January 25, 2016

Dear Leadership Coaches,

We thought it might be helpful to provide you with a summary of the expectations to support you as you work with leadership teams in your Priority and Focus schools and districts.

Highlights of the expectations for plans to be submitted by February 28, 2016 include:

1. **Priority, Focus, SIG, and RAD Schools:** The following are expected to be submitted by **February 28, 2016**:
   1. **All Priority, Focus, SIG, and RAD Schools:** Current, updated Student and School Success Action Plan
   2. **NON-TITLE Priority, Focus, SIG, and RAD Schools:** These schools are not required to complete Schoolwide, Targeted Assistance, or ESEA-AYP Plans; only the current Student and School Success Action Plan is due on February 28, 2016.
   3. **Title I Priority, Focus, SIG, and RAD Schools:** “[Title I Schoolwide [or Targeted Assistance] Plan Required Components Checklist of Evidence/Actions](http://www.indistar.org/app/FTC.aspx?n=SPlanReq2&t=S&sd=5720)” web form. [See pages 23-33 in the Student and School Success Action-Planning Handbook Guide for School Teams](http://www.k12.wa.us/StudentAndSchoolSuccess/pubdocs/OSPIAction-PlanningHandbook.pdf)
   4. **Title I Priority, Focus, SIG, and RAD Schools in Step 1, 2, 3, 4, or 5 of Improvement Based on AYP:**  “[ESEA-AYP School Improvement Plan Checklist](http://www.indistar.org/app/FTC.aspx?n=ESEA-AYPChecklist&t=S&sd=5720)” web form. [See Appendix G in the Student and School Success Action-Planning Handbook Guide for School Teams](http://www.k12.wa.us/StudentAndSchoolSuccess/pubdocs/OSPIAction-PlanningHandbook.pdf)
2. **Districts in Step 1 or 2 of Improvement Based on AYP that also have Priority, Focus, SIG, and/or RAD Schools:** The following are expected to be submitted by **February 28, 2016**.
   1. **Districts in Step 1 or Step 2 that also have Priority, Focus, SIG, and/or RAD Schools:** *Either upload current* District Improvement Plan in Indistar® in the ESEA-AYP folder, or assure that current district level Indistar® plan aligns to ESEA-AYP requirements. [See Appendix E in the Central Office Action Planning Handbook.](http://www.k12.wa.us/StudentAndSchoolSuccess/pubdocs/OSPIAction-PlanningHandbook-District.pdf)
   2. **Districts in Step 2 that also have Priority, Focus, SIG, and/or RAD Schools:** Complete “[ESEA-AYP Step 2 District Improvement Plan Checklist](http://www.indistar.org/app/FTC.aspx?n=UploadReq&t=D&sd=2346)” under “Complete Forms” tab in Indistar®, and submit under the “Submit Forms/Reports” tab. See [Additional Expectations for Districts in Step 2 of Improvement in the Central Office Action Planning Handbook.](http://www.indistar.org/app/DashboardDocs/Integrating%20District%20ESEA-AYP%20Plans_12-11-14.docx)
   3. **Districts that are NOT in Step 1 or Step 2, or Districts whose Focus or Priority schools are not Title I schools:** These districts are not required to submit an ESEA-AYP District Improvement Plan or Web form. Their District Plan is to be submitted by May 30, 2016.

The table on the next two pages are guides for Success Coaches to support school and district teams.

As always, please be sure contact me first if you have questions. You may also contact Larry Fazzari at [larry.fazzari@k12.wa.us](mailto:larry.fazzari@k12.wa.us) or Nate Marciochi at [nate.marciochi@k12.wa.us](mailto:nate.marciochi@k12.wa.us) with questions about Title I requirements.

Kind regards,

Paul Wieneke

*Indistar® Steward*

*Office of Student and School Success*

*Office of Superintendent of Public Instruction, WA*

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***Office of Student and School Success Timelines***

|  |  |
| --- | --- |
| **Date** | **Action** |
| **February 28, 2016** | **Districts:** in Step 1 or Step 2 of **ESEA-AYP**: *Either upload current* District Improvement Plan in Indistar® in the ESEA-AYP folder, or assure that current district level Indistar® plan aligns to ESEA-AYP requirements. See Appendix F and Table F.1 in the Central Office Action Planning Handbook for required ESEA-AYP aligned District indicators: <http://www.k12.wa.us/StudentAndSchoolSuccess/ActionPlanHandbook.aspx> Districts in Step 2 that also have Priority, Focus, SIG, and/or RAD Schools: Complete “[ESEA-AYP Step 2 District Improvement Plan Checklist](http://www.indistar.org/app/FTC.aspx?n=UploadReq&t=D&sd=2346)” under “Complete Forms” tab in Indistar®, and submit under the “Submit Forms/Reports” tab. |
| **February 28, 2016** | **Schools:** (Focus, Priority, Sig/RAD): current, updated OSSS **Action plans** submitted in Indistar® under “submit forms” tab |
| **February 28, 2016** | **Schools: OSSS/Title I** School Wide or Targeted Assistance Components aligned in Indistar® for Focus, Priority and Sig/RAD. Assure that Title I guidelines are met by completing the Title I Required Components Checklist of Evidence/Actions under the complete forms tab in Indistar® and submitting under the “submit forms/reports” tab. See *Appendix G* in the Handbook |
| **February 28, 2016** | **Schools**: **OSSS/Title I** in Steps 1-5 of **ESEA-AYP** School Improvement—  Three of the seven ESEA AYP School Improvement Plan required components have corresponding Indistar Indicators. Assure that Title I ESEA-AYP guidelines are met by completing the ESEA-AYP School Improvement Plan Checklist under the complete forms tab in Indistar® and submitting under the “submit forms/reports” tab. See *Appendix H* School Handbook. |
| **March 20, 2016** | **Coaches:** Winter coaches’ critiques due in Indistar under “review progress” button, coaching critique tab. |
| **May 30, 2016** | **Schools**: End-of-Year Plan submitted in Indistar  **Districts**: Plan submitted in Indistar |

**Table 6. Title I, Part A Schoolwide Component and Corresponding Indistar® Indicators**

| **Schoolwide Component** | **Indicators** | | |
| --- | --- | --- | --- |
| **High Quality Professional Development (4)** | 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 |
| **Parent Involvement (6)** | P4-IIIB06  (Principle 4) | All teachers report systematically to parents (families) the student’s mastery of specific standards-based objectives (in plain language that allows for understanding). |
| 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). |
| P3-IVD02  (Principle 3) | The school provides opportunities for members of the school community to meet for purposes related to students' learning. |
| P7-IVA01**\***  (Principle 7) | Parent (family) representatives advise the School Leadership Team on matters related to family-school relations. |
| **Student Transition (7)** | 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). |
| **Measures to include teachers in assessment decisions (8)** | P3-IVD05**\***  (Principle 3) | School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. |
| P5-IID05  (Principle 5) | Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. |
| P4-IIA02  (Principle 4) | Units of instruction include standards-based objectives and criteria for mastery. |
| **Effective Timely additional assistance to students experiencing difficulty (9)** | P1-ID11  (Principle 1) | Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. |
| P5-IID11  (Principle 5) | Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). |
| P4-IIIA07**\***  (Principle 4) | All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. | | |

A minimum of one of the corresponding indicators for each schoolwide 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 Schoolwide 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.

***O.S.S.S. Indistar® School Action Plan,***

***Title 1 Integrated Components &***

***ESEA-AYP Required Indicator Matrix for***

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

***Support Matrix for Coaches***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \*Denotes Expected Indicator | | | | |
| Principle Focus Area | OSSS 17 Expected Indicators  **1 Active Indicator required for each Principle** | Title 1-Checklist of Evidence  Components **Require 1 Indicator for each component**  **(4, 6, 7, 8, 9)** | Title I-ESEA-AYP  School Improvement Plan Checklist  **3 areas require indicators** | **Minimum Indicators to Include in Schools Plan**  (Additional Indicators added as needed) |
| **Principle 1: Leadership** | P1-IE06\* |  |  | P1-IE06\* |
| **Principle 2: Professional Development** | P2-IF11\*  P2-IF12\*  P2-IF14\* | Component 4:  P2-IF12\*  P2-IF14\* | Professional Development:  1 indicator required:  P2-IF11\*  P2-IF12\*  P2-IF14\* | P2-IF12\* or  P2-IF14\* |
| **Principle 3:**  **Extended Learning / Collaboration** | P3-IVD05\*  P3-IVD06\* | Component 8:  P3-IVD05\*  P4IIA02  P5-IID05 | Extended Learning  P3-IVD05\* | P3-IVD05\* |
| **Principle 4:**  **Effective Instruction** | P4-IIA01\*  P4-IIIA07\*  P4-IIA03\* | Component 9:  P1-ID11  P4-IIIA07\*  P5-IID11 |  | P4-IIIA07\* |
| **Principle 5: Data – Assessment and Analysis** | P5-IID08\*  P5-IID12\* | Component 7:  P5-IID07 |  | P5-IID08\* or  P5-IID12\*  and  P5-IID07 |
| **Principle 6: Safe and Supportive Environment** | P6-IIIC13\*  P6-IIIC16\* |  |  | P6-IIIC13\* or  P6-IIIC16\* |
| **Principle 7: Increase Parent Involvement** | P7-IVA01\*  P7-IVA02\*  P7-IVA04\*  P7-IVA13\* | Component 6:  P3-IVD02  P4-IIIB06  P7-IVA01\*  P7-IVA04\* | Parent Involvement 3/3 Required:  P7-IVA02\*  P7-IVA04\*  P7-IVA13\* | P7-IVA02\*  P7-IVA04\*  P7-IVA13\* |

**Table 6. Title I, Part A Targeted Assistance Component and Corresponding Indistar® Indicators**

| **Schoolwide Component** | **Indicators** | | |
| --- | --- | --- | --- |
| **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.

***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***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| \*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-ID03  P3-IVD02  P3-IVD04  **Component 5**  P1-IE06\*  P1-IE07  P1-ID12 |  | *Choose 1*  P1-ID03  P3-IVD02  P3-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-ID01  P3-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-IID07  P5-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\* |

|  |  |
| --- | --- |
| **May 30, 2015** | -School End-of-Year Plan submitted in Indistar  -District Plan submitted in Indistar |
|  |  |