Fall Outreaches for Districts and Schools

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

-Ron Edmonds

Office of Student and School Success

Andrew Kelly, Assistant Superintendent
Travis Campbell, Director K-12 Education
Welcome All

Please sign in
Outreach Learning Goals for Session 1

• Group A: Participants will

1. Understand expectations for assurances in district-level Expected Indicators
2. Understand services and supports available to district teams
3. Understand OSSS guidance on implementation of district-level Expected Indicators
4. View samples of assessed Indicators and learn how to access the tool for evidence upload and action-planning.
Think and share:

As a district leadership team, we would consider the next two hours a success if...
Central Office Action Planning for Student and School Success

• Guidance for District Leadership Teams
The Guidance Provides Detailed Description of how to Effectively Support Identified Schools

Specifically, the Guidance Demonstrates How to:
• Engage in each step of the iterative action-planning process
• Align district actions and interventions with school-level actions and interventions
• Use Indistar® as the common platform for action-planning
• Compliance vs Transformation of how Central Office supports the building work
Think, Pair, Share...

“Teaching and learning improvements at single schools and multiple schools depend not only on what happens in schools but on how school district central offices create and implement supports for change.”

(Honig, 2005, pg.5)
Plan with the End in Mind

**OUTCOMES**
What changes does our plan intend for students and educators? What interventions will these changes require?

**OUTPUTS**
What strategies are essential to implement the interventions?

**INPUTS**
What resources will we invest to support the strategies?
Improvement Cycle

Figure 2. Improvement Cycle Page 5
“Pause and Reflect”

• Who facilitates central office staff in reflective, data-driven conversations focused on increasing student achievement in individual schools and across the district?

• Who in our district is responsible to shepherd the district action-planning process?

OSSS Central Office Guidance, page 6
Improvement Cycle

Figure 3. Improvement Cycle Pg. 7
• P1-A The district reviews capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort.

• P1-B The district ensures that an empowered change agent (typically the principal) is appointed to head the each school that needs rapid improvement.

• P1-C District examines its policies and makes modifications as needed to provide operational flexibility for principals in order to support school turnaround plans in key areas.
14 District Expected Indicators

• P2-A District policy and practices ensure highly qualified teachers are recruited, placed, and retained to support the transformation and turnaround efforts.

• P2-B The district has policies and practices in place that prevent ineffective teachers from transferring to schools that are required to implement turnaround plans.

• P2-C 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 Student and School Success Action Plan and evolving needs.
14 District Expected Indicators

• P3-A The district allocates resources to support additional learning time for students and staff in schools required to implement turnaround principles.

• P4-A The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models.

• P4-B The district works with the school to provide early and intensive intervention for students not making progress.

• P4-C The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives.
14 District Expected Indicators

• P5-A The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems.

• P6-A The district and its schools implement state and federally aligned policies and procedures which guide, promote and assist school communities with academic, physical, social, emotional and behavioral programs and practices that ensure a safe and supportive culture and climate.

• P7-A The LEA (district)/School has announced changes and anticipated actions publicly; communicated urgency of rapid improvement, and signaled the need for rapid change.

• P7-B The LEA (district)/School has engaged parents and community in the transformation process.
Next steps

Step 1: Assess the need for change (pg 10 of handbook)

A) Collect and Analyze Data
B) Use the Current Level of Development (CLD) review tool
Current Level of Development Review Tool

Step 1
Teams read the Indicator and review the research-based descriptors (Column 2 – includes Wise Ways and other research).

Step 2
Teams identify relevant evidence that can be used to show the district’s progress with the indicator. Column 3 provides examples of evidence for teams to consider; team members list additional evidence in Column 3.

Step 3
Next, each team member assesses the Current Level of Development in Column 4 (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation).

Step 4
The facilitator leads the team in a consensus-building activity to:
- Identify a common assessment of the Current Level of Development (i.e., No Development or Implementation, Limited Development or Implementation, or Full Implementation)
- Develop it’s narrative with evidence describing the agreed-upon Current Level of Development. Teams consider practices listed in Column 2, other practices implemented by the district that align with the Indicator, and evidence listed in Column 3 when developing their narrative.

Step 5
The Leadership Team uses this information to assess each Expected Indicator on Indistar and to support creating the Student and School Success Action Plan.
# Current Level of Development Guidance

## Principle 3: Provide strong leadership.

### P3-A: The district reviews capacity of principals in schools required to implement turnaround plans and determines whether an existing principal has the necessary competencies to lead the turnaround effort.

- **District considerations for retaining/selecting principal to lead effort:**
  - Turnaround leadership requires different competencies than managing a good school.
  - Principals fairly new to the school who demonstrate strong change leadership may be ideal for continuing to lead the school.
  - Changing principals signals need for dramatic improvement.
- **District considers competencies for turnaround principals when reviewing capacity of principal/selecting new principals:**
  - Driving for results (achievement, initiative and persistence, monitoring and directiveness, planning and direction)
  - Influencing for results (impact and influence, team leadership, developing others)
  - Problem solving (analytical thinking, conceptual thinking)
  - Showing confidence to lead
- **District examines additional attributes:**
  - Analyzes data to identify high-priority problems that can be fixed quickly (quick wins)
  - Creates plans that clarify expectations and responsibilities
  - Concentrates on smaller number of changes that can be achieved quickly to provide impetus for the bigger changes to take place
  - Willing to deviate from “usual way we do business”
  - Leads staff to focus on student academic and social needs
  - Makes sure all stakeholders are aware of positive changes; holds those who doubt progress responsible

### P3-B: The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement.

- **District recognizes that successful restructuring generally requires a new principal, most likely from outside the school; promoting someone from within the school is not necessarily the correct move, since he/she is already familiar with the school:**
- **District empowers turnaround leaders to:**
  - Concentrate on a few very important changes with big, fast payoffs, and
  - Act to implement practices proven to work with previously-low-achieving students. If these practices do not align with district policies, district and school leaders collaborate to identify next steps.
- **District supports principal actions contributing to success:**
  - Communicates a positive vision of future school results
  - Collects and analyzes school and student performance data
  - Collaboratively creates an action plan based on data

### Required Evidence for All Districts, with Priority, Focus, and/or Emerging Schools: Principle 1: Letter of Assurance showing that district reviewed the capacity of the current principal and determined if he/she has the competencies to lead turnaround effort.

#### Sample evidence:
- Relevant board/district policies, procedures, and/or practices describing principal evaluation process
- Evidence of competencies used to review capacity of principals expected to lead turnaround efforts in challenged and low-achieving schools
- Documentation showing how principal evaluation system, including district’s chosen leadership framework, was used in decision-making

#### Questions to consider:
- What process does district use to evaluate and assign principals to its neediest schools?
- How does district hold schools accountable for student learning and provide feedback to principals?
- How does district communicate high expectations for adult performance, particularly around eliminating inequitable learning outcomes and the educator practices impacting those outcomes?

### Sample evidence:
- Relevant board/district policies, procedures, and/or practices for assigning principals to challenged and low-achieving schools
- Documentation showing how district balances school-level autonomy/flexibility with accountability for increases in educator capacity and student learning
- Collective Bargaining Agreement (CBA)
- Memorandum of Understanding (MOU)

#### Questions to consider:
- What processes does district use to ensure leaders demonstrating turnaround competencies are assigned to its neediest schools?
• **Select** an Expected Indicator listed in column one
• **Read** and **discuss** the evidence-base for the Indicator you have selected in column two
• **Discuss** and **assess** the level of implementation for your district related to the Indicator selected (no implementation, limited implementation, or full implementation) Why/Why not?
**Improvement Cycle: Step 2-6**

- **Identify** and **specify** the Problem of Practice (CLD) (Step 2, pg 13)
- **Select** the intervention to address (step 3, pg 14)
- **Craft** action plan for change (step 4, pg 15)
- **Implement** Action Plan Monitor Implementation and Impact (steps 5/6)
Timeline: District Expected Indicators

- October 30, 2014:
  P1-A/B due--Letter of Assurance regarding the reviewed capacity of the principal to lead the Turnaround efforts.

- October 2014 through May 2015:
  1. Assess all 14 “Expected Indicators”
  2. Indicators marked as “no development” or “limited development” must have S.M.A.R.T. goals, tasks, and timelines
  3. Indicators marked as “fully implemented” must have artifacts uploaded and narrative that speaks to sustainability
  4. Submit plan
How to Assess District Level Expected Indicators

1. Once logged in and on the dashboard, click on the “District Level Expected Indicators” link.

2. Click on the Assess button on the Main page.
How to access District Level Expected Indicators

3. Click on the “Display all Indicators” button to pull up all 13 District-Level Expected Indicators.

4. Note that Tab 2 “Indicators to Assess” will open with a list of all of the “District-Level Expected Indicators”. Click on an Indicator to assess it.
How to Upload Evidence

1. To upload the supplemental evidence for Indicator P1-A, return to the dashboard (it will be on a tab in your browser titled “My Dashboards). Click on the “Document Upload” icon.
How to Upload Evidence

2. A list of folders (one for each Principle) will appear. To upload evidence to any folder, click the “Upload a New File” button at the top of the page.

3. Click the “Browse” button to search your computer for the file you wish to upload. For the “Title”, name the evidence you’re uploading the indicator code along with the word “evidence”.

Questions?

Contact Chriss Burgess
Lead Coach for District Improvement
Office of Student and School Success
chriss.burgess@k12.wa.us
Outreach Learning Goals Session 1

• AM Session I, Group B: School teams will:
  • Review revised Student and School Success Action Planning Guide for School Teams (to include “Pause and Reflect” guided discussions);
  • Use Data Reflection protocols with 2013-14 achievement data
  • Review Active Implementation of School Interventions activities
  • Use the Current Level of Development Tool (if newly ID’d)
  • Collaborate with Success Coaches
Think and share:

As a school leadership team, we would consider the next two hours a success if...
Student and School Success Action-Planning Handbook: Updates!

- **Action-Planning Handbook**
- NEW Section III
  - Active Implementation Guidance of Expected Indicators
- Updated Section IV
  - Revised Title I Schoolwide Plan Integration Guidance
  - New Title I Targeted Assistance Integration Guidance
Teams may (with guidance by Coaches and ESD Leads):

- Use Data Reflection protocols in conjunction with 2013-14 released school achievement data
- Review “Implementation of Useable Interventions” Activities 1.1 and 4.6 in Appendix
- Use the Current Level of Development Tool (if newly ID’d)
- Collaborate with Success Coaches on Action-Planning, Action Plan review, etc.
- Other?
Reflection/Evaluation

Evaluations | ESD Regional Outreach

Please circle which session(s) you attended:
Session 1 /Session 2/Session 3/Session 4

1. What was helpful about today and what is one thing you will apply in your practice in the next week?

2. What additional questions do you have?

3. What would you suggest we do different for future outreaches?
Outreach Learning Goals Session 2

• Participants will

1. Learn Title I updates on Schoolwide plan integration and Targeted Assistance Plan integration
Fall Outreaches for Districts and Schools

“We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that. Whether or not we do it must finally depend on how we feel about the fact that we haven’t so far.”

-Ron Edmonds

Office of Student and School Success

Andrew Kelly, Assistant Superintendent
Travis Campbell, Director K-12 Education
Welcome All

Please sign in
Welcome and Outreach Learning Goals—Session 3

Group A: Participants will learn about:
1. Expectations and requirements for Newly Identified Schools
2. Supports and services through OSPI and the ESD
4. CEE Data and Current Level of Development (CLD) Tool
5. Crafting S.M.A.R.T. Goals

Team Time
Think and share:

As a school leadership team you would consider today a success if...
Levers for Transforming our Schools
MULTI-TIERED SYSTEM OF SUPPORT

REQUIRED ACTION
DISTRICT LEVEL II

REQUIRED ACTION
DISTRICT LEVEL I

PRIORITY, FOCUS, AND SCHOOL IMPROVEMENT GRANT SCHOOLS

ALL SCHOOLS

STATE ACTIONS
RECOGNITION & ACCOUNTABILITY

SCHOOL & DISTRICT ACTIONS
ASSISTANCE & INTERVENTION

ACTIONS
TARGETED
DIRECTED

LESS LOCAL
MORE LOCAL

DEPARTMENT
### PRIORITY and FOCUS SCHOOLS – Expectations and Requirements

<table>
<thead>
<tr>
<th>Engage in “deep data analysis”</th>
<th>Priority</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>CRAFT/REVISE Student and School Success Action Plan using Indistar®; address findings from deep data analysis; align plan with Student and School Success Principles; submit plan on Indistar® to OSPI for review by due dates (October 30, 2014; February 28, 2015; and May 30, 2015)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implement turnaround principles (i.e., Student and School Success Principles) described in federal guidelines</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Implement plan; monitor progress toward intended goals; revise plans as needed on Indistar®</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Engage in professional development aligned with S.M.A.R.T. Goals in Student and School Success Action Plan</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
# PRIORITY & FOCUS SCHOOLS – Supports/Services

<table>
<thead>
<tr>
<th>Support/Service</th>
<th>Priority</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Leadership Coach – Differentiated technical assistance, coaching, and monitoring</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Comprehensive Data Packages and Data Coaching</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>OSPI Review of Student and School Success Action Plan on Indistar®</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Access to OSPI/ESD professional development and services</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Minimal iGrants to support engagement in professional development and services aligned with Student and School Success Action Plan</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Access to “Mentor Schools” (Reward Schools, SIG Schools with similar demographics)</td>
<td>✓</td>
<td>✓</td>
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</tbody>
</table>
## Priority Schools - Identification

<table>
<thead>
<tr>
<th>Steps to Identify Priority Schools (Title and Non-Title; Based on “All Students” Performance)</th>
<th>State and/or Federal</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Floor: Less Than 40% for Reading/Math (combined)</td>
<td>State</td>
<td>N=60</td>
</tr>
<tr>
<td>2. Floor: Less than 60% for Adjusted 5-year Cohort Graduation Rates</td>
<td>State/Federal</td>
<td>N=11</td>
</tr>
</tbody>
</table>
| 3. Lowest ranked schools based on Achievement Index (ranked #1748 - #1801).  
*Note:* Total of #1 + #2 + #3 must be 90. | State | N=19 |
| 5. Bottom 5% of Persistently Lowest Achieving Schools (ranked # 1 - #46) in Reading and Math | Federal | N=5 |
Focus Schools - Identification

<table>
<thead>
<tr>
<th>State and Federal</th>
<th>State and/or Federal</th>
<th>Number of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Based on Subgroup Performance)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Floor: Less than 60% for Adjusted 5-year Cohort Graduation Rates for All Students (Title)</td>
<td>Federal</td>
<td>N=14</td>
</tr>
<tr>
<td>2. Lowest 10% in Reading/Math Note. Threshold for subgroup performance - Less than or equal to 13.58% proficient in Reading/Math (combined)</td>
<td>State/Federal</td>
<td>N=131</td>
</tr>
<tr>
<td>3. Focus – Continuing from 2013-14 into 2014-15</td>
<td>Federal</td>
<td>N=23</td>
</tr>
</tbody>
</table>
Timeline and Steps in Action-Planning Process

- **Context**
  - Collect Data
  - Engage in Data Analysis
  - Assess Indicators using tools provided (Current Level of Development tool)
  - Apply for iGrant funds (available July 1, 2014)

- **May – Aug 2014**
  - ESD Action-Planning Workshops
  - Create and/or Revise Student and School Success Action Plan
  - Submit Plan to OSPI (Oct 30, 2014)
  - Implement Plan

- **Aug– Oct 2014**
  - Coach Critique of submitted Action Plans

- **Nov 2014**
  - Schools Address Coach Critique feedback and/or Peer Review and feedback
  - Implement Plan
  - Progress Monitor Indicators and Tasks
  - Revise Plan as necessary
  - Submit Plan for mid-year review (Feb 28, 2015)
  - ESEA AYP integration (Feb 28, 2015)
  - Title I SWP / Target Assistance integration (Feb 28, 2015)
  - Submit Plan for annual review (May 30, 2015)

- **2014-15 school year**
Student and School Success Action-Planning Handbook: Updates!

- Action-Planning Handbook
- NEW Section III
  - Active Implementation Guidance of Expected Indicators
- Updated Section IV
  - Revised Title I Schoolwide Plan Integration Guidance
  - New Title I Targeted Assistance Integration Guidance
Figure 3. Improvement Cycle Pg. 7
10 minutes
Improvement Cycle

Figure 3. Improvement Cycle Pg. 7
Improvement Cycle

Figure 3. Improvement Cycle Pg. 7
Current Level of Development (CLD) for School Action Planning—In Packet
Seamless Transition from Paper to Digital Tool

“CLD”

Indistar
Improvement Cycle

Figure 3. Improvement Cycle Pg. 7
Figure 3. Improvement Cycle Pg. 7
Activity 1.1
Getting started with Usable Interventions

Activity 4.6
Using the Stages of Implementation Analysis Tool

Instructions

Apply It Now
Improvement Cycle

Figure 3. Improvement Cycle Pg. 7
S.M.A.R.T. Goals

Participants will have clear understanding of the process for:

• Creating S.M.A.R.T. Goals aligned with Expected Indicators.

• Using the *S.M.A.R.T. Goal Rubric* to ensure S.M.A.R.T. Goals identify expected impacts on student learning and educator practice, as well as the evidence that will be used to monitor progress.

• Inserting S.M.A.R.T. Goals on Indistar®.
What is a S.M.A.R.T. Goal?

S.M.A.R.T. goals/objectives articulate both the evidence supporting the strategy and measurable outcomes for students and educators. The acronym “S.M.A.R.T.” is used to describe goals/objectives that are:

- Specific,
- Measurable,
- Actionable/Attainable,
- Realistic, and
- Time-bound
What Format Will We Use?

“Our S.M.A.R.T. Goal is to (insert change here...) from (insert current status – student outcome and educator/organizational capacity here...) to (insert desired status – student outcome and educator/organizational capacity here...) by (insert date...) as measured by (insert instruments here...).”
Example S.M.A.R.T. Goal for Expected Indicator P5 IID08

P5 IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.

If we do __, then we impact __, that results in __.
What Does the Data Tell Us?

EXAMPLE

- **State Assessment Data**: Special Education Students’ performance on the MSP in both Reading and Mathematics is far below that of the district and the state.

- **Classroom Walkthrough**: Data show inconsistent use of effective Core instructional strategies.

- **Staff Surveys**: Most staff feel unprepared to support inclusion in Core classes.
How do we address our “Problem of Practice”? 

- **If we do (ACTION):** Professional development in strategies to serve Special Education students in Core for all instructional staff
- **Then we IMPACT:** Instructional Practice – Differentiate Instruction
  - Instructional Framework (i.e., Danielson, CEL, Marzano)
  - Classroom Walkthroughs and Peer Visits
- **That RESULTS IN:** Improved performance for all students, including students with disabilities.
  - MSP/HSPE/EOC as appropriate (performance and student growth)
  - **Other**
Goal

- **Students:** By June 2015, there will be significant improvement in all students’ reading skills on the State Assessment and MAPS.

- **Educators:** Starting November 1, 2014 and throughout the 2014-15 academic year, all teachers will consistently use and model predicting and summarizing strategies as instructional tools to facilitate student learning. Use will be verified at least twice per quarter through principal observation and peer CWTs.

Evidence

- **Students:** Decrease in gap between Special Education and All Students subgroup performance in Reading on State Assessments from 50% to 20%

- **Students:** Increase in student performance from 55% to 70% of students performing to standard on MAPS

- **Educators:** In at least 80% of the observations/CWTs, teachers use predicting and summarizing strategies to facilitate students linking text-to-meaning.

P5 IID08: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
# S.M.A.R.T. Goal Rubric

**Directions:** Use this rubric to develop/assess the quality of S.M.A.R.T. goals/objectives within the Student and School Success Action Plan. The acronym "S.M.A.R.T." is used to describe goals/objectives that are **Specific**, **Measurable**, **Actionable/Achievable**, **Realistic/Results-oriented**, and **Timely/Time-bound**. S.M.A.R.T. goals/objectives articulate both the evidence supporting the strategy and measurable outcomes for students and educators.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>N/A</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the expected outcomes of implementing this objective for students/identified subgroups?</td>
<td>No identified outcomes for students/identified subgroups are described</td>
<td>Few identified outcomes for students/identified subgroups are described, they are not expressed in terms of measurable changes in student learning</td>
<td>Many measurable outcomes for students/identified subgroups are described</td>
<td>All measurable outcomes for all students and each identified sub-group are described</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
<tr>
<td>2. What are the expected outcomes of implementing this objective for educator practice?</td>
<td>No identified outcomes for educator practices are described</td>
<td>Few identified outcomes for educator practices or behaviors are described, they are not expressed in terms of measurable changes in educator practice or connected to student learning outcomes</td>
<td>Many measurable outcomes for educator practices are described that clearly link to expected student learning outcomes</td>
<td>All measurable outcomes for practices for teachers and leaders are described that clearly link to expected student learning outcomes</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
<tr>
<td>3. What professional development or technical assistance (PD/TA) is provided to support effective implementation of this objective?</td>
<td>No PD/TA that aligns to objective, needs assessment, or staff needs is described</td>
<td>Some PD/TA that aligns to objective, needs assessment, or staff needs is described</td>
<td>Majority of PD/TA is aligned to objective and was determined based on needs assessment, needs of staff and students/identified subgroups</td>
<td>Extensive job-embedded PD/TA aligned to objective is provided; PD/TA is based on needs assessment, needs of staff and students and identified subgroups; PD/TA is supported by on-site coaching</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
<tr>
<td>4. What resources are allocated to support effective implementation of this objective?</td>
<td>No resources aligned to the objective are identified</td>
<td>Some resources aligned to the objective are described</td>
<td>Multiple resources aligned to objective are identified; resources align with identified needs of students/ sub-groups</td>
<td>Resources are completely aligned to support the objective and to identified needs of students/sub-groups</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
<tr>
<td>5. What evidence will be utilized to determine the effectiveness of implementing the objective in achieving the desired outcomes?</td>
<td>No evidence of implementation and/or impact of the objective is described</td>
<td>Some indication of evidence of implementation and/or impact is described</td>
<td>Several measures of evidence are provided to assess the impact of the objective</td>
<td>Multiple measures of evidence are provided to assess effectiveness of implementation and impact of the objective</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
</tbody>
</table>
Calibration
**Unpacking and Indicator**

- **P5 IID07:** The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).
S.M.A.R.T. Goal Collaboration

If we do ___, then we impact ___, that results in ___.

- What do the data show (Narrative in “Current Level of Development”)?
  - Data: WAKids (psycho-social, fine and gross motor, academic, etc.) other district-developed screening data, early entrance assessment tools, DIBELs (K-2), grade level reporting, etc.
- “How it will look when fully met” S.M.A.R.T. Goal
  - If the Leadership Team does (ACTION): If the Leadership Team reviews pre-K to K and grade to grade student data (listed above) to ensure student-centered transition plans for each student (in collaboration with building administration, parents, teachers, and specialists) and monitors the effectiveness of student transition throughout the year in monthly teacher data team meetings, parent conferences, and quarterly standards-based achievement reporting on academics and social growth
  - Then we IMPACT: Danielson Domains 2a: Creating an Environment of Respect and Rapport, 3d: Using Assessment in Instruction, 4c: Communicating with Families to ensure smooth transition

That RESULTS IN: Improved student transition as measured by successful student transition plan goal accomplishment (academics and social growth) for all students in
  - Progress reports, parent conferences, Benchmark assessments, DIBELs, and grade-level standards reporting
  - TASKS TO FOLLOW, e.g., Transitional meetings with parents, staff, and administration to discuss considerations specific to program delivery models when moving from pre-school to the K-3 environment.
Team Collaborative Time

• Access Andy/Travis/Tisha on the action planning process, e.g., data analysis, action-planning, implementation of interventions, services and supports, iGrant/Fiscal

• Identify concrete next steps (teams will share out)—remember, begin with an end in mind...
  – Who, What, When, How...
THANK YOU! Reflection/Evaluation

Evaluations  |  ESD Regional Outreach

Please circle which session(s) you attended:
Session 1 / Session 2 / Session 3 / Session 4

1. What was helpful about today and what is one thing you will apply in your practice in the next week?

2. What additional questions do you have?

3. What would you suggest we do different for future outreachs?
Outreach Learning Goals Session 3

• Group B: Participants of continuing and Priority and Focus Schools will:

1. Collaborate in Peer Reviews and collaborate to further develop their Action Plans
Peer review Activity

Activity Instructions:
• Using the Essential Questions and the peer review activity packet, complete the feedback form.

Be sure to include:
• 2 affirmations about the plan
• 2 questions to push the plan authors’ thinking

Essential Questions to consider:
• What are the expected outcomes of implementing this objective for student/identified sub groups
• What are the expected outcomes of implementing this objective for educator practice?
• What professional development is provided to support effective implementation of this objective?
• What resources are allocated to support effective implementation of this objective?
• What evidence will be utilized to determine the effectiveness of implementing the objectives in achieving the desired outcomes?
S.M.A.R.T. Goals Format

S.M.A.R.T. goals/objectives articulate both the evidence supporting the strategy and measurable outcomes for students and educators. The acronym “S.M.A.R.T.” is used to describe goals/objectives that are:

- Specific,
- Measurable,
- Actionable/Attainable,
- Realistic/Results-oriented, and
- Timely/Time-bound
### Peer Review – S.M.A.R.T. Goal Rubric

Directions: Use this rubric to develop/assess the quality of S.M.A.R.T. goals/objectives within the Student and School Success Action Plan. The acronym “S.M.A.R.T.” is used to describe goals/objectives that are Specific, Measurable, Actionable/Achievable, Realistic/Results-oriented, and Timely/Time-bound. S.M.A.R.T. goals/objectives articulate both the evidence supporting the strategy and measurable outcomes for students and educators.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Distinguished</th>
<th>N/A</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the expected outcomes of implementing this objective for students/identified subgroups?</td>
<td>No identified outcomes for students/identified subgroups are described</td>
<td>Few identified outcomes for students/identified subgroups are described, they are not expressed in terms of measurable changes in student learning</td>
<td>Many measurable outcomes for students/identified subgroups are described</td>
<td>All measurable outcomes for all students and each identified subgroup are described</td>
<td>N/A</td>
<td>Feedback</td>
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<tr>
<td>2. What are the expected outcomes of implementing this objective for educator practice?</td>
<td>No identified outcomes for educator practices are described</td>
<td>Few identified outcomes for educator practices or behaviors are described, they are not expressed in terms of measurable change in educator practice or connected to student learning outcomes</td>
<td>Many measurable outcomes for educator practices are described that clearly link to expected student learning outcomes</td>
<td>All measurable outcomes for practices for teachers and leaders are described that clearly link to expected student learning outcomes</td>
<td>N/A</td>
<td>Feedback</td>
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<tr>
<td>3. What professional development or technical assistance (PD/TA) is provided to support effective implementation of this objective?</td>
<td>No PD/TA that aligns to objective, needs assessment, or staff needs is described</td>
<td>Some PD/TA that aligns to objective, needs assessment, or staff needs is described</td>
<td>Majority of PD/TA is aligned to objective and was determined based on needs assessment, needs of staff and students/identified subgroups</td>
<td>Extensive job-embedded PD/TA aligned to objective is provided; PD/TA is based on needs assessment, needs of staff and students and identified subgroups; PD/TA is supported by on-site coaching</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
<tr>
<td>4. What resources are allocated to support effective implementation of this objective?</td>
<td>No resources aligned to the objective are identified</td>
<td>Some resources aligned to the objective are described</td>
<td>Multiple resources aligned to objective are identified; resources align with identified needs of students/identified subgroups</td>
<td>Resources are completely aligned to support the objective and to identified needs of students/identified subgroups</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
<tr>
<td>5. What evidence will be utilized to determine the effectiveness of implementing the objective in achieving the desired outcomes?</td>
<td>No evidence of implementation and/or impact of the objective is described</td>
<td>Some indication of evidence of implementation and/or impact is described</td>
<td>Several measures of evidence are provided to assess the impact of the objective</td>
<td>Multiple measures of evidence are provided to assess effectiveness of implementation and impact of the objective</td>
<td>N/A</td>
<td>Feedback</td>
</tr>
</tbody>
</table>
Calibration
Unpacking and Indicator

• *P5 IID07: The Leadership Team reviews student data to recommend appropriate support for each student’s transition from pre-K to Kindergarten, grade to grade, or school to school (e.g., elementary to middle level).
S.M.A.R.T. Goal Collaboration

If we do __, then we impact __, that results in __.

- What do the data show (Narrative in “Current Level of Development”)?
  - Data: WAKids (psycho-social, fine and gross motor, academic, etc.) other district-developed screening data, early entrance assessment tools, DIBELs (K-2), grade level reporting, etc.

- “How it will look when fully met” S.M.A.R.T. Goal
  - If the Leadership Team does (ACTION): If the Leadership Team reviews pre-K to K and grade to grade student data (listed above) to ensure student-centered transition plans for each student (in collaboration with building administration, parents, teachers, and specialists) and monitors the effectiveness of student transition throughout the year in monthly teacher data team meetings, parent conferences, and quarterly standards-based achievement reporting on academics and social growth

- Then we IMPACT: Danielson Domains 2a: Creating an Environment of Respect and Rapport, 3d: Using Assessment in Instruction, 4c: Communicating with Families to ensure smooth transition

- That RESULTS IN: Improved student transition as measured by successful student transition plan goal accomplishment (academics and social growth) for all students in
  - Progress reports, parent conferences, Benchmark assessments, DIBELs, and grade-level standards reporting
  - TASKS TO FOLLOW, e.g., Transitional meetings with parents, staff, and administration to discuss considerations specific to program delivery models when moving from pre-school to the K-3 environment.
Peer Review

• Begin with selecting one “active” Expected Indicator
• Perform Peer Review
• Offer feedback
• Repeat process above
Reflection/Evaluation

Please circle which session(s) you attended:
Session 1 / Session 2 / Session 3 / Session 4

1. What was helpful about today and what is one thing you will apply in your practice in the next week?

2. What additional questions do you have?

3. What would you suggest we do different for future outreaches?
Outreach Learning Goals Session 4

• Teams will:

  1. Collaborate with ESD Staff to align ESD services to the needs of the district and school
  2. Continue Team Time from Session 3
  3. Continue Team Time with Session 3