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South Dakota Department of Education
Aspiration, Goals and Strategies

The South Dakota Department of Education’s (SD DOE) aspiration is for all students to leave the K-12 education system **College, Career and Life Ready**. Recognizing that students will pursue a variety of paths following high school graduation, South Dakota has high expectations for all students. SD DOE focuses its efforts and resources towards ensuring quality educational opportunities and ongoing improvement of student outcomes – either through support of educators and school leaders, or directly with students.

**SD DOE Goals and Strategies**

SD DOE is focused on a series of goals to achieve this aspiration. These goals are:

- Students enter 4th grade proficient in reading;
- Students enter 9th grade proficient in math;
- Native American students see increased academic success;
- Students graduate high school ready for postsecondary and the workforce.

In addition, SD DOE has identified these foundational supports necessary to achieving the aspiration and goals:

- Students have access to high quality standards and instruction;
- Students are supported by effective teachers and leaders;
- School environments are safe and conducive to learning.
Every Student Succeeds Act (ESSA)

Evolution of ESSA

The Elementary and Secondary Education Act (ESEA) was created in 1965 by President Lyndon B. Johnson who believed in providing a full educational opportunity. ESEA was reauthorized in December 2015, and named the Every Student Succeeds Act (ESSA). Throughout the fifty-plus years, the overall mission of ESEA has remained the same: provide equal opportunities for all students.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td>Elementary and Secondary Education Act (ESEA) offered federal grants to districts serving low-income students and grants for books, education centers, and scholarships for low-income students.</td>
</tr>
<tr>
<td>1988</td>
<td>Expanded ESEA to include new programs that serve at-risk children, including migrant and homeless children.</td>
</tr>
<tr>
<td>1988</td>
<td>Amended ESEA to increase restrictions so more Title I money would be used to assist educationally at-risk children of low income families.</td>
</tr>
<tr>
<td>1994</td>
<td>Accountability and student testing became the focus to measure effectiveness. Districts required to use assessments to measure and report effectiveness annually.</td>
</tr>
<tr>
<td>1999</td>
<td>Standards and standards-aligned assessments for all 10th-12th grade students. States required to identify schools not making adequate yearly progress.</td>
</tr>
<tr>
<td>2002</td>
<td>NCLB shifted control to the federal government and away from the states and expanded testing requirements. All students were expected to become proficient in reading/language arts and math by 2014.</td>
</tr>
<tr>
<td>2011</td>
<td>States allowed to apply for waivers that relinquished some of the NCLB requirements including the 2014 deadline for proficiency.</td>
</tr>
<tr>
<td>2015</td>
<td>ESSA shifted decision-making power back to the states and local school districts. States define their standards, assessments, and accountability systems and teacher evaluation systems.</td>
</tr>
</tbody>
</table>

South Dakota System of School Success

Following the shift of decision making back to the states, South Dakota, with the advisement of stakeholders, created a state plan tailored to the needs of South Dakota students, all while meeting ESSA requirements.

In order to affect long-lasting improvement in South Dakota schools, SD DOE has created a responsive system intended to build the effectiveness of districts and schools to identify and address the diverse needs of students. This approach, The South Dakota System of School Success, is comprised of the School Success Framework and the School Success Process.

This document contains guidance, tools, and best practices to assist districts and schools as they navigate the South Dakota System of School Success.
Identification of Comprehensive and Targeted Support and Improvement Schools

Comprehensive Support and Improvement
In accordance with ESSA, SD DOE annually designates schools for Comprehensive Support and Improvement. The department has three methods of identifying schools CSI schools.

Comprehensive Support and Improvement: Lowest 5% Title I The lowest-performing five percent of Title I schools are identified for Comprehensive Support using the results of the School Performance Index (SPI). The SPI returns a summative point rating for each school based on the point structures, as detailed in the tables below. SD DOE ranks separately Title I elementary and middle schools, and high schools, according to their overall SPI score; those five percent of Title I elementary and middle schools, and high schools, receiving the lowest overall SPI scores will be designated for Comprehensive Support under this category. Schools identified for Comprehensive Support will be designated for a period of four year to use interventions and strategies to improve the overall performance of their students.

Comprehensive Support and Improvement: Graduation Rate SD DOE also examines the graduation rates of all public high schools in the state. Those public high schools with a graduation rate below 67% will be designated for Comprehensive Support.

Comprehensive Support and Improvement SD DOE will identify for Comprehensive Support any Title I school designated for Additional Targeted Support and Intervention (ATSI) if the school has not met exit criteria after four years.

For more information, please see the SD DOE State ESSA Plan.
Targeted Support and Improvement

In accordance with ESSA, SD DOE annually designates schools for Targeted Support and Improvement and Additional Support and Improvement.

**Targeted Support and Improvement (TSI)** - Any public school with a subgroup or its Gap group performing disproportionately below the performance of the all students group on all eligible indicators over a period of three years.

**Additional Targeted Support and Improvement (ATSI)** - A TSI school with a subgroup or its Gap group performing no better on all eligible indicators than the aggregate performance of the bottom 5% of Title I schools over a period of three years.

For more information, please see the SD DOE State ESSA Plan.
## Identification of Schools

<table>
<thead>
<tr>
<th>Designation</th>
<th>Identification Criteria</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Support &amp; Improvement (CSI)</td>
<td>Lowest-performing 5% of Title I schools, based on SPI. Public high schools with a graduation rate of less than 67%. Title I ATSI schools who do not exit within four years.</td>
<td>Annually</td>
</tr>
<tr>
<td>Targeted Support &amp; Improvement (TSI)</td>
<td>Public schools with a subgroup or its Gap group performing disproportionately below the performance of the all students group on all eligible indicators over a period of three years.</td>
<td>Annually</td>
</tr>
<tr>
<td>Additional Targeted Support &amp; Improvement (ATSI)</td>
<td>A TSI school with a subgroup or its Gap group performing no better on all indicators than the aggregate performance of the bottom 5% of Title I schools over a period of three years.</td>
<td>Annually</td>
</tr>
</tbody>
</table>


## School Performance Index Indicators

### High School Indicators
- Student Achievement for Math
- Student Achievement for English Language Arts
- English Language Proficiency
- Four-Year Cohort Graduation Rate
- College and Career Readiness
- High School Completion Rate

### Elementary and Middle School Indicators
- Student Achievement for Math and English Language Arts
- English Language Proficiency
- Academic Growth
- School Quality = Attendance
### High School SPI Points Distribution

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Maximum Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>Student Achievement</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>20</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
<tr>
<td>Four-Year Cohort Graduation</td>
<td>12.5</td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>25</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

*This will be measured through attendance for the 2017-18 and 2018-19 school years, at which point South Dakota will explore other school quality indicators.

### Elementary and Middle School SPI Points Distribution

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Maximum Points Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Indicators</strong></td>
<td></td>
</tr>
<tr>
<td>Student Achievement</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>20</td>
</tr>
<tr>
<td>English Language Arts</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
<tr>
<td>Academic Growth</td>
<td></td>
</tr>
<tr>
<td>English Language Arts- All Students</td>
<td>10</td>
</tr>
<tr>
<td>Math- All Students</td>
<td>10</td>
</tr>
<tr>
<td>English Language Arts- Lowest Quartile</td>
<td>10</td>
</tr>
<tr>
<td>Math- Lowest Quartile</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
<tr>
<td>English Language Proficiency</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

*Those subgroups with asterisks compromise the super subgroup referred to as the Gap group. See below for more detail.*

### Subgroups

SD DOE reports and bases accountability decisions on the following federally recognized student groups, or subgroups:

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Program Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Caucasian</td>
<td>Students with Disabilities*</td>
</tr>
<tr>
<td>Hispanic/Latino*</td>
<td>English Learners*</td>
</tr>
<tr>
<td>Black/African American*</td>
<td>Economically Disadvantaged*</td>
</tr>
<tr>
<td>American Indian/Alaska Native*</td>
<td></td>
</tr>
<tr>
<td>Hawaiian/Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td></td>
</tr>
<tr>
<td>Two or More Races</td>
<td></td>
</tr>
</tbody>
</table>

*Those subgroups with asterisks compromise the super subgroup referred to as the Gap group. See below for more detail.*
Gap Group

The Gap group is an aggregate count of student groups in South Dakota that have historically experienced achievement gaps. South Dakota currently includes the following student groups in its Gap group: African American, American Indian/Alaska Native, Hispanic, Economically Disadvantaged, Students with Disabilities, and English Learners.

A student is only counted once- either as one Gap group student or as one Non-gap group student. The composition of the Gap group will be reexamined in 2019-2020.

How exactly does the use of the Gap and Non-gap groups increase transparency? South Dakota maintains an n size of 10. Any group with fewer than 10 members is not published on the public Accountability Report Card. (That data does remain available to schools and districts through a secure private report card).

A school with 100 students might break out like this:

- White/Caucasian: 55
- English Learners: 2
- African American: 9
- Hispanic: 9
- Asian/Pacific Islander: 9

- American Indian/Alaska Native: 9
- Two or more races: 9
- Economically Disadvantaged: 9
- Students with Disabilities: 5
- All students: 100

In this scenario, the “all students” and “White/Caucasian” groups are the only ones with more than 10 members, and therefore, the only groups whose data would be reported. That means 45 percent of the school’s students would not have their data reported, and their performance would essentially be masked.

Here is what happens when the Gap group and Non-gap groups are considered:

- White/Caucasian: 55
- English learners: 2
- African American: 9
- Hispanic: 9
- Asian/Pacific Islander: 9
- American Indian/Alaska Native: 9

- Two or more races: 9
- Economically Disadvantaged: 9
- Students with Disabilities: 5
- All Students: 100
- Gap Group (unduplicated count): 50
- Non-gap Group (unduplicated count): 50

With this scenario, 45 percent of students left out of the first example are counted and reported via the super subgroup – which includes an unduplicated count of the students represented in the African American, Hispanic, American Indian, Economically Disadvantaged, and Students with Disabilities subgroups.
Theory of Action

School Success Theory of Action
SD DOE has created a theory of action to set the direction in supporting districts and schools who have been identified for needing comprehensive or targeted support for improvement.

IF we put into action a cohesive improvement process focused upon building success through responsive supports based on data,

THEN districts, schools, and stakeholders will meaningfully implement a success process focused on data-informed effective practices to improve education for all students,

AND all students will demonstrate growth in learning.

The South Dakota Department of Education’s School Success Framework is centered on four key components: Effective Leadership, Curriculum & Instruction, Talent Development, and Family, Culture & Climate.

School Success Framework

Effective Leadership
- Effective leadership is the set of skills and actions used to promote and ensure 1) student success 2) teacher effectiveness, and 3) management of operations and resources.
  - The principal engages with teachers, research, and data to promote a school culture and instructional program that fosters student learning and staff professional growth. Elements to consider may include:
    - Working collaboratively with a leadership team, the principal continuously engages in a process of developing, sharing and implementing the System of School Success.
    - The principal establishes clear priorities and continually keeps attention on the established priorities.
    - The principal is directly involved in the design and implementation of curriculum, instruction and assessment practices.
    - The principal supports and leads staff in acquiring and implementing research-based instructional strategies.
    - The principal ensures the System of School Success is implemented with fidelity and monitors implementation of professional learning.
The principal regularly collects, analyzes and uses data about the school’s improvement progress.

- The principal efficiently and productively manages school operations and resources. Elements to consider may include:
  - The principal leverages knowledge of the budgeting process and funding to maximize human, financial and time resources to achieve strategic priorities.
  - The principal develops the capacity of staff to serve as leaders within the school.
  - Using data, the principal monitors and resolves operational matters (i.e. expenditures, transportation, food service, facilities maintenance, discipline) that may inhibit school effectiveness.
  - The principal fosters a safe and orderly learning environment.

## Curriculum and Instruction
- Curriculum, the academic content taught, is the knowledge and skills that shape teaching, learning, and assessment. Instruction, the purposeful direction of the learning process, refers to the practices and strategies teachers use to impact student learning.
  - Teachers utilize an intentional process when designing instruction. Elements to consider may include:
    - Teachers utilize an intentional process to align lessons to standards, determine learning targets and success criteria, and use a research-based lesson design framework (such as launch, explore, summary or mini-lesson, worktime, debrief).
    - Teachers utilize an intentional process to determine appropriate instructional strategies and assessment approaches that engage students in learning, show evidence of student learning, and determine next instructional steps.
  - Teachers utilize evidence-based instructional practices to positively impact student learning. Elements to consider may include:
    - Teachers establish and communicate clear learning targets/objectives and success criteria aligned to curriculum standards.
    - Teachers demonstrate a repertoire of researched-based strategies that positively impact student learning.
  - Schools have systems and processes in place for creating, implementing, and monitoring curriculum, so it is aligned across subjects and grade levels. Elements to consider may include:
    - The school uses a process to review curriculum documents to ensure alignment to the intent and rigor of the standards and revises as needed.
    - Schools utilize a learning progression for students that minimizes learning gaps and overlaps.

## Talent Development
- Talent development enhances and supports building the capacity of the entire school staff to impact student outcomes. The entire school staff is defined as anyone who is employed by the school from teaching staff to custodians to paraprofessionals.
  - The school ensures development of effective professional learning for the entire staff. Elements to consider may include:
    - There is a collaborative process of developing professional learning that advances the talents of staff. This process uses a variety of data and is aligned with school improvement goals.
• Multiple designs/structures support the learning needs of staff (i.e. curriculum development, study groups, coursework, classroom observations, individual growth plans, lesson study, analysis of student work, action research, conferences, trainings, peer mentoring, coaching and new teacher sessions).

• The process of developing professional learning results in a plan that specifies key components, including the data on which the plan is based, the focus/direction, action steps, a timeline, staff members’ roles and responsibilities, and plan evaluation.

  o The school ensures implementation of effective professional learning for the entire school staff. Elements to consider may include:
    ▪ There is ongoing time and support devoted to the implementation of professional learning priorities.
    ▪ There is monitoring of implementation of the professional development beyond the training.
    ▪ Staff members are knowledgeable of performance expectations and how monitoring will occur regarding the implementation of the professional development.
    ▪ There is ongoing evaluation of the impact of professional learning on staff practices and increases in student learning.
    ▪ Resources (materials, tools, stipends, time, facilitators, technology) are allocated to support and sustain effective professional learning.

Family, Culture and Climate

• A student-centered learning environment is characterized by a climate and culture that supports school improvement, student achievement, and positive social, emotional, and character development. Families and the community make key contributions to student success, especially when schools work to build meaningful and culturally respectful partnerships.

  o The school system prioritizes and sustains a student-centered culture and climate of learning and growth. Elements to consider may include:
    ▪ The school system establishes and sustains an environment conducive for learning and provides educational opportunities in a respectful environment where all students feel valued, safe and comfortable.
    ▪ Expectations, resources and conditions are present that allow for all staff to work collaboratively and to participate in the professional community.

  o Partnerships are established with parents, families, and the community that contribute to a supportive learning environment. Elements to consider may include:
    ▪ The school demonstrates a commitment towards developing a welcoming environment and effectively engaging families.
    ▪ The school provides opportunities for parents and families to understand both the educational program and their child’s progress and invites them to be a part of the educational process.
    ▪ The school has established partnerships with community agencies that enhance and expand learning opportunities for students.
School Success Process

Overview
South Dakota DOE’s School Success Process is a multi-step series of actions designed to propel school improvement efforts forward. They include 1) Set Direction 2) Identify Needs 3) Action Plan 4) Implement and Progress Review 5) Self-Reflect and Adjust.

Districts are encouraged to create and implement a school improvement process that supports schools within the district. The School Success Process may serve as a model for districts to adapt to meet their specific needs. Per ESSA, districts are required to have a plan in place to support schools identified for Comprehensive and/or Targeted Support and Improvement.

Set Direction
Setting the direction is a critical, yet often over-looked step in the school improvement process. Districts and schools that take time beforehand to clarify a vision for school improvement, set the stage, and prepare, are setting themselves up for success.

During the Set the Direction phase of the Success Process schools and districts may do the following:

- Conduct District Self-Reflection
- Assemble Leadership Teams
- Set School Success Mission, Goals and Theory of Action
- Create an Open Mindset with a Culture of Candor
- Inventory Resources
- Compile Preliminary Data Sources List
- Build a Shared Understanding of the School Success Framework and Process
- Establish a Communication Network among SD DOE, District, Schools and Stakeholders
District Self-Reflection
During the district self-reflection, districts will assess their current practices in supporting schools identified for support and improvement. The self-reflection should be completed by members of a district leadership team which could include: superintendent, principals, federal program and curriculum directors. Districts need to ensure adequate time is taken for honest discussions, examination of evidence and consensus building on the current state of each element. Completing the tool with fidelity will help advise the required LEA plan within the Consolidated Application, as well as aid districts in supporting all schools. Throughout conversations with districts regarding outcomes of the self-reflection, SD DOE will be able to best align its resources in order to support districts.

Mission, Goals and Theory of Action
Successful districts and schools clearly identify the direction they want to go in order to improve. This can be accomplished through mission statements, goals, and strategies.

School Success Mission Statement
A School Success mission statement represents what districts and schools do for their students. It is the driving force behind the work of the leadership team throughout the improvement process.

School Success Goals
Goals should be student-focused and apply to all students. For the purpose of the School Success Process, goals should be broad and far-reaching. The Action Plan phase of the Process will address timelines, action steps and evidence of progress.

Example Goals
- LEA Goal: Each student will meet his or her growth targets to successfully move to the next school level.
- School Goal: Each student will meet his or her growth targets each year.

School Success Theory of Action
In this phase of the process the purpose of the improvement work can take the form of a Theory of Action using the “If…then…and structure.” A Theory of Action describes the practice the district or school will implement (If we), the impact of the practice (then), and the impact on student performance: the student-focused goal (and).

Example Theory of Action
- If we implement a system of school improvement with key common elements, then schools will have the responsive supports they need to effectively implement their improvement plans, and student outcomes will improve.

SD DOE encourages all districts to support schools to write mission statements, set goals and create a Theory of Action related to their School Success Process.
Leadership Teams
SD DOE recognizes that local leadership plays an integral role in fostering effective change within their organizational community. SD DOE believes that the school improvement process is best accomplished when directed by the people closest to the students. While the department provides a framework for the process, each district and school team apply its own ingenuity to achieve the results it desires for its students in the long term.

Immediately after being identified as a CSI school, the school must identify a School Leadership Team (SLT). The individuals on the SLT are responsible for leading their school in continuous improvement, including offering strong leadership, helping to ensure instruction is of the highest quality, and setting goals and trajectories to support student success.

Teams should consist of three to six individuals who are responsible for leading schools in continuous improvement, including offering strong leadership, helping to ensure instruction is of the highest quality, assessing needs, setting goals and trajectories to support student success.

Team members should possess knowledge of the school’s programs and initiatives, have the capacity (knowledge, skills, and availability) to fully participate, and the ability to support engagement of school stakeholders. It should also include individuals who will be responsible for creating, implementing, and monitoring the action plan that results from the needs analysis.

Districts with schools identified as TSI/ATSI are encouraged to identify a District Leadership Team (DLT) to support and monitor designated schools. The role of the DLT is to make decisions based on information gathered and communicated by SLTs. A DLT should be made up of district-level administration and staff including the superintendent, principals, federal program and curriculum directors. The TSI/ATSI designated schools may choose to identify a School Leadership Team (SLT) as well.

The Leadership Teams need to meet regularly to accomplish identified improvement efforts. The frequency and duration of those meetings will vary depending on site-specific factors. SD DOE believes leadership teams should meet no less than once a month for a period of approximately two hours. Leadership teams should dedicate enough time to avoid a sense of hurriedness and lack of attention to the work at hand. Committed Leadership Teams are an integral part of school success and student achievement.

School Leadership Team Members’ Roles

<table>
<thead>
<tr>
<th>Team Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader(s)</td>
<td>To Be Determined by Principal and Facilitator</td>
</tr>
<tr>
<td>Data Resource Person(s)</td>
<td>Facilitator and designated staff w/ data expertise. Someone who is good with gathering, aggregating, and presenting data.</td>
</tr>
<tr>
<td>Core Content Expert(s)</td>
<td>Suggested Participants: Teacher/literacy or math coach/department chair</td>
</tr>
<tr>
<td>Other Area Content Expert(s)</td>
<td>Suggested Applicable Participants: SPED; EL; Family Engagement; CTE; Instructional Coaches; Social Worker; District Level Directors; etc.</td>
</tr>
<tr>
<td>Stakeholder Perspective</td>
<td>Suggested Applicable Participants: Parent; Community Member; Student; School Board Member; PTA; Teacher Association Reps</td>
</tr>
</tbody>
</table>
Stakeholder Engagement

The school improvement process should include a plan for the on-going communication with, and engagement of, stakeholders throughout the process. It’s important for them to be partners in decision making. Members of the planning team should consider how to embed two-way communication systems into the school improvement process, empowering stakeholders to have input and to receive updates on progress toward improvement goals. Communication planning should consider including the following potential stakeholders:

- Other District Administration/Personnel
- Teacher Association Community Group
- Parent Groups
- Students
- School Support Staff
- Applicable Private School Officials
- School Board
- Applicable Tribal Officials

Districts and schools may choose to include stakeholders to serve as part of the District and/or School Leadership Team (DLT/SLT). They will need to ensure stakeholders are not included in any discussions that would breach confidentiality. When creating meeting agendas, Leadership Teams need to be aware of topics in which stakeholder participation would not be appropriate. For instance, stakeholders should not be included in discussions on staff performance and individual student information. To create a culture of candor, staff need to feel that Leadership Team discussions will not have a negative impact on their employment, they simply should be conversations that lead to action for student achievement.
Identify Needs
A rigorous analysis of needs can make or break school improvement efforts. A thorough and systematic needs assessment reveals strengths and weakness and provides the direction schools need to focus their resources. A truly comprehensive needs analysis considers both qualitative and quantitative data. Prioritization of needs and root cause analysis are vital processes in the need analysis phase.

The SD DOE has created a resource for schools to utilize in their needs analysis process, the South Dakota Comprehensive Needs Assessment (SDCNA), which is directly aligned with the School Success Process and Framework. For more information see the SDCNA document.
Action Plan
Based on the needs and root cause analyses, schools create action plans that incorporate effective practices that have been proven to produce positive student outcomes. Those needs and causes that have been identified and prioritized should be used to set student-focused goals which drive the action planning process. The School Success Action Plan includes strategies (effective practices), milestones (implementation indicators), and actions/tasks (steps to the milestone). CSI, TSI/ATSI designated schools are required to submit district-approved actions plans to SD DOE.

Required Components
SD DOE has identified components of an action plan that are essential to implementing effective practices that lead to student success. Schools may create their own template based on the required components below. See the appendix for the SD DOE School Success Action Plan Template. Action Plans must contain the following components:

- **Strategy/Theory of Action** – What will you do to meet the student-focused goal(s)?
  - **Milestone** – What are you going to accomplish this year?
    - **Action(s)/Task(s)** – What are the actions/tasks that will be used to achieve this milestone?
      - **Required Resources**
      - **Timeline** – When will the actions/tasks occur?
      - **Roles and Responsibilities** – Who is involved and what role do they play?
    - **Evidence of Progress** – How will you know the efforts are leading to success?
    - **End of Year Milestone Attainment Progress** – Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?
    - **Adjustments Moving Forward** – If the milestone was not accomplished, what is the plan moving forward. Briefly explain: What revisions need to be made to move the milestone into next year? Is a new action plan for this milestone needed?

**Strategies/Theory of Action, Milestones, and Actions/Tasks**

Strategies describe the work the school will undertake in pursuit of its student-focused goals. A strategy should take two or more years to implement and be informed from various sources of data, including needs assessments. Writing a strategy as a theory of action helps to clarify the role of each organization in ultimately impacting student performance. Each strategy is composed as a theory of action using an If...then...and structure. The “If” part of the statement describes or is aligned to the evidence-based practice the school will implement. The “Then” part refers to the people directly impacted by the strategy (students, teachers, families, schools, etc.). The final “and” part relates back to a student-focused goal.

*If we (effective practice the district, or school will implement) ...then (the direct or short-term impact of the practice on the constituents of the school) ...and (impact on student performance expressed as a student-focused goal).*

Milestones are large pieces of work to implement the strategies. Typically, milestones represent one year’s work; there may be more than one milestone per year in order to accomplish the overall strategy. Actions/tasks are the incremental steps to complete a milestone. Milestones may require multiple actions/tasks. For each action/task schools need to consider the resources required, roles and responsibilities of those involved as well as the timeline needed to accomplish the action/task.^[1]

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Evidence-Based Interventions

Schools are required to implement school success action plans that include evidence-based interventions. Evidence-based, as defined by ESSA, includes four levels, with the first three requiring findings of statistically significant effect on improving student outcomes or other relevant outcomes based on:

- **(1) Strong**  At least 1 well-designed and well-implemented *experimental* study
- **(2) Moderate**  At least 1 well-designed and well-implemented *quasi-experimental* study
- **(3) Promising**  At least 1 well-designed and well-implemented *correlational* study with statistical controls for selection bias

The fourth level is for interventions that do not yet have an evidence base qualifying for the top three levels. This level can be referred to as “under evaluation.”

- **(4) Evidence-Building**  
  
  Demonstrates a rationale based on high-quality research or positive evaluation that the intervention is likely to improve student outcomes
  
  Includes *ongoing efforts to examine the effects* of the intervention


Implement and Progress Review

Fidelity of implementation is critical to successful execution of school improvement action plans. Additionally, as the plan is being put into action, there should be continual communication among those involved to regularly examine progress of the interventions. Leadership teams should engage in ongoing progress review of the actions being implemented. A system for reporting and collecting data should be in place during this phase. Teams should be meeting on at least a monthly basis to discuss progress, identify successes and challenges, provide supports and adjust course if necessary.

SD DOE is providing a tool for monthly progress review for teams to utilize while implementing their School Success Action Plan.

Self-Reflect and Adjust

At the end of the first year of implementation, schools should conduct a data analysis to analyze implementation and performance data and adjust milestones as necessary. Additionally, data will be analyzed and communicated to SD DOE in order to evaluate the effective use of resources and responsive supports.

If a TSI/ATSI school is re-designated the district will need to determine if an examination of data sources and a root cause analysis is needed, in order to create a new or update the School Success Action Plan.

If necessary, CSI schools should adjust their School Success Action Plans based on the implementation and performance data analysis. Schools should complete the comprehensive needs assessment process at a minimum of every five years.
Reiteration of the Process
The improvement process is ongoing, with opportunities for adjustment in implementation actions and milestones. At the end of each year milestones are reviewed and those not completed are examined and adjusted based on data. The Action Plan is a dynamic tool in the School Success Process that drives the everyday operations of the school.

Roles and Responsibilities

<table>
<thead>
<tr>
<th>Conducts Needs Assessment</th>
<th>Identifies Resource Inequities</th>
<th>Develops Action Plan</th>
<th>Approves &amp; Monitors Plans**</th>
<th>Sets Exit Criteria</th>
<th>Takes Additional Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSI</td>
<td>School*</td>
<td>District</td>
<td>School*</td>
<td>State/District</td>
<td>State</td>
</tr>
<tr>
<td>TSI</td>
<td>District</td>
<td>N/A</td>
<td>School</td>
<td>District</td>
<td>District</td>
</tr>
<tr>
<td>ATSI</td>
<td>District</td>
<td>School</td>
<td>School</td>
<td>District</td>
<td>State</td>
</tr>
</tbody>
</table>


*CSI schools will conduct a state-approved comprehensive needs assessment; develop and implement an action plan with the assistance of School Success Facilitator.

**CSI, TSI, and ATSI schools must submit a district-approved School Success Action Plan to the State. The State monitors CSI plans; districts monitor TSI/ATSI plans.

School Success Launch
This introductory meeting will inform newly-identified schools and their districts about the designation criteria, school improvement requirements, and the roles and responsibilities of schools, districts and SD DOE. School Success Facilitators will also be introduced. Other topics to be covered include: SDCNA Framework and Process and resources available to South Dakota schools in improvement.

School Success Boost
This meeting will occur annually post designation. This will be an opportunity for reflection on and adjustment to school improvement efforts, as well as time for LEAs and schools to review available resources and network with other districts and SD DOE staff. Other topics will be determined based on the identified needs of South Dakota schools in improvement.
Comprehensive Support and Improvement (CSI) Differentiation

Requirements for CSI Schools

- Conduct the South Dakota Comprehensive Needs Assessment
- Create and implement an Action Plan based on the determined needs of the school
- Implement Evidence-Based Interventions

- Monitor and adjust Action Plan based on continuous review and analysis of quantitative and qualitative data
- Form a School Leadership Team that meets regularly to implement and monitor School Success Action Plans and review data

- Attend SD DOE Launch and Boost events
- Align school and district resources to identified needs and Action Plans
- Work collaboratively with an assigned School Success Facilitator

South Dakota Comprehensive Needs Assessment (SDCNA)
CSI schools are required to conduct the South Dakota Comprehensive Needs Assessment and faithfully implement the Action Plan with the support and guidance of a School Success Facilitator. The evidence-based process examines quantitative and qualitative data, identifies root causes, and produces data-driven action plans. The South Dakota School Success Framework: Effective Leadership, Curriculum and Instruction, Talent Development, and Family, Culture and Climate, is the foundation of the Needs Assessment. The SDCNA is conducted within the first year of designation.

Quarterly Report
School Leadership Teams are encouraged to have monthly progress review meetings throughout the School Success Process to review progress toward Action Plan milestones. SLT Work Session and Progress Review templates are available for schools to utilize and can be found in the appendix. In order for SD DOE to provide responsive supports to CSI schools as well as best align resources, School Success Facilitators will be providing the department with quarterly reports.
Responsive Supports for CSI Schools

School Success Facilitator
Each CSI school will be provided a SD DOE-Certified School Success Facilitator by the SD DOE. Facilitators have the knowledge and expertise to lead schools in the South Dakota School Support and Improvement Process. Their role is to propel the Leadership Team’s thinking forward, facilitate challenging conversations, support the Leadership Team in school improvement efforts, and hold the Leadership Team accountable for achieving improvement goals.

School Success Facilitator Advisor
The School Success Facilitator Advisor will provide mentorship and assistance to School Success Facilitators. Initial emphasis will be place on supporting Facilitators and CSI schools through the SDCNA process. Facilitator Advisors will also be assigned CSI schools to serve as a School Success Facilitator. Additionally, they will monitor the effectiveness of the SDCNA process.

District Technical Advisors
Based on SD DOE analysis of district data, LEAs that have multiple schools identified as Targeted and/or Comprehensive Support may be assigned a Technical Advisor (TA) to guide districts in supporting schools within the district. Technical Advisor requirements will be at the discretion of SD DOE.

Technical Advisors work with the administration on all district-level decisions being made regarding curriculum, staff assignments, budgetary requests, professional development, and other interventions. Technical Advisors are also responsible for regularly communicating with SD DOE, School Success Facilitators provided to schools in the district, and with district governance, which may include school boards. Through regular reporting, SD DOE will work with Technical Advisors to identify additional support districts may need.

SD DOE will conduct an annual evaluation of the Technical Advisor support as well as an internal data review to determine the ongoing necessity of this requirement.
CSI Timeline

Districts and schools will be notified by SD DOE of schools identified for comprehensive support and improvement in the Fall. CSI schools will be paired with a School Success Facilitator to guide schools and districts as they assemble leadership teams, conduct a district self-reflection, build a shared understanding of the School Success Process and SDCNA and begin to compile data sources.

Next, schools will begin the comprehensive needs assessment process with the assistance of the School Success Facilitator. During the first year of designation, CSI schools will conduct the SDCNA, create an action plan based on the root cause analysis of identified and prioritized needs, prepare for implementation and progress review, and build capacity of the Leadership Team.

During the following three years, CSI schools will implement the School Success Action plan. Annually, in May schools will evaluate the effectiveness of the interventions through data analysis and adjust the action plan as necessary. CSI schools failing to meet the exit criteria after the fourth year of designation will be required to reevaluate and revise their school improvement action plan through the SDCNA with the assistance of a School Success Facilitator during the fifth year of designation.

Below is a suggested timeline. CSI schools will work their Facilitator to determine a more detailed timeline.

<table>
<thead>
<tr>
<th>August/Sept</th>
<th>Schools and Districts Notified of CSI School Designations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SET DIRECTION</strong></td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>School Success Launch</td>
</tr>
<tr>
<td>October</td>
<td>District Self-Reflection, Build Leadership Teams, Gain an Understanding of the School Success Process, Framework and SDCNA</td>
</tr>
<tr>
<td><strong>IDENTIFY NEEDS &amp; ACTION PLAN</strong></td>
<td></td>
</tr>
<tr>
<td>October-May</td>
<td>Conduct SDCNA Create School Success Action Plan</td>
</tr>
<tr>
<td>February</td>
<td>School Success Boost</td>
</tr>
<tr>
<td>May</td>
<td>Submit School Success Action Plan to SD DOE</td>
</tr>
<tr>
<td><strong>IMPLEMENT &amp; REVIEW PROGRESS</strong></td>
<td></td>
</tr>
<tr>
<td>Year 2 until Exited</td>
<td>Implement and Progress Review School Success Action Plan</td>
</tr>
<tr>
<td>Winter Annually</td>
<td>School Success Boost</td>
</tr>
<tr>
<td><strong>SELF-REFLECT &amp; ADJUST</strong></td>
<td></td>
</tr>
<tr>
<td>Spring Annually</td>
<td>Annual Data Analysis and Self-Reflection Adjust School Success Action Plan if Necessary</td>
</tr>
</tbody>
</table>
Roles and Responsibilities

State
- Notify schools and districts of schools identified as CSI, including notification as to reason for designation (lowest 5% or less than 67% graduation rate or Title I failure to exit ATSI)
- Provide a system for data collection and analysis (SD STARS)
- Provide a School Success Facilitator and/or a District Technical Advisor as determined by the department
- Provide technical support for the SDCNA, data use best practices, need prioritization, root cause analysis, and the action plan template
- Provide technical assistance, and guidance to the school throughout the planning and implementation of the School Success Action Plan
- Monitor implementation of the School Success Action Plan
- Evaluate progress of the implementation of the Action Plan toward meeting goals
- Facilitate CTE support for schools who have not sufficiently improved graduation rates
- Provide Leadership Team capacity-building support

Facilitator
- Facilitate the SDCNA process with assigned schools
- Facilitate the creation, implementation, progress review, evaluation and adjustment of the School Success Action Plan, based upon the results of the SDCNA
- Facilitate collaboration between the assigned school and its stakeholders in the implementation and progress review of the School Success Action Plan
- Facilitate on-going data analysis, prioritization of needs and root cause analysis
- Facilitate the identification and implementation of interventions related to designation and subgroups
- Provide Leadership Team capacity-building support
- Monitor the school’s Title I 1003 school improvement funds, and funds under the consolidated application for alignment with the SDCNA and School Success Action Plan
- Provide technical assistance and support to the assigned school
- Serve as a liaison between schools/districts and the SD DOE

District
- Support school-level SDCNA for schools designated CSI
- Support schools with on-going data analysis, prioritization of needs and root cause analysis
- Support schools as they add specific goals, strategies and action steps to the School Success Action Plan
- Submit District-approved School Success Action Plan to SD DOE via SD DOE hosted SharePoint Site
- Determine additional action and support needed if the Action Plan does produce expected outcome after a determined number of years

School
- Conduct the SD DOE-designed comprehensive needs assessment (SDCNA) with support of a School Success Facilitator
- Conduct on-going data analysis, prioritization of needs and root cause analysis
- Create a School Success Action Plan with specific milestones, evidence-based strategies and actions using the SD DOE provided template, based results of the SDCNA and reason for designation
- Implement and review progress of the School Success Action Plan
- Conduct self-reflection and adjust the Action Plan as needed, based on continuous data review
Exit Criteria

In determining a CSI school’s eligibility to exit, the following criteria will be evaluated:

1. The school no longer meets the definition of Comprehensive Support (i.e., no longer in the bottom five percent of SPI, graduation rate above 67 percent, or improved subgroup performance).
2. The school’s performance on accountability indicators over the period of designation demonstrates a positive overall trajectory.
3. The school has demonstrated improvement on the indicators of highest need, as agreed between the School Success Facilitator and the school, based upon the results of the comprehensive needs assessment conducted in the first year of designation.

Schools meeting the above as well as their interim targets towards long-term goals may petition SD DOE to exit the designation early.

Comprehensive Support and Improvement schools failing to meet the exit criteria within four years will be required to re-evaluate and revise their School Success Action Plan by working with their Facilitator to conduct the South Dakota Comprehensive Needs Assessment during the fifth year of designation.
Targeted and Additional Targeted Support and Improvement (TSI/ATSI) Differentiation

Requirements and Recommendations

Districts with a TSI/ATSI designated school are required to submit to SD DOE a district-approved action plan based on a needs analysis.

Needs Analysis
The needs analysis must include an examination of data related reason for designation: the subgroup(s) which triggered the designation. It is SD DOE’s recommendation that the needs analysis be comprehensive, including qualitative and quantitative data related to all students and all subgroups. Districts are encouraged to look at data within each component of the School Success Framework: Effective Leadership, Curriculum and Instruction, Talent Development and Family, Community and Culture. It is further recommended districts and schools analyze data from the last three years. SD DOE has created the South Dakota Comprehensive Needs Assessment Framework and Process which is available to all schools and districts.

Action Plan Template
Action plans submitted to SD DOE must be district-approved. Evidence-based interventions must be included in the action plan. Recommended action plan elements include: theory of action/strategy, milestones, actions/tasks, timelines, roles/responsibilities, and resources required. SD DOE has created the School Success Action Plan template, which is available to all schools and districts.
TSI/ATSI Timeline

Districts will be notified by SD DOE of schools identified for Targeted and Additional Targeted Support and Improvement in the Fall. It is the district’s responsibility to notify TSI/ATSI designated schools.

Immediately following the designation, schools and districts will begin the needs analysis process. Through May of the designated school year, schools will conduct a needs analysis, create an action plan based on the identified and prioritized needs, prepare for implementation, and build capacity of the Leadership Team.

TSI/ATSI schools will implement the district-approved school improvement action plan during year two of the designation or earlier. At the conclusion of the first year of implementation, districts and schools will evaluate the effectiveness of the action plan through data analysis.

<table>
<thead>
<tr>
<th>August/Sept</th>
<th>Districts Notified of TSI/ATSI School Designations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SET DIRECTION</td>
<td></td>
</tr>
<tr>
<td>September</td>
<td>School Success Launch</td>
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<tr>
<td>IDENTIFY NEEDS &amp; ACTION PLAN</td>
<td></td>
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<tr>
<td>September - May</td>
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</tr>
<tr>
<td>February</td>
<td>School Success Boost</td>
</tr>
<tr>
<td>May</td>
<td>Submit District-Approved Action Plan to SD DOE</td>
</tr>
<tr>
<td>IMPLEMENT &amp; PROGRESS REVIEW</td>
<td></td>
</tr>
<tr>
<td>Year 2 untilExited</td>
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<td>SELF-REFLECT &amp; ADJUST</td>
<td></td>
</tr>
<tr>
<td>Spring Annually</td>
<td>Annual Data Analysis Adjust School Success Action Plan if Necessary</td>
</tr>
</tbody>
</table>
Roles and Responsibilities

State

- Notify districts of schools identified as TSI/ATSI, including notification as to which subgroups led to the designation
- Ensure districts provide notification to schools, including notification as to which subgroups led to the designation
- Provide a system for data collection and analysis (SD STARS)
- Provide regional support for data use best practices, need prioritization, root cause analysis, the action plan template, and other topics
- Provide technical assistance and guidance to the district and school throughout the planning and implementation of the School Success Action Plan
- Differentiate support to districts and schools based on the need(s) identified and the designated subgroup(s), as well as the resources available
- For ATSI- Work with the district to determine resource inequities or effective use of funding through the Grants Management System.

District

- Notify schools identified as TSI/ATSI, including notification as to which subgroups led to the designation
- Conduct school-level needs analysis for schools designated TSI/ATSI
- Support schools with on-going data analysis, prioritization of needs and root cause analysis
- Support and monitor schools as they add specific goals, strategies and action steps to the Action Plan
- Submit district-approved Action Plan to SD DOE via SD DOE hosted SharePoint Site
- Monitor implementation of the Action Plan
- Evaluate progress of the implementation of the Action Plan toward meeting goals and impacting subgroup(s) performance
- Determine additional action and support needed if the action plan does produce expected outcome after a determined number of years

School

- Conduct on-going data analysis, prioritization of needs and root cause analysis
- Create a school improvement action plan with specific goals, evidence-based strategies and action steps using the SD DOE provided template based on the designated subgroup and the results of data analysis
- Submit Action Plan to district
- Implement the Action Plan
- Monitor and adjust the Action Plan as needed to impact the subgroup performance
- For ATSI- Work with the district and State to determine resource inequities or effective use of funding through the Grants Management System.
Exit Criteria

TSI and ATSI schools are designated for a period of two years to improve the performance of specific subgroups within their overall student population. In determining a school’s eligibility to exit, the following criteria will be evaluated:

1. The school no longer meets the definition under which it was designated for Targeted or Additional Targeted Support and Improvement. The subgroup(s) which triggered the initial designation no longer performs disproportionately below the all student group based on three years of data.

ATSI schools that are also Title I Schools and do not meet exit criteria within a four-year period will be designated Comprehensive Support and Improvement (CSI).
References


Appendix

Evidence-Based Resources
Work Session Agenda and Minutes Template
Progress Review Template
Progress Review Template II
Implementation Data Review Template
School Success Action Plan Template
Evidence-Based Resources

**Education Resources Information Center (ERIC)**

*ERIC* is a free, online library of education research, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. It includes abstracts of research studies and some full-text documents.

Available at: https://eric.ed.gov/

**Results First Clearinghouse Database**

This database, sponsored by the Pew Charitable Trusts, contains information from eight national clearinghouses that conduct systematic research reviews to identify what works in several areas of social programs and education.


**Best Evidence Encyclopedia (BEE)**

The Best Evidence Encyclopedia is a free website created by the Johns Hopkins University School of Education’s Center for Data-Driven Reform in Education (CDDRE). It provides summaries of scientific reviews of education interventions as well as links to the full text of each review.

Available at: http://www.bestevidence.org/index.cfm

**Blueprints for Healthy Youth Development**

Blueprints for Healthy Youth Development is a registry of evidence-based youth development programs designed to promote the health and well-being of children and teens. Programs in the registry are family-, school-, and/or community-based.

Available at: http://www.blueprintsprograms.com/

**What Works Clearinghouse**

The What Works Clearinghouse (WWC) is an initiative of the Institute of Education Sciences, the independent, nonpartisan statistics, research, and evaluation arm of the U.S. Department of Education. The WWC provides educators, policymakers, researchers, and the public with a free, centralized source of scientific evidence on what works, in education, to improve student outcomes. Its goal is to provide educators and decisionmakers with the evidence that they need in order to make evidence-based decisions. The WWC focuses on the results from high-quality research to answer the question “What works in education?”

Available at: http://www.whatworks.ed.gov

**Evidence for ESSA**

This website was created by the Center for Research and Reform in Education at Johns Hopkins University to provide information on programs that meet the ESSA evidence standards and enable educators and communities to select effective educational tools to improve student success.

Available at: http://www.evidenceforessa.org

**Better Evidence, Better Choices, Better Schools**

*Steve Fleischman, Caitlin Scott, and Scott Sargrad*

*American Progress, August 2016*

This report clarifies the definition of “evidence-based” that ESSA uses, distinguishing it from the “scientifically based research” provisions of No Child Left Behind (NCLB) and providing a framework for how SEAs can maximize collaborative efforts to implement evidence-based school improvement practices.

Available at: https://www.americanprogress.org/issues/education/report/2016/08/31/143223/better-evidence-better-choices-better-schools
Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments
This guidance provided by the U.S. Department of Education offers information to SEAs, LEAs, schools, educators, and partner organizations about how to select and use “evidence-based” interventions, as defined in Title VIII of ESEA, as amended by ESSA.
Available at: http://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf

Evidence-Based Improvement: A guide for states to strengthen their frameworks and supports aligned to the evidence requirements of ESSA
Sylvie Hale, Lenay Dunn, Nikola Filby, John Rice, Lori Van Houten
WestEd, 2017
This guide provides an initial set of tools to help states and school districts understand and plan for implementing evidence-based improvement strategies.
Available at: https://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states/
Evidence-Based School Improvement Planning Guide

Purpose:
The purpose of this document is to guide school level teams in determining if selected school improvement actions and/or strategies are those which have evidence-based research supporting their success as required by section 810(21) of ESSA 2015. The SDCNA Action Plan must include a minimum of ONE Evidence-Based school improvement strategy.

When to use this guidance:
After school level teams have completed phases 1-4 of the SDCNA process, the team will have:

- Completed data collection and analysis.
- Identified and prioritized needs.
- Conducted a root cause analysis on their prioritized needs.
- Generated a list of possible actions and/or strategies to address prioritized needs.

Use this guidance to determine the evidence-based research supporting each possible action. Use a separate planning guide template for each strategy/action.

ESSA defines “evidence-based” as an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes (or other relevant outcomes) based on strong, moderate, or promising evidence from at least one well-designed and well-implemented experimental or quasi-experimental study, or a rationale based on high-quality research findings or a positive evaluation that suggests the intervention is likely to improve outcomes.

SDCNA Process:
1. Plan
2. Collect & Organize Data
3. Analyze Data
4. Prioritize Needs
   - Identification
   - Evidence-Based Research
5. Connect to Implementation
STEP ONE: Describe prioritized need and associated strategy/action.

<table>
<thead>
<tr>
<th>Our prioritized need:</th>
</tr>
</thead>
</table>

| Our prioritized need addresses:               |
| Leadership | Curriculum & Instruction | Talent Development | Family, Culture, Climate |

<table>
<thead>
<tr>
<th>Data source(s) identified that led us to prioritize this as a need:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>As a result, our identified strategies/actions to address this need are:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Analyze these resources or others to find the evidence-based research that supports (or refutes) the efficacy of your selected strategy/actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What Works Clearinghouse: <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a></td>
</tr>
<tr>
<td>• Iris: <a href="https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/">https://iris.peabody.vanderbilt.edu/resources/ebp_summaries/</a></td>
</tr>
<tr>
<td>• Doing What Works Library: <a href="https://dwwlibrary.wested.org/">https://dwwlibrary.wested.org/</a></td>
</tr>
<tr>
<td>• Results First Clearinghouse Database</td>
</tr>
<tr>
<td>• The work of John Hattie <em>Visible Learning (a synthesis of over 800 meta-analyses related to learning)</em></td>
</tr>
<tr>
<td>• The work of Robert Marzano <em>What Works in Schools, Classroom Instruction That Works, Classroom Management That Works, Classroom Assessment and Grading that Work, Effective Supervision, District Leadership That Works</em></td>
</tr>
<tr>
<td>• The work of Charlotte Danielson <em>Enhancing Professional Practice, A Framework for Teaching</em></td>
</tr>
</tbody>
</table>
STEP TWO: Use the suggested resources to research the selected strategy and respond to the guiding questions.

<table>
<thead>
<tr>
<th>Analyze these resources or others to find the evidence-based research that supports (or refutes) the efficacy of your selected strategy/actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What Works Clearinghouse: <a href="https://ies.ed.gov/ncee/wwc/">https://ies.ed.gov/ncee/wwc/</a></td>
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<tr>
<td>• The work of Charlotte Danielson Enhancing Professional Practice, A Framework for Teaching</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is there a positive effectiveness rating on the What Works Clearinghouse or other databases if applicable? If so, please indicate rating.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What do the majority of studies on this strategy/action find? Does the action have positive and statistically significant effects on student outcomes?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Were studies conducted in settings and populations relevant to the local context? For example, grade levels, sub-groups, enrollment, etc.</th>
</tr>
</thead>
</table>

| Does the strategy/action demonstrate a rationale that suggests it may work? If so, please explain. |
STEP THREE: Based on your above responses, indicate the strength of the evidence supporting or refuting the efficacy of your strategy/action.

<table>
<thead>
<tr>
<th>Identified Strategy/Action</th>
<th>Strong Evidence</th>
<th>Moderate Evidence</th>
<th>Promising Evidence</th>
<th>Demonstrates a Rationale</th>
<th>No evidence found</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Studies</td>
<td>Quasi experimental study (is used to estimate the causal impact of an intervention on a group without random assignment)</td>
<td>Correlational Study (determines whether or not two variables are correlated, does an increase or decrease in one variable determine an increase or decrease in another variable)</td>
<td>Provides a well specified logic model informed by research or evaluation</td>
<td>Not Applicable</td>
<td></td>
</tr>
<tr>
<td>(researchers introduce an intervention and study the effects on randomly assigned groups)</td>
<td>At least one statistically significant and positive effect on a relevant outcome; no statistically significant and negative effects on a relevant outcome</td>
<td>At least one statistically significant and positive effect on a relevant outcome; no statistically significant and negative effects on a relevant outcome</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Does your identified strategy/action meet the ESSA requirements section 810(21) of ESSA 2015?
# Work Session Agenda and Minutes Template

## School Leadership Team Work Session Agenda and Minutes

<table>
<thead>
<tr>
<th>School:</th>
<th>Facilitator:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Location:</td>
</tr>
<tr>
<td></td>
<td>Time:</td>
</tr>
</tbody>
</table>

### Assigned Roles

<table>
<thead>
<tr>
<th>Work Session Leader:</th>
<th>Process Observer and time keeper:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taker</td>
<td>Communication Liaison:</td>
</tr>
</tbody>
</table>

### School Leadership Team Members Present

<table>
<thead>
<tr>
<th>(first name of each person here)</th>
<th>(last name of each person here)</th>
<th>(position of each person here)</th>
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### Others Present

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</tbody>
</table>

## Agenda Items

<table>
<thead>
<tr>
<th>Time</th>
<th>Person Responsible to Lead</th>
<th>Agenda Item</th>
<th>Notes (Key Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td></td>
<td>Communication Liaison report</td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td></td>
<td>Progress Review</td>
<td></td>
</tr>
<tr>
<td>20 min.</td>
<td></td>
<td>Data Review</td>
<td></td>
</tr>
</tbody>
</table>

## Action Items

<table>
<thead>
<tr>
<th>Action Item</th>
<th>Person Responsible for Action</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
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</table>

### Next Meeting Date

<table>
<thead>
<tr>
<th>Time:</th>
<th>Location:</th>
</tr>
</thead>
</table>

### Process Observation Report (5 minutes)

1. All team members were present? Y N
2. Meeting stated and ended on time? Y N
3. All agenda items were covered? Y N
4. All team members participated in discussion? Y N
**Progress Review Template I**

### School Success Action Plan Progress Review Form

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitator:</td>
<td>Month Reviewed:</td>
</tr>
</tbody>
</table>

**Step 1:** Closely review actions planned for the last month and note items completed, items not completed, and explanation of those not completed.

<table>
<thead>
<tr>
<th>Action / Task</th>
<th>Completed Y N</th>
<th>Notes if Completed</th>
<th>Explanation, Next Steps if not Completed</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**Step 2:** Scan the action plans and target dates for next month and note decisions that must be made at this work session. As decisions are made, they are recorded as Action Items on the work session minutes.

**Coming Month Begin Date:**

**Coming Month End Date:**

<table>
<thead>
<tr>
<th>Activity / Task</th>
<th>Actions to Ensure Success</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Step 3:** If any changes in the Action Plans are necessary, enter them here and enter as Action Items in minutes.

|               |               |
|               |               |
|               |               |
|               |               |
|               |               |
## Progress Review Template II

### School Success Action Plan Implementation Progress Review Form

<table>
<thead>
<tr>
<th>Action/Task and Brief Description</th>
<th>Select the level of implementation from the drop down, and list any outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1:</strong></td>
<td>Implementation Progress: Choose an item.</td>
</tr>
<tr>
<td></td>
<td>Outcomes:</td>
</tr>
<tr>
<td><strong>Action 2:</strong></td>
<td>Implementation Progress: Choose an item.</td>
</tr>
<tr>
<td></td>
<td>Outcomes:</td>
</tr>
<tr>
<td><strong>Action 3:</strong></td>
<td>Implementation Progress: Choose an item.</td>
</tr>
<tr>
<td></td>
<td>Outcomes:</td>
</tr>
</tbody>
</table>

### Milestone:

<table>
<thead>
<tr>
<th>Action/Task and Brief Description</th>
<th>Select the level of implementation from the drop down, and list any outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action 1:</strong></td>
<td>Implementation Progress: Choose an item.</td>
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<td></td>
<td>Outcomes:</td>
</tr>
<tr>
<td><strong>Action 2:</strong></td>
<td>Implementation Progress: Choose an item.</td>
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<tr>
<td></td>
<td>Outcomes:</td>
</tr>
<tr>
<td><strong>Action 3:</strong></td>
<td>Implementation Progress: Choose an item.</td>
</tr>
<tr>
<td></td>
<td>Outcomes:</td>
</tr>
</tbody>
</table>
# Implementation Data Review Template

<table>
<thead>
<tr>
<th>School Success Action Plan Implementation Data Review Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
</tr>
<tr>
<td>Facilitator:</td>
</tr>
<tr>
<td>Strategy/Theory of Action:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestone:</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milestones Completed (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milestones Behind Schedule</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cause &amp; Adjustments Made</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Milestone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
</tr>
<tr>
<td>Actions Completed (%)</td>
</tr>
<tr>
<td>Actions on Time (%)</td>
</tr>
<tr>
<td>Actions Behind Schedule (%)</td>
</tr>
<tr>
<td>Cause &amp; Adjustments Made</td>
</tr>
</tbody>
</table>

Additional Information/Comments:

<table>
<thead>
<tr>
<th>Milestone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
</tr>
<tr>
<td>Actions Completed (%)</td>
</tr>
<tr>
<td>Actions on Time (%)</td>
</tr>
<tr>
<td>Actions Behind Schedule (%)</td>
</tr>
<tr>
<td>Cause &amp; Adjustments Made</td>
</tr>
</tbody>
</table>

Additional Information/Comments:
### Theory of Action/Strategy (If, Then, And Statement):
What’s the focus or direction?
What’s the expected outcome?
What potential implementation challenges need to be addressed?

<table>
<thead>
<tr>
<th>Milestone (what to accomplish this year):</th>
<th>Action Plan</th>
<th>Timeline</th>
<th>Participation and Commitments</th>
<th>Indicate completion of actions/tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action 1:</td>
<td></td>
<td></td>
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<tr>
<td>Resources Required:</td>
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<tr>
<td>Action 2:</td>
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<tr>
<td>Resources Required:</td>
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<tr>
<td>Action 3:</td>
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<tr>
<td>Resources Required:</td>
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</tbody>
</table>
Evidence of Progress (How will you know the efforts are leading to success?)
What data points/sources will be analyzed?

End of the Year Milestone Attainment Progress:
Were the actions/tasks completed? How was the milestone accomplished (provide evidence)?

___________________________________________
Principal Signature

___________________________________________
Superintendent Signature

___________________________________________
Facilitator Signature (CSI school only)