

Guidance for District Action Plans Office of Student and School Success 2015–16

The Office of Student and School Success (OSSS) provides guidance and support to districts regarding the District Improvement Planning process (DIP) when schools within their districts are identified as Priority, Focus, SIG (School Improvement Grant), or RAD (Required Action District). The OSSS District Action Plan and the Title I ESEA-AYP expectations are integrated in Indistar[®], so that districts need not submit separate documents to satisfy state and federal expectations.

Overview

Schools identified as Priority, Focus, SIG or RAD create, monitor, and revise their school improvement plans in Indistar[®]. School leadership teams are expected to annually assess the 17 School-Level Expected Indicators and select a minimum of one “active” Expected Indicator per Turnaround Principle. “Active” Indicators have S.M.A.R.T. goals, tasks, and timelines, and the progress around implementation and impact is regularly monitored by the school. Decisions on which Indicators to address should directly relate to spring 2015 state assessment and other current data. The School Leadership Team and OSSS Leadership Coach jointly monitor plans, goals, and tasks and evaluate progress throughout the year. School teams use the [Current Level of Development Guidance \(CLD\)](#) when assessing Indicators to guide the work; this is located in Appendix C of the [Student and School Success Action-Planning Handbook: A Guide for School Teams](#). This document can also be found under *Docs & Links* in Indistar[®].

Districts with schools identified as Priority, Focus, SIG, or RAD are expected to create, implement, and monitor/revise a District Action Plan in Indistar[®]. Schools and districts should partner to co-create success. District administrators should think of school turnaround as a systems-level issue requiring research-based practices to establish the conditions for school turnaround to succeed. District leadership has a critical role in determining a schools’ success. For additional research and guidance on the district role, please see the research document, [“District Readiness to Support School Turnaround,”](#) and guidance, [Central Office Action Planning: Guidance for Districts with Priority and Focus Schools](#), for additional information.

A District Action Plan should respond to the following questions:

- To what extent do our systems, structures, policies, and culture support our lowest performing schools in becoming improvement-oriented learning organizations?
- To what extent do our district-level systems and supports align with school-level initiatives?

District Leadership Teams are expected to annually assess the 14 District Expected Indicators aligned with the seven Turnaround Principles. The document titled [“School-Level and District Level Indistar Expected Indicators”](#) summarizes the parallel school and district actions. This document is also located in *Docs & Links* in Indistar[®].

Action Planning

District-Level Expected Indicators directly relate to School-Level Expected Indicators. District action planning should provide a bridge of collaborative support for the school’s action-planning process. The [Current Level of Development Guidance for Districts \(CLD\)](#) document leads a team through the process of assessing the 14 District-Level Expected Indicators. These indicators must be assessed each year. The team will assess each Expected Indicator as *No Development or*

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Implementation, Limited Development or Implementation, or Full Implementation. S.M.A.R.T. goals and tasks must be created and monitored throughout the school year for all Expected Indicators assessed as *No Development or Implementation or Limited Development or Implementation.* Districts provide current and pertinent evidence of sustainability for all Expected Indicators assessed as *Full Implementation.*

It is important that districts assess the 14 Indicators in a **team** setting yearly. Based on the size of a district, teams may be comprised of the district personnel who oversee the identified school(s), the Title I/Special Services Administrator, a District Curriculum Administrator, and an Assessment Administrator. It is suggested that the administrator who supervises the principal should be the lead of this team

It is strongly suggested that districts assess all 14 District-Level Expected Indicators within the first two months of the school year. When assessing Indicators, District Leadership Teams also discuss the supports and tasks to be developed in the plan. We recommend teams first read the research ([District Readiness to Support School Turnaround](#)) and the Office of Student and School Success guidance ([Central Office Action Planning: Guidance for Districts with Priority and Focus Schools](#)) cited above.

Suggested Pacing Guide

The following pacing guide will help to support the district work:

By October 30, 2015

- **Due:** Districts upload the Letter of Assurance indicating that the principal of the identified school demonstrates the capacity to turnaround the school (see Expected Indicators P1-A and P1-B) in the district's *Document Upload* folder in Indistar[®] by October 30, 2015.
- **Suggested:** District teams assess all 14 District-Level Expected Indicators in Indistar[®] for the 2015–16 school year. Assessments completed in earlier years are not considered current, because they are not informed by spring 2015 state assessment and other recent data. Indicators are assessed as *No Development or Implementation, Limited Development or Implementation, or Full Implementation.* If marked *Full Implementation*, then pertinent, up-to-date evidence must be uploaded in the *Document Upload* folder.
- **Suggested:** Between October 30, 2015 and February 28, 2016, S.M.A.R.T goals and tasks are developed for Indicators marked *No Development or Implementation or Limited Development or Implementation.* **Districts taking on new initiatives, such as a new interim assessment or a curriculum adoption, can enter these as tasks in their action plan; the plan should speak directly to how these initiatives will positively impact and be monitored for the identified school(s).**

By February 28, 2016

- **Due:** Districts that are in a Step of Improvement based on ESEA-AYP (Step 1 or Step 2) AND have an identified Priority, Focus, SIG, or RAD school are required to address six specific District-Level Expected Indicators in the District Action Plan by February 28, 2016. We have integrated the ESEA-AYP requirements in the Indistar[®] District Action

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Planning tool to support district teams. Please see page 77 of [Central Office Action Planning: Guidance for Districts with Priority and Focus Schools](#) for additional information about expectations for Districts in Step 1 or 2 of Improvement. Note: An additional web form is also due on February 28, 2016 for districts in Step 2 of ESEA-AYP. The web form is located under the *Complete Forms* tab in Indistar®.

- **Suggested:** Upload evidence of monitoring tasks in the plan throughout the year. There may be date changes and/or tasks added as the **district supports or implements activities that directly relate to the needs of its identified school(s)**.

By May 30, 2016

- **Due:** District Action Plan for 2015–16 is to be submitted in Indistar by May 30, 2016. The narrative for each Indicator must be updated, and tasks monitored/ revised as needed. This is an evolving plan, one that is not expected to reach *Full Implementation* for all Expected Indicators. This submission should speak to the work that is accomplished for this year.

Additional Information

What happens after the May 30 submission?

A group of district coaches review each District Action Plan submitted in Indistar® and provide feedback to districts on their action planning. Affirmations and considerations are given. The superintendent is notified by email when the form is submitted in Indistar® by the reviewer. District leaders click on the “Coaching Review” button on the District Main Dashboard page in Indistar® to view the feedback given to their District Action Plan.

What happens if a district is late submitting the plan?

A reminder will be sent to the Superintendent or accountable administrator. Submission is required to ensure that the grant and coaching supports will be in place for the coming year.

What resources are available to support district leadership teams?

Leaders and staff from OSSS are available to come to your district or to work remotely to facilitate your team’s ongoing/iterative discourse using Indistar®. Additional information is available on the OSPI website: <http://k12.wa.us/StudentAndSchoolSuccess/default.aspx>.