***O.S.S.S. Indistar® School Action Plan, Title 1 Targeted Assistance Integrated Components & ESEA-AYP Required Indicator Matrix for***

***2-28-16 Submission***

***Support Matrix for Coaches***

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| \*Denotes OSSS Expected Indicator |
| Principle Focus Area | OSSS 17 Expected Indicators**1 Active Indicator required for each Principle** | Title 1- Targeted Assistance Checklist **Require 1 Indicator for each component**1, 2, 3, 4, 5, 6, 7, 8 | Title I-ESEA-AYP SIP Checklist**3 areas require indicators** | **Minimum Indicators to Include in Schools Plan**(Additional Indicators added as needed) |
| **Principle 1: Leadership** | P1-IE06\* | **Component 1**P1-ID03P3-IVD02P3-IVD04**Component 5** P1-IE06\*P1-IE07P1-ID12 |  | *Choose 1*P1-ID03 P3-IVD02P3-IVD04*and*P1-IE06\* |
| **Principle 2: Professional Development** | P2-IF11\*P2-IF12\*P2-IF14\* | **Component 6:** P2-IF11\*P2-IF12\*P2-IF14\* | **Professional Dev**P2-IF11\*P2-IF12\*P2-IF14\* | *Choose 1:*P2-IF11\*P2-IF12\* P2-IF14\*  |
| **Principle 3:****Extended Learning / Collaboration** | P3-IVD05\*P3-IVD06\* | **Component 2** P1-ID01P3-IVD05\*P3-IVD06\***Component 8** P3-IVD03 | **Extended Learning**P3-IVD05\* | P3-IVD05\**and*P3-IVD03 |
| **Principle 4:****Effective Instruction** | P4-IIA01\*P4-IIIA07\*P4-IIA03\* | **Component 3:**P4-IIA03\*P4-IIIA07\* |  | *Choose 1*P4-IIA03\*P4-IIIA07\*  |
| **Principle 5: Data – Assessment and Analysis** | P5-IID08\*P5-IID12\* | **Component 4:**P5-IID07P5-IIDO8\*P5-IIID12\* |  | *Choose 1*P5-IID08\* or P5-IID12\*  |
| **Principle 6: Safe and Supportive Environment** | P6-IIIC13\*P6-IIIC16\* |  |  | *Choose 1*P6-IIIC13\*P6-IIIC16\* |
| **Principle 7: Increase Parent Involvement** | P7-IVA01\*P7-IVA02\*P7-IVA04\*P7-IVA13\* | **Component 7:**P7-IVA01\*P7-IVA02\*P7-IVA04\* | **Parent Involvement** 3/3 Required:P7-IVA02\*P7-IVA04\*P7-IVA13\* | *All three*P7-IVA02\*P7-IVA04\*P7-IVA13\* |

**Table 9. Title I, Part A Targeted Assistance Component and Corresponding Indistar® Indicators**

| **Schoolwide Component** |  **Indicators** |
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| **Component 1****Academic Achievement** | P1-ID03 | All teams have written statements of purpose and by-laws for their operation |
|  | P3-IVD02(Principle 3) | The school provides opportunities for members of the school community to meet for purposes related to students' learning. |
|  | P3-IVD04 | The school ensures that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development. |
| **Component 2****Planning** | P1-ID10 | The school’s Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and PD development needs. |
|  | P3-IVD05**\***(Principle 3) | School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. |
|  | P3-IVD06\* | The school has established a team structure for collaboration among all teachers with specific duties and time for instructional planning. |
| **Component 3****Effective Instruction** | P4-IIA03\* | The school leadership team regularly monitors and makes adjustments to continuously improve the ore instructional program based on identified student needs. |
|  | P4-IIIA07**\***(Principle 4) | All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. |
| **lClomponent 4** **Coordination with Regular Ed** | P5-IID07(Principle 5) | 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). |
|  | P5-IID08\* | The instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. |
|  | P5-IID12\* | All teacher monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments. |
| **Component 5****HQ staff** | P1-IE06\* | The principal keeps a focus on instructional improvement and student learning outcomes. |
|  | P1-IE07 | The principal monitors curriculum and classroom instruction regularly. |
|  | P1-ID12 | Instructional Team meet for blocks of time (4 to 6 hour blocks, once a month; hole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. |
| **Component 6****High Quality Professional Development** | P2-IF11\* | Professional development is aligned with identified needs based on staff evaluation and student performance. |
|  | P2-IF12**\***(Principle 2) | School provides all staff high quality, ongoing, job- embedded, and differentiated professional development |
| P2-IF14**\***(Principle 2) | School sets goals for professional development and monitors the extent to which it has changed practice |
| **Component 7****Parent Involvement**  | P7-IVA01**\***(Principle 7) | Parent (family) representatives advise the School Leadership Team on matters related to family-school relations. |
| P7-IVA02\* | 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 (families) and students. |
| P7-IVA04**\***(Principle 7) | The school’s Compact includes responsibilities (expectations) that communicate what parents (families) can do to support their students’ learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home). |
| P7-IVA13\* | The LEA/School has engaged parents and community in the transformation process |
| **Component 8****Federal, state coordination** | P3-IVD03 | School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. |

A minimum of one of the corresponding indicators for each Targeted Assistance component must active in the comprehensive plan**.** Once an Indicator has been fully implemented and evidence has been provided, the team selects another Indicator within the corresponding Targeted Assistance Component so that there is an active corresponding Indicator in the school’s plan at all times.

Indicators with an asterisk (\*) are Office of Student and School Success “Expected” Indicators, and therefore must be given preference when selecting a corresponding indicator to include in the plan.