

Schools of Promise - SIG Schools: indicators of success - *draft Dec. 13, 2010*

		Fall - Winter 2010	Spring-Summer 2011	Fall-Winter 2011	Spring-Summer 2012
Readiness to Act					
Administration					
DAP (1)(i)A	<p>The Principal has been replaced, per req of the SIG guidelines - SIG</p> <p>A District Action Plan has been developed with participation from school administration, staff, board, community and SIG staff</p> <p>The Principal attends every DAP school planning meeting</p> <p>School calendars are reworked to allow for more instructional hours in 2011</p>				
School Board	<p>A school board coach has been hired to assist the local school board with policies and procedures related to school improvement</p> <p>School board policies and procedures have been reviewed</p> <p>School board policies and procedures support district emphasis on school improvement</p> <p>School administration and the school board president meets once a month to discuss upcoming board agenda</p> <p>All school boards set their goals for 2011 and 2012</p>				
Finance	<p>OPI finance division staff talk at least once a month on the phone to discuss SIG budgets, and other financial challenges in the district</p> <p>A SIG-funded business clerk consultant has visited every school and conducted an on-site analysis of the school's financial systems</p> <p>A SIG-funded business clerk consultant has provided a report for every school regarding its school's financial systems</p>				
Team Work	<p>A team structure is officially incorporated into the school improvement plan and school governance policy - SR</p> <p>All District Action Plan members attend SIG orientations, planning sessions, and statewide gatherings</p>				

Readiness to Teach					
Professional Development					
DAP (1)(i)D	School schedules are reworked to allow for job-embedded professional development (SIG)	X	X	X	X
	All teachers are receiving training on instructional best practices	X	X	X	X
	All teachers are supported at least once weekly in classroom instruction	X	X	X	X
	All teachers attend the fall MEA-MFT days for professional development	X		X	
	All teachers are offered opportunity to Take One!	X	X	X	X
	Additional instructional supports, such as differentiated instruction, IEFA, ELP, and others are introduced			X	X
	Response to Intervention is introduced in all schools			X	X
Student Data					
	Students are assessed for their proficiency in math and reading in the Fall	X		X	
	Students have been placed in classes according to the results of assessment	X		X	
	Students are regularly assessed and				
Comprehensive Instructional Reform Activities					
DAP (2)(i)(A)	Every school has implemented core and remedial math and reading curriculum	X			
	All teachers in math and reading have received introductory training on new curriculum	X			
	All teachers in math and reading have received ongoing training on new curriculum	X	X	X	X
	School schedules are reworked to allow for increased instructional time and new curriculum	X		X	
	All schools plan to take advantage of digital academy in 2011 - 2012		X	X	X
	All curriculum is aligned with the state standards	X	X	X	X
	Teachers submit weekly lesson plans based on standards based objectives and criteria for mastery		X	X	X
	Health Enhancement Advancement/training (include Health Enhance. Div)				

	Curriculum is reviewed for 2011 - 2012 Read & Write across content areas is developed in summer 2011 AP Class Institutes are introduced in summer 2011 Inquiry-based science curriculum is introduced in summer 2011			
Team Work	All staff receive training on Professional Learning Communities  School schedules are reworked to allow for team planning and doing time Administration and staff collaborate to plan and provide PLC activities			
Technology	A technology audit has been conducted at every school to assess connectivity and hardware needs  A plan to address technology deficiencies at every school has been developed Every school has sufficient connectivity on-site Every school has adequate hardware to teach Technology training is provided to support all teachers and staff with use of technology			
Teacher/Principal Evaluation & Incentives				
DAP (1)(i)B	The SOPPAS evaluation system has been developed through a collaborative process with school administration, teachers, MEA-MFT & OPI Third-party evaluators have been identified & trained Third-party evaluators have completed one evaluation of every teacher by March 2010	X X	X	
	Evaluations are regularly scheduled and completed according to a public calendar A teacher incentive program is developed & piloted by Labor Mgt Team		X X	X X
Special Education	Special education teachers' training and professional development needs have been identified A plan has been developed to provide special education teachers' training and professional development needs			

Special education teachers' training and professional needs are being regularly met, according to a plan

#### Paraprofessionals

Paraprofessionals' training and professional needs have been identified  
A plan has been developed to provide paraprofessionals' training and professional needs  
Paraprofessionals' training and professional needs are being regularly met, according to a plan

#### Readiness to Learn

##### Student Safety

School attendance is regularly gathered and reviewed by administration and school counsellors and reported to the Board  
Transitions between classes are safe and orderly  
School policies are clearly communicated to staff, students and family regarding discipline, attendance, etc.

##### Student Well-Being

An MBI Team including the principal, teachers, the school counsellor, relevant OPI MBI staff and others is formed  
The MBI Team meets regularly (twice a month or more)  
  
The MBI team seeks input of others not on the team, in order to represent all staff  
  
The Qualigia survey is administered and results examined by the MBI team  
A plan is developed for each MBI Team, prioritizing activities  
A positive change is noted in the schools as a result of MBI Team activity  
Students from each school participate in MBI Youth Days  
MBI teams continue to grow in their impact and effectiveness

IERS - trauma All staff receive an introductory training on trauma  
All staff receive an introductory training on secondary trauma

All staff receive ongoing, as needed workshops and trainings on trauma & secondary trauma

A plan is developed for each school for IERS to introduce C-BITS, classroom curriculum and other supports

IERS introduces C-BITS, classroom curriculum and other supports

mental health svcs

OPI has reached out to relevant agencies (DPHHS, IHS, BIA, CSCT providers and others) about the SIG work

Relevant agencies are increasing their collaboration with local schools to provide increased mental health services

OPI has secured other funding sources to increase mental health services and community coordination

health & wellness

OPI has reached out to relevant agencies (DPHHS, IHS, BIA, and others) about the SIG work

OPI supports a teen pregnancy grant focused on supporting American Indian teen parents

mentorships, afterschl clubs

An AmeriCorps planning grant has been secured to develop options for bringing an AmeriCorps program into the school

Options for an AmeriCorps program are discussed with local DAP teams

An AmeriCorps program is launched in communities where they are wanted

Boys and Girls Clubs, colleges and other local agencies are working with the schools to provide afterschool mentorships, afterschool & club support

A VISTA volunteer is hired to work with the schools and CL's to develop programming

An OPI afterschool mini-grant program provides opportunities for teachers to develop programs

Afterschool programming and clubs are available at all schools

Jobs for Montana Graduates is available in all schools

Mentoring programs provide students with access to safe, supportive adults every week

Summer Institutes are offered in summer 2011 - 13 for academic & cultural activities

#### Family and Community Engagement

OPI holds community meetings in the spring and fall to discuss SIG process

A community liaison is hired for each school

Community liaisons are trained in the National Home Visiting Project and Solid Foundations

Community liaisons develop a list of organizations and activities at each school community

Community liaisons regularly attend meetings, including MBI, DAP, school board and community meetings

Community liaisons work with students and school to produce a monthly community newsletter