

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

|  |   | Action Plan? | Fall - Winter 2010 | Spring-Summer 2011 | Fall-Winter 2011 | Spring-Summer 2012 |
|--|---|--------------|--------------------|--------------------|------------------|--------------------|
| <b>Action Plan Code: C = Completed ; A = Action Plan Developed ; N = No Plan Developed</b> |   |              |                    |                    |                  |                    |
| <b>Readiness to Act</b>  |   |              |                    |                    |                  |                    |
|  | An OPI Transformation Leader and School Board Coach has been hired to assist the district with implementation of the SIG grant  | C            | X                  |                    |                  |                    |
| <b>Administration</b>  |   |              |                    |                    |                  |                    |
| DAP(1)(i)(A)   | The Principal has been replaced, per req of the SIG guidelines (if necc)  | C            | X                  |                    |                  |                    |
| DAP (4)(i)(B)  | A District Action Plan has been developed with participation from school administration, staff, board, community and SIG staff  | C            | X                  |                    |                  |                    |
|  | Administration attends every District Leadership Team planning meeting  | C            | X                  | X                  | X                | X                  |
|  | All administrators participate in turnaround training & support   | C            |                    | X                  | X                | X                  |
| DAP (3)(i)(A)  | School calendars are reworked to allow for more instructional hours   | C            | X                  |                    | X                |                    |
| <b>School Board</b>  |   |              |                    |                    |                  |                    |
| DAP (4)(i)(A)  | School board policies and procedures have been reviewed   | N            | X                  |                    |                  |                    |
|  | School board policies and procedures are updated if necessary to support district emphasis on school improvement  | N            | X                  | X                  | X                | X                  |
|  | School administration and the school board chair confers at least once a month to discuss upcoming board agenda   | C            | X                  | X                  | X                | X                  |
|  | All school boards set their strategic goals every May for the following year  | N            |                    | X                  |                  | X                  |
|  | All school boards adopt their budget every August for the following year  | N            |                    | X                  |                  | X                  |
| <b>Finance</b>   |   |              |                    |                    |                  |                    |
| DAP (4)(i)(A)  | School Administration and Clerk participate on monthly finance calls with OPI finance division staff to discuss SIG budgets, and supports to establish financial health | C            | X                  | X                  | X                | X                  |
|  | A SIG-funded business clerk consultant visits every school and conducted an on-site analysis of the school's financial systems  |              |                    | X                  |                  | X                  |
|  | A SIG-funded business clerk consultant provides a report for every school regarding its school's financial systems & identify follow-up actions                         |              |                    | X                  |                  | X                  |
| <b>Team Work</b>   |   |              |                    |                    |                  |                    |
|  | A team structure is officially established to develop shared leadership on data-driven policy decisions at the school   | C            |                    | X                  |                  |                    |
|  | All District Leadership Team members attend SIG orientations, planning sessions, and statewide gatherings   | C            | X                  | X                  | X                | X                  |

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| <b>Readiness to Teach</b>  |  |              |                    |                    |                  |                    |
|  | An OPI Instructional Leader has been hired to assist the district with implementation of the SIG grant     | C            |                    |                    |                  |                    |
| <b>Comprehensive Instructional Reform Activities</b>                                       |  |              |                    |                    |                  |                    |
| DAP (2)(i)(A)  | The school implements core communication arts (reading) and math curricular programs and interventions     | A            | X                  |                    |                  |                    |
|  | All teachers in communication arts (reading) and math receive introductory training on new programs        | C            | X                  |                    |                  |                    |
|  | All teachers in communication arts (reading) and math receive ongoing training on new programs             |              | X                  | X                  | X                | X                  |
| DAP (3)(i)(A)  | School schedules are reworked to allow for increased instructional time and new programs                   |              | 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   | C            | X                  | X                  | X                | X                  |
|  | Teachers submit weekly lesson plans based on standards based objectives and criteria for mastery           | C            |                    | X                  | X                | X                  |
|  | Health Enhancement Advancement/training (include Health Enhance. Div)                                      |              |                    | X                  |                  |                    |
| DAP (2)(ii)(A)   | Curriculum is reviewed on a rotational basis   |              |                    |                    | X                | X                  |
|  | Reading and writing strategies are implemented across content areas  |              |                    |                    | X                |                    |
|  | All schools adopt a system for providing AP classes  |              |                    |                    | X                |                    |
|  | Inquiry-based science curriculum is implemented  |              |                    |                    | X                | X                  |
| <b>Professional Development</b>  |  |              |                    |                    |                  |                    |
| DAP (1)(i)(D)  | School schedules are reworked to allow for ongoing, job-embedded professional development                  | C            | X                  | X                  | X                | X                  |
|  | All teachers receive ongoing training on instructional best practices                                      |              | X                  | X                  | X                | X                  |
|  | All teachers are regularly supported in classroom instruction through feedback, coaching and collaboration |              | X                  | X                  | X                | X                  |
|  | All teachers and staff receive ongoing support on effective use of technology                              |              | X                  | X                  | X                | X                  |
|  | All teachers attend the fall MEA-MFT days for professional development                                     | C            | X                  |                    | X                |                    |
|  | All teachers are offered opportunity to Take One!  | C            | X                  | X                  | X                | X                  |

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|  | All teachers receive additional instructional supports, such as differentiated instruction, Indian Education and Limited English Proficient                                     |              |                    |                    | X                | X                  |
| DAP (2)(ii)(B)   | Response to Intervention is introduced in all schools   |              |                    |                    | X                | X                  |
|  | Response to Intervention is fully developed in all schools  |              |                    |                    |                  | X                  |
| <b>Team Work</b>   |   |              |                    |                    |                  |                    |
|  | All staff receive ongoing training and support on Professional Learning Communities   | C            | X                  | X                  | X                | X                  |
| DAP (3)(i)(A) and (3)(ii)(B)   | School schedules are reworked to allow for team planning and doing time   | C            |                    |                    |                  |                    |
|  | Administration and staff collaborate to facilitate PLCs   | C            | X                  | X                  | X                | X                  |
| <b>Student Data</b>  |   |              |                    |                    |                  |                    |
| DAP (2)(i)(B)  | Students are assessed for their proficiency in math and reading in the Fall   | C            | X                  |                    | X                |                    |
|  | Students are placed in classes according to the results of assessment   | C            | X                  |                    | X                |                    |
|  | Student data (attendance, discipline, at-risk behavior and other factors) is regularly collected and analyzed to identify additional supports to support educational attainment | A            | X                  | X                  | X                | X                  |
|  | Students are regularly assessed in a variety of ways and instruction adjusted for individual student needs  | A            | X                  | X                  | X                | X                  |
|  | At-risk students are identified and interventions applied   | A            |                    | X                  | X                | X                  |
| <b>Technology</b>  |   |              |                    |                    |                  |                    |
|  | A technology audit has been conducted at every school to assess connectivity and hardwire needs   | C            | X                  |                    |                  |                    |
| DAP (ii)(D)  | Every school has developed a technology plan and resources are identified to increase technology proficiency  |              | X                  |                    |                  |                    |
|  | Every school has sufficient connectivity on-site  |              |                    | X                  | X                |                    |
|  | Every school has adequate and appropriate computer hardware to teach  | C            | X                  |                    |                  |                    |
| <b>Teacher/Principal Evaluation &amp; Incentives</b>                                       |   |              |                    |                    |                  |                    |
| DAP (1)(i)(B)  | The SOPPAS evaluation system is developed through a collaborative process with school administration, teachers, MEA-MFT & OPI   | C            | X                  |                    |                  |                    |
|  | Third-party evaluators are identified & trained   | C            | X                  |                    |                  |                    |

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|  | Third-party evaluators have completed one summative evaluation of every teacher by May 2011                          |              |                    | X                  |                  |                    |
|  | Evaluations are regularly scheduled and completed according to a public calendar and incorporate SIG requirements    |              |                    |                    | X                | X                  |
|  | A teacher incentive program is developed & piloted by Labor Mgt Team   |              |                    |                    | X                | X                  |
| <b>Special Education</b>   |  |              |                    |                    |                  |                    |
|  | OPI special education division provides ongoing, job-embedded professional development to special education teachers |              | X                  | X                  | X                | X                  |
|  | All school teachers receive special education training on proper identification and referral                         |              |                    | X                  |                  | X                  |
| <b>Paraprofessionals</b>   |  |              |                    |                    |                  |                    |
|  | Paraprofessionals' training and professional needs are identified  |              |                    | X                  |                  |                    |
|  | A plan is developed to provide paraprofessional training needs   |              |                    |                    | X                |                    |
|  | Paraprofessionals' training and professional needs are being regularly met, according to a plan                      |              |                    |                    | X                | X                  |

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| <b>Readiness to Learn</b>  |  |              |                    |                    |                  |                    |
|  | An OPI Community Liaison has been hired to assist the district with implementation of the SIG grant and an MBI coach has assigned to each school   | C            |                    |                    |                  |                    |
| <b>Student Safety</b>  |  |              |                    |                    |                  |                    |
|  | Student and teacher attendance is regularly gathered and reviewed by administration and staff and reported to the Board                            | C            | X                  | X                  | X                | X                  |
|  | Transitions between classes are safe, orderly and timely   |              | X                  | X                  | X                | X                  |
|  | School policies are clearly communicated to staff, students and family regarding discipline, attendance, etc.                                      | N            | X                  | X                  | X                | X                  |
|  | The school has an up-to-date discipline policy that is understood & supported  | N            | X                  | X                  | X                | X                  |
| <b>Student Well-Being</b>  |  |              |                    |                    |                  |                    |
|  | <b>MBI</b> An MBI Team including administration, teachers, the school counselor, students, relevant school staff, OPI staff and others is formed   | C            | X                  |                    |                  |                    |
| DAP (3)(ii)(C)   | The MBI Team meets regularly (twice a month or more)   | A            | X                  | X                  | X                | X                  |
|  | The MBI Team develops a plan and prioritizes activities  | A            |                    |                    |                  |                    |
|  | The MBI team seeks input of other teachers, staff and relevant community/Tribal partners to build capacity and improve school climate              | A            | X                  | X                  | X                | X                  |
|  | The Qualigia survey is administered and results examined by the MBI team   | A            |                    | X                  |                  | X                  |
|  | Students participate in MBI Youth Days & staff in MBI Summer Institutes  | N            | X                  |                    | X                |                    |
|  | <b>IERS - trauma</b> All staff receive introductory and on-going training on trauma, secondary trauma, and positive behavioral supports            | A            | X                  |                    |                  |                    |
|  | All schools develop a plan for IERS to introduce Cognitive-Behavioral Interventions for Trauma in Schools, classroom curriculum and other supports | N            |                    | X                  |                  |                    |
|  | IERS introduces Cognitive-Behavioral Interventions for Trauma in Schools, classroom curriculum and other supports                                  | N            |                    | X                  | X                | X                  |
|  | <b>health &amp; mental health</b> OPI has reached out to relevant agencies (DPHHS, IHS, BIA, CSCT providers and others) about the SIG work         | A            | X                  |                    |                  |                    |
| DAP (3)(ii)(A)   | Relevant agencies are increasing their collaboration with local schools to provide increased mental health services and suicide prevention         | N            |                    | X                  | X                | X                  |
|  | All schools have access to telehealth for mental health services   | N            |                    |                    | X                | X                  |

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|  | OPI has secured other funding sources to increase mental health services and community coordination   | C            |                    | X                  | X                | X                  |
| <b>Youth supports</b>  | An AmeriCorps planning grant is secured to develop options for bringing an AmeriCorps program into the school   | C            | X                  |                    |                  |                    |
|  | Options for an AmeriCorps program are discussed with local school teams   | C            |                    | X                  |                  |                    |
|  | An AmeriCorps program is an option in communities   | C            |                    |                    | X                | X                  |
|  | Boys and Girls Clubs, colleges and other local agencies are working with the schools to provide afterschool mentorships, afterschool & club support     | A            |                    |                    | X                | X                  |
|  | A VISTA volunteer is hired to work with the schools and CL's to develop programming   | C            |                    | X                  |                  |                    |
|  | An OPI afterschool mini-grant program provides opportunities for teachers to develop programs   |              |                    | X                  |                  |                    |
|  | All schools make available Jobs for Montana Graduates classes   |              |                    | X                  |                  | X                  |
| DAP (3)(ii)(B)   | Mentoring programs provide students with access to safe, supportive adults every week   |              |                    |                    | X                | X                  |
|  | Summer Institutes are offered for academic & cultural activities  |              |                    | X                  |                  | X                  |
| <b>Family and Community Engagement</b>   |   |              |                    |                    |                  |                    |
| DAP (3)(i)(B)  | OPI holds community meetings to discuss SIG process   |              | X                  | X                  | X                | X                  |
| DAP (3)(11)(A)   | Community liaisons regularly attend meetings, including MBI, school teams, school board and community meetings & create a resource calendar             |              | X                  | X                  | X                | X                  |
|  | Community liaisons utilize strategies of the National Home Visiting Project and Solid Foundations   |              | X                  | X                  |                  |                    |
|  | The school regularly communicates with parents about its expectations of them and the importance of the reinforcing education at the home               | A            |                    | X                  | X                | X                  |
|  | Community liaisons work with students and school to produce a monthly community newsletter  | N            | X                  | X                  | X                | X                  |
|  | Parents and students receive practical guidance to establish a quiet place for students studying at home and consistent discipline for studying at home |              |                    | X                  | X                | X                  |
|  | Office and support staff are trained to make the school a welcoming place for parents and community   |              |                    |                    | X                | X                  |

