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OSPI Office of Student and School Success
Indistar Action Plan Critique (Oct - SC)

Indistar Action Plan – October 30 Plan Submission Critique

The first "Action Plan Critique" for the 2014-15 school year will review the Student and School Success Action Plan submitted on **October 30, 2014.** This critique is different from your earlier coaching review comments. The "Coach Critique Review" on page 9 of the Coaching Critique Template (Word doc) provides additional information for writing narratives that respond to the prompts below. If you do not have a copy of this template contact paul.wieneke@k12.wa.us.

Narratives should provide general feedback in the form of affirmations and questions. The essential question guiding your analysis of the plan is, ***'Will this plan result in the expected changes in student learning and educator practice?"***

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1. Has a representative Leadership Team (e.g., principal, teachers who lead Instructional Teams, other key professional staff) been identified? Does the team guide and facilitate the action-planning process?

Coach Response:

There is a Leadership Team in place at [redacted]. This team has worked on the improvement plan in Indistar and has periodically updated the plan. There are a few new members who need orientation to the tool and process and the whole staff will need to get regular updates on the monitoring and progress of the plan. It is important that all staff see a comprehensive and integrated plan for significant change at [redacted]

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2. Has the team assessed each of the 17 School-Level Expected Indicators in Indistar®?

Coach Response:

Yes, the team has assessed all 17 School-level Expected Indicators in Indistar.

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3. Is there evidence of one "active" Expected Indicator (with S.M.A.R.T. Goal and appropriate tasks and timelines) under each Turnaround Principle? Coaches use the S.M.A.R.T. Goal Rubric when responding to this prompt.

Coach Response:

There is evidence of at least one "active" Expected Indicator under each Turnaround Principle. You have done a good job updating and revising your plan in Indistar to reflect the work during the 2014-2015 school year. During my review of your plan, I have a few recommendations and clarifying and probing questions. I focused only on active Expected Indicators in your plan, except for P5-IID07, which is required for Title 1.

P2-IF11: I am wondering about the status of on-going training around Reading Mastery?

P2-IF12: Are you meeting quarterly to review student progress in Reading Mastery? (task 4). Please revise the SMART goal to reflect the current assessments being used to measure student progress. (See P1-IE06)

P2-IF14: Please revise the SMART goal to reflect the current assessments being used to measure student progress. (See P1-IE06). Update tasks to reflect the work this year and the revised timelines. (tasks 2&3). How is this being monitored this year?

P3-IVD05: Is the extended learning time still being utilized in the master schedule and monitored using EasyCBM? Are intensive students being monitored "every two weeks to determine program effectiveness?"

P3-IVD06: Where are you in the implementation cycle for your PLC's? Next steps? Tasks for this?

P4-IIA01: Are resource teachers being included in this process (creation of pacing guides) "to support the continuous improvement of students with disabilities?" The target completion date for reading and math pacing guides is 1/9/15. Where is this process? You will want to use the "Monitor" tool in Indistar to reflect your progress.

P4-IIIA07: This deals with developing common unit assessments for reading and math by 1/9/15. Where is this process? You will want to use the "Monitor" tool in Indistar to reflect your progress.

P5-IID07: This is your transition plan.). Please revise the SMART goal to reflect the current assessments being used to measure student progress. (See P1-IE06)

Wondering where you are on the implementation of this plan and your intentions for this year?

P5-IID08: Wondering the current status of implementing and using the data analysis protocol this year? Would be great to upload evidence of this into Indistar.

P5-IID12: Are data analysis protocol meeting being scheduled for unit assessments and easyCBM?

P6-IIIC13: Creating a data display to reflect behavior data and share results quarterly with grade-level teams is a great idea. Is this happening? Part of the [redacted] culture? (task 2) Is there on-going training for positive behavior interventions? (task 3)

P6-IIIC16: Revise to reflect [redacted] work with the culture and climate committee. Both "How it will look when fully met" and added tasks (research programs, select a program, and implementation tasks for the remainder of this year)

P7-IVA01: Where are you with scheduling and holding Parent/Family member meetings?

P7-IVA02: Wondering the status of the Family Handbook for the 2014/2015 school year?

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4. Assess the school's response to and evidence provided for the following three questions for "fully implemented" Indicators:
- **"How do you know this is happening?"**
- **"How do you know it is effective?"**
- **"What needs to be done to sustain this?**

Coach Response:

There is 1 fully implemented Indicator. It is in Principle 7 and deals with nuts and bolts structure and practice. It is imbedded in the school's practice and is supported by district policy. It is:

P7-IVA04: The School's compact is communicated with families at student-family conferences. I am wondering if parental support for "curriculum of the home" is explicitly part of this communication?

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5. How does school explicitly use a variety of data to establish baseline data (assess current level of development) and set goals (create plan)? Coaches may consider a variety of proficiency attainment, classroom walkthrough, and other data when responding to this prompt.

Coach Response:

[redacted] is using classroom walkthrough data tied to Marzano and to PD, classroom and school discipline data; interim classroom assessments aligned to CCSS. [redacted] is planning on using the Interim assessment blocks from Smarter Balanced released by the state in January. There is scheduled training in the use and analysis of this data and time for grade level teams to regularly analyze and develop strategic plans in response to this data. There continues to be a need to make this work comprehensive and integrated so it becomes deeply implemented as part of the practice of the school. This will occur with clear and consistent expectations from the principal as well as consistent and effective monitoring of teacher practice around data. [redacted] is on its way to making this a reality.