Progress Monitoring of LEA/School Implementation

School Improvement Grant 1003(g)

2011-2012

**Arizona Department of Education**

**School Improvement and Intervention**

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| **LEA/Charter Holder Contact Information** | | | | | | | | |
| **LEA/Charter Holder Name:** | | **NCES ID#** | | | **CTDS#** | | | **Entity ID#** |
| **Mailing Address:** | | | | **Phone:** | | **Fax:** | | |
| **LEA Contact & Position:** | | **Email:** | | | | | | |
| **Superintendent:** | | **Email:** | | | | | | |
| **Federal Programs Director:** | | **Email:** | | | | | | |
| **Monitoring Dates** | | | | | | | | |
| **Quarter 1:** | **Quarter 2:** | | **Quarter 3:** | | | | **End of Year:** | |

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| **LEA Completion of Required Components of the Model** |

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| All SIG Non-Negotiable Documents are submitted in ALEAT and have been approved by SEA. | **Quarter 1**  Choose an item. | **Quarter 2**  Choose an item. | **Quarter 3**  Choose an item. | **End of Year**  Choose an item. |
| Budget in Grants Management is current and reflects appropriate use of funds for each strategy. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| Action steps in ALEAT aligned to Strategies of Model are current and being implemented effectively and based on submitted timelines. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

**Stages of Implementation**:

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| **LEA Implementation of SIG Turnaround/Transformation Model** | | | | | | | |
|  | **Selection** | **Training** | **Coaching** | **Performance Assessment** | **Decision Support Data Systems** | **Facilitative Administration** | **Systems Intervention** |
| **Full Implementation** | Results of interviews are used to analyze data on staff performance and longevity; changes in interview methods are based on data analyses | Results of pre-post test of knowledge and skills are used to analyze data on trainer and staff performance and longevity and used to improve specific sections of the training | At least annually practitioners rate their satisfaction with the helpfulness and quantity of coaching they receive; data on coaching frequency, duration, and helpfulness are used to analyze data on staff performance and longevity and used to improve coaching | At least annually practitioners rate their satisfaction with the helpfulness and promptness of reporting of performance assessments; practitioner performance data are used to analyze data on staff selection, training, and coaching are used to improve performance assessment methods; process data are correlated with consumer outcome data | Quarterly and annual reports display the results with respect to innovation and organizational processes and outcomes; at least annually staff members rate their satisfaction with the helpfulness and promptness of reporting of organizational assessments; staff routinely make decisions based on the reported findings | Senior administrators make use of the decision support data system reports and other sources of information to assure integration of the selection, training, coaching and assessment functions associated with the innovation; administrators at all levels look for ways to improve practitioner skill levels, satisfaction, and time with consumers. | Senior administrators make use of the decision support data system reports and other sources of information to continue to educate leaders in external systems to continue to influence those systems to more fully support the practitioner’s work with consumers and the organization’s support for practitioners |
| **Initial Implementation** | Interviews conducted by individuals with expertise in the innovation-specific protocols and hiring criteria | Training conducted by individuals with expertise in the innovation-specific content; behavior rehearsal to criterion performance | Coaching occurs at least once a week for each practitioner; a staff development plan is established for each practitioner; coaching time is divided between direct observation, behavior rehearsal, and data reviews | The performance of each practitioner is assessed at least quarterly until performance criteria/ fidelity is reached on a consistent basis; assessment methods include direct observation (live; recorded), data reviews, and consumer queries (e.g. satisfaction questionnaire) | The functioning of the organization with respect to the innovation is routinely measured and the results are reported monthly to practitioners, coaches, and administrators | Organizational structures and functions, staff roles and functions, and financial allocations are modified to fully support the innovation | Organized effort is put into working with leaders in external systems to align their structures and functions to fully support the innovation |
| **Installation** | Developing new interview protocols with hiring criteria specific to innovation | Developing/locating specific content; preparing a workshop schedule; finding space | A person with expertise in the innovation has been hired; acceptable coach; practitioner ratios established; a coaching schedule is developed | A careful review has been conducted to align the content/criteria used in selection interviews and pre-service training with areas to be assessed in practice. | Active work is done to develop/ locate appropriate measures of organizational functioning; staffing is arranged | Specific plans are made to change organizational structures and functions, staff roles and functions, and financial allocations to fully support the innovation | Specific plans are made to meet with officials in external systems to change current requirements to more fully align systems to support the innovation |
| **Exploration** | Developing new job descriptions and pay scales | Developing/locating content specific to the core components of the innovation | Actively recruiting a person with expertise in the innovation; new job description and pay scales | Core components of the innovation are reviewed to see how they can be assessed in practice. | Outlining areas relevant to the innovation in order to evaluate processes and outcomes. | Senior administrators are examining changes needed to fully support the innovation | Senior administrators examine the fit between the innovation and system requirements outside the organization |
|  | **Selection** | **Training** | **Coaching** | **Performance Assessment** | **Decision Support Data Systems** | **Facilitative Administration** | **Systems Intervention** |
| **Quarter 1** | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **Quarter 2** | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **Quarter 3** | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |
| **Quarter 4** | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. | Choose an item. |

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| **L1. Effective LEA Leadership** | | | |
| **Quality Indicators** | | | |
| 1. Redesign of central office roles for empowerment, accountability, and efficiency 2. Implement policies that focus on student achievement as an end result and remove any and all barriers restricting continuous school improvement efforts 3. Partner with external providers 4. Network with other education entities 5. Build school level leadership capacity in the area of teaching and learning 6. Build leadership capacity at all levels of the system for sustainability | | | |
| **Transformation/Turnaround Strategies** | | | |
| Choose an item. | | **Strategy 1:** Replace the principal who led the school prior to commencement of the transformation/turnaround model. | |
| Choose an item. | | **Strategy 2:** Grant new principal sufficient operational flexibility (including staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates. | |
| Choose an item. | | **Strategy 3:** Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external lead partner organization (such as a school turnaround organization or an EMO). | |
| Choose an item. | | **Strategy 4:** Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround” office in the LEA or SEA, hire a “turnaround” leader who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for great accountability. | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators and Strategies** | | **Next Steps for LEA to**  **Increase Level of Implementation** |
| **Quarter 1** |  | |  |
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| **End of Year** |  | |  |

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| **L2. Aligned and Rigorous Curriculum** | | | |
| **Quality Indicators** | | | |
| 1. Support school in implementing standards-based curriculum (i.e. curriculum maps/documents, selection of materials, aligned benchmark assessment systems) 2. Curriculum is aligned with state standards and assessments in all subject areas 3. Curriculum is articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication 4. Curriculum provides flexibility to meet the needs of all students, including special education, gifted and talented, culturally and linguistically diverse, and economically disadvantaged students 5. A process is in place for monitoring, evaluating, and reviewing the curriculum 6. Textbooks and other materials are sufficient for use in delivering curriculum in all content areas | | | |
| **Transformation/Turnaround Strategies** | | | |
| Choose an item. | | **Strategy 5:** Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with Arizona’s academic standards. | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators and Strategies** | | **Next Steps for LEA to**  **Increase Level of Implementation** |
| **Quarter 1** |  | |  |
| **Quarter 2** |  | |  |
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| **End of Year** |  | |  |

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| **L3. Instructional Support** | | | |
| **Quality Indicators** | | | |
| * 1. Ensure access to aligned curriculum, instruction, assessment, and professional development   2. Hire and retain highly competent personnel at all levels from board room to classroom   3. Remove barriers to implementation (protocol for retention and removal of staff, evaluation support, timelines, alignment of requirements and expectations, board approvals)   3.4 Ensure school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice. | | | |
| **Transformation/Turnaround Strategies** | | | |
| Choose an item. | | **Strategy 6:** Establish schedules and strategies that provide increased learning time. | |
| Choose an item. | | **Strategy 7:** Implement a school wide “Response to Intervention” model. | |
| Choose an item. | | **Strategy 8:** Use rigorous, transparent, and equitable evaluation systems for teachers and principals that: 1.) Take into account data on student growth as a significant factor as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2.) Are designed and developed with teacher and principal involvement. | |
| Choose an item. | | **Strategy 9:** Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students: A) Screen all existing staff and rehire not more than 50% and B) Select new staff. | |
| Choose an item. | | **Strategy 10:** Identify and reward school leaders, teachers, and other staff who, implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. | |
| Choose an item. | | **Strategy 11:** Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place and retain staff with the skills necessary to meet the needs of the students in the turnaround or transformation school. | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators and Strategies** | | **Next Steps for LEA to**  **Increase Level of Implementation** |
| **Quarter 1** |  | |  |
| **Quarter 2** |  | |  |
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| **L4. Professional Development** | | | |
| **Quality Indicators** | | | |
| 1. Restructure teaching to foster individual and team effectiveness and professional growth 2. Implement a data-driven professional development plan aligned with student evaluation and teacher performance 3. Support professional development that is appropriate for individual teachers with different experience and expertise 4. Provide ongoing differentiated leadership development, mentoring, and coaching to support school improvement efforts 5. Implement embedded professional development as part of work schedule (i.e. substitutes/early release, academic/instructional coaches) 6. Set goals for professional development and monitor the extent to which it has changed practice | | | |
| **Transformation/Turnaround Strategies** | | | |
| Choose an item. | | **Strategy 12:** Provide staff ongoing, high quality, job-embedded professional development that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies. | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators and Strategies** | | **Next Steps for LEA to**  **Increase Level of Implementation** |
| **Quarter 1** |  | |  |
| **Quarter 2** |  | |  |
| **Quarter 3** |  | |  |
| **End of Year** |  | |  |

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| **L5. Assessment System** | | | |
| **Quality Indicators** | | | |
| 1. Aligned curriculum and instructional frameworks with formative and summative assessments 2. An effective data system that supports data-driven decision-making using multiple data sources, easily accessible, to continually examine and upgrade support 3. Assessment of student learning is frequent and aligned with state standards and district curriculum | | | |
| **Transformation/Turnaround Strategies** | | | |
| Choose an item. | | **Strategy 13:** Promote the continuous use of student data (such as formative, interim, and summative assessments) in order to inform and differentiate instruction to meet the academic needs of individual students. | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators and Strategies** | | **Next Steps for LEA to**  **Increase Level of Implementation** |
| **Quarter 1** |  | |  |
| **Quarter 2** |  | |  |
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| **L6. Culture and Climate, and Communication** | | | |
| **Quality Indicators** | | | |
| 1. Develop and communicate a shared philosophy, vision, and mission statement that focuses on high expectations of success of all students 2. Provides all students and staff with a safe environment that is conducive to teaching and learning 3. Promote a school culture in which professional collaboration is valued and emphasized 4. Define and communicate a common understanding of the effective principles of teaching and learning 5. Requires culturally responsive educational practices to ensure that students from all backgrounds are respected 6. Partner with families and communities and access community resources 7. Ensure regular communication and feedback loops between LEAs/schools and families and community 8. Ensure regular communication and feedback loops between schools and district leadership | | | |
| **Transformation/Turnaround Strategies** | | | |
| Choose an item. | | **Strategy 14:** Provide ongoing mechanisms for family and community engagement. | |
| Choose an item. | | **Strategy 15:** Provide appropriate social-emotional and community-oriented series and supports for students. | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators and Strategies** | | **Next Steps for LEA to**  **Increase Level of Implementation** |
| **Quarter 1** |  | |  |
| **Quarter 2** |  | |  |
| **Quarter 3** |  | |  |
| **End of Year** |  | |  |
| **L7. Resource Allocation** | | | |
| **Quality Indicators** | | | |
| 1. Resource allocation to support and improve teaching and learning and reflect priority of high needs schools 2. Collaboration of funds 3. Sustainability Describe the plan for sustaining these efforts after the funding period ends. 4. Establishes a well-documented budget process to ensure effectiveness and efficiency of financial and capital assets 5. Incorporate all funding sources into the LEA plan (Title I, IDEA, etc.) | | | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators and Strategies** | | **Next Steps for LEA to**  **Increase Level of Implementation** |
| **Quarter 1** |  | |  |
| **Quarter 2** |  | |  |
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| **End of Year** |  | |  |

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| **School Contact Information** | | | | | | | | | |
| **School Name:** | | | **NCES ID#** | | | **CTDS#** | | | **Entity ID #** |
| **Mailing Address:** | | | | | **Phone:** | | | **Fax:** | |
| **Principal:** | | | **Email:** | | | | | | |
| **Cohort** | | | | | | | | | |
| **2009 PLA** | | | | **2010 PLA** | | | | | |
| **Chosen Intervention Model:** | | | | | | | | | |
| **Monitoring Dates** | | | | | | | | | |
| **Quarter 1:** | **Quarter 2:** | **Quarter 3:** | | | | | **End of Year:** | | |

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| **Quality Indicators of High-Achieving Schools** |

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| **S1. Effective School Leadership** | | |
| **Quality Indicators** | | |
| 1. A shared vision and mission are evident throughout the school 2. Decision making that is focused on the school vision and mission is shared with teachers, staff, and the community 3. The principal ensures an equitable, respectful, and supportive environment that focused on promoting high achievement expectations for all students | | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators** | **Next Steps** |
| **Quarter 1** |  |  |
| **Quarter 2** |  |  |
| **Quarter 3** |  |  |
| **End of Year** |  |  |

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| **S2. Aligned and Rigorous Curriculum** | | |
| **Quality Indicators** | | |
| 1. Curriculum is aligned with state standards and assessments in all subject areas 2. Curriculum is articulated clearly across all grade levels and subject areas, and at key transition points to close gaps and eliminate duplication 3. Curriculum provides flexibility to meet the needs of all students, including special education, gifted and talented, culturally and linguistically diverse, and economically disadvantaged students 4. A process is in place for monitoring, evaluating, and reviewing the curriculum 5. Textbooks and other materials are sufficient for use in delivering curriculum in all content areas | | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators** | **Next Steps** |
| **Quarter 1** |  |  |
| **Quarter 2** |  |  |
| **Quarter 3** |  |  |
| **End of Year** |  |  |

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| **S.3. Effective Instruction** | | |
| **Quality Indicators** | | |
| 1. Teachers are evaluated (both formally and informally) and provided with regular feedback 2. Teachers are provided with professional development that is relevant to their needs, based in classroom practice, and reinforced through ongoing support 3. Instruction is based on curriculum aligned to state standards, and frequent benchmark assessments are used to monitor student performance 4. Activities and assignments (including homework) are engaging, relevant to the content, and reinforce or extend the objective of each lesson 5. Additional assistance is provided for low-performing students in the classroom and/or through out-of-classroom or afterschool programs | | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators** | **Next Steps** |
| **Quarter 1** |  |  |
| **Quarter 2** |  |  |
| **Quarter 3** |  |  |
| **End of Year** |  |  |

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| **S4. Use of Formative Assessment and Student Assessment Data** | | |
| **Quality Indicators** | | |
| 1. Assessment of student learning is frequent and aligned with state standards and district curriculum 2. A comprehensive school-level accountability and data management system is in place 3. Student progress data are reported frequently and regularly to students and parents 4. Teachers make instructional decisions based on student performance data | | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators** | **Next Steps** |
| **Quarter 1** |  |  |
| **Quarter 2** |  |  |
| **Quarter 3** |  |  |
| **End of Year** |  |  |

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| **S5. Positive School Climate Focused on Achievement** | | |
| **Quality Indicators** | | |
| 1. High expectations for academic achievement for all students are evident throughout the school environment 2. The school environment is driven by a clear plan for school safety and codes of conduct for staff and students 3. Discipline plans and procedures reflect equity and a respect for diversity in all areas 4. The physical environment is clean and orderly 5. Support is provided for students at key transition points – PK through kindergarten, elementary through middle school, and middle school through high school | | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators** | **Next Steps** |
| **Quarter 1** |  |  |
| **Quarter 2** |  |  |
| **Quarter 3** |  |  |
| **End of Year** |  |  |

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| **S6. Family and Community Engagement** | | |
| **Quality Indicators** | | |
| 1. Families are invited to participate in school activities and programs 2. Families are informed of opportunities that may help students who struggle in school 3. Families and community members are invited and encouraged to participate in school improvement efforts   School personnel actively seek out community participation in school activities and planning | | |
|  | **Evidence/ Examples/ Artifacts of**  **Quality Indicators** | **Next Steps** |
| **Quarter 1** |  |  |
| **Quarter 2** |  |  |
| **Quarter 3** |  |  |
| **End of Year** |  |  |