, IIB06, IG01, CM2.1, ED5.1, GR1.1, CM1.1, CT3.2, MTSS6.01

Always	Very Often	Sometimes	Rarely	Never
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Questions to Consider: Are there key community partnerships with the school? What procedures are in place to get parents involved in the school? How are parents informed of student progress? What programs and interventions are in place to increase family and community involvement?

Explain:

***8. Rate the school's effectiveness in addressing the students' needs associated with the classification of Priority or Focus school.**

Very Good

Good

Adequate

Poor

Very Poor

Questions to Consider: What areas (math, reading, attendance, subgroups) contributed to the classification of priority or focus school? What has the school done to identify areas needed for improvement? What interventions have been put into place to meet these needs? What evidence is there to show that these interventions are working?

Explain:

Appendix F

District Indicators of Effective Practice

Academy of Pacesetting Districts (for Priority Districts)

DISTRICT INDICATORS OF EFFECTIVE PRACTICE-DISTANCE LEARNING SESSION 1
The district sets district, school, and student subgroup achievement targets. (7)
The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)
The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (23)
The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)
District and school decision makers meet at least twice a month to discuss the school's progress. (30)
A team structure is officially incorporated into the school turnaround plan and school governance policy. (2745)
All teams have written statements of purpose and protocols for their operation. (2616)
DISTRICT INDICATORS OF EFFECTIVE PRACTICE-DISTANCE LEARNING SESSION 2
The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6)
The district regularly reallocates resources to support school, staff, and instructional improvement. (10)
The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)
The district works with the school to provide early and intensive intervention for students not making progress. (13)
The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)
The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)
Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (34)
Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35)
DISTRICT INDICATORS OF EFFECTIVE PRACTICE-DISTRICT LEARNING SESSION 3
The district intervenes early when a school is not making adequate progress. (12)

The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)
The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (22)
The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (24)
The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (27)
District policies and procedures clarify the scope of site-based decision making granted a school and are summarized in a letter of understanding. (31)

Appendix G

SD LEAP Academy of Pacesetting Districts Timeline (Priority Districts only)

Reporting Dates	
February (planning year)	Attend 2 day District Team Kickoff Meeting
March 1 (planning year)	Edit District Information Demographics and Assessment Information (optional) Add District Team Information
May 15 (planning year)	Assess 7 indicators from DL #1
September 15 (implementation year 1)	Assess 8 indicators from DL #2 Plan for 4* assessed indicators (with tasks)
November 15 (implementation year 1)	Assess 6 indicators from DL #3 Plan for 3* additional assessed indicators (7 total planned for with tasks) Monitoring plan
June 15 (implementation year 1)	Submit District Operations Manual to DOE
Implementation Year 2 and Ongoing	Ongoing work on 7* active indicators Submit District Operations Manual Annually to DOE Monitoring plan

Plan Requirements

- Planned indicator=Assessing an Indicator + Completing the Indicator Plan + Creating Tasks
- Districts must keep a prescribed number of indicators active in order to fulfill plan requirements. (Note: Fully implemented indicators do not constitute planned indicators.)
- Active indicators are defined as indicators which a district is currently working on with tasks; when an active indicator is completed, districts will need to choose another indicator to maintain the number of active indicators required for your district level.

*This is the minimum number of indicators to assess or plan for at each reporting date. The district may assess or plan for more than the required amount.