



DISTRICT NEXT STEPS ACTION PLAN – SECOND SEMESTER 2013-14

FOR EACH TOPIC BELOW, CONSIDER THE ACTIONS OR DELIVERABLES YOUR DISTRICT WILL PRIORITIZE FOLLOWING THE WINTER PROGRAM TO ACHIEVE TURNAROUND INITIATIVE SUCCESS DURING SPRING 2014. PLEASE SUBMIT THESE PLANS TO PLE BY FRIDAY, JANUARY 31ST.

INSTRUCTIONAL INFRASTRUCTURE LEVER

In a few sentences, describe how your district will update or refine the curriculum and data infrastructure to support turnaround (including refining your assessment strategy and helping school leaders and teachers to richly leverage student data)

We will continue to work on creating a school system where no barriers exist to prohibit student achievement. The District Leadership Team will focus our discussions and work on refining our assessment strategy by having a transparent starting point where the teachers see the assessments at the beginning of the cycle so the roadmap for teaching is more clearly defined. We will continue to refine our monitoring of the assessment and reteaching cycles so that our discussions and work focus on explicit teacher action plans based on the immediate analysis of assessment data that result in teacher application of the data results into their daily instruction.

List up to 3 specific actions or deliverables necessary to make this happen.

1	2	3
By February 3, 2014, all teachers will be given the Benchmark 3 assessment, which is 4 weeks prior to the assessment window.	On February 10, 2014, there will be agenda discussion item at District PLC meeting with the District Leadership Team (DLT) about defining the district assessment calendar to include a reteaching cycle based on each district benchmark assessment.	On February 18, 2014, there will be an agenda item for the district leadership team to discuss each site’s progress of ensuring interventions are effective and have meaningful impact on student learning. This discussion will include the possibility of teachers “tiering” students to develop small groups in order to facilitate the differentiation of instruction and a monitoring system to collect evidence of effectiveness. This will remain a weekly agenda item to discuss and determine progress on the “tiering” system until the end of the 90 day plan.

DIFFERENTIATED SUPPORT & ACCOUNTABILITY LEVER

In a few sentences, describe how your district will finalize or refine your structure to provide intensive support and accountability to schools (including actions necessary to improve purposeful school visits, sharpen clear expectations, provide capacity-building and pursue initiative-wide learning)

The District Shepherd Team (DST) and District-Level Team (DLT) will continue to follow the Action Plan for School Monitoring that was begun on July 22, 2013. There is a defined set of district expectations that focus on the five areas of: student achievement data, response to intervention, professional learning communities, professional development, and instructional delivery.

List up to 3 specific actions or deliverables necessary to make this happen, including providing feedback on 90-day plans

1	2	3
<p>District Shepherd Team (DST) will continue to meet weekly, on Fridays at 1:00 p.m., to discuss information/evidence gathered by each member during site visits to determine the specific information that will be used to provide on-going feedback to site principals during the following weekly District PLC meetings.</p>	<p>Beginning February 18, 2014, there will be an item for discussion on the weekly District PLC Meeting agenda pertaining to the information gathered on progress toward meeting the defined set of district expectations as identified during the District Shepherd Team’s weekly site visits. The District Shepherd Team will utilize a Data Driven Dialogue strategy, cited on the weekly agenda, to guide the discussion.</p>	<p>The DST will continue to make weekly visits to each site to assist with and support the implementation of the second semester 90 day action plan, and to monitor ongoing progress toward meeting the district goals and expectations – as defined in the District Expectations document. The DST will design a calendar that reflects dates of district “look fors”, including the specific action steps of: providing feedback on 90 day plans, observing PLC meetings and reviewing previous agenda and minutes; reviewing teacher action plans and corresponding lesson plans; reviewing teacher support plans for “tiered” teachers; and reviewing systems for monitoring progress of critical interventions.</p>

TALENT MANAGEMENT LEVER

In a few sentences, describe how your district will strengthen talent management for the turnaround initiative. How will your district enhance support for targeted teachers and ensure high expectations and accountability for all staff involved? In preparation for next school year, how will staffing in turnaround schools be prioritized and what actions will take place to embolden strong teachers and strengthen a bench of talent for the future?

The District Shepherd Team will continue to strengthen the **Warrior Way Talent Management Plan (WWTMP)** by implementing three intentional strategies that will: 1) further develop the District Hiring Strategy, 2) further develop the School Leadership Development Strategy by utilizing competency based tools to identify strong predictors of performance and potential in current and future leaders, and 3) further develop Tiered Teacher Plans by Site.

List up to 3 specific actions or deliverables necessary to make this happen.

1	2	3
<p>Beginning on February 10th, The WWTMP will be discussed and refined through weekly DST/DLT Meetings to develop a District Hiring Strategy that maintains autonomy within a systemic structure. The recruitment process will be coordinated to insure a strong bench of talent is recruited for the specific student data needs of each building.</p>	<p>Beginning on February 14th, the DST will further refine the WWTMP in the area of school leadership development by utilizing the BEI competency model as a tool to determine the current turnaround condition of each leader and in turn develop tailored PD plans for each school leader. The utilization of the BEI competency model will be implemented through district site visits, evaluation based activities, and ongoing PD follow-up sessions.</p>	<p>Beginning on February 10th, the WWTMP will be discussed and refined through weekly DST/DLT Meetings to further develop Tiered Teacher Plans for each Site. The TTP's will maintain site autonomy within a systemic structure to allow for comprehensive talent management. The TTP's will align targeted PD for each teacher in direct connection to instructional weaknesses & student data needs.</p>

LEADERSHIP LEVER & OTHER CRITICAL NEXT STEPS

What critical next steps will your district leadership take to ensure the initiative's vision for change is well-understood, the needed urgency and optimism exists, needed stakeholders are on board and other priorities not captured in the previous three levers are accomplished.

1	2	3
<p>Beginning on February 14th, the DST will set aside time in the weekly DST Meeting to discuss and refine the District Action Plan. The process will include the four critical levers of the PLE Action Plan but be further expanded to include all district components. The inclusion of short-term goals and long-term goals will provide perspective on immediate tasks and long-range planning aspects needed for sustainability.</p>	<p>Beginning on February 28th, the DST will set aside time in the weekly DST Meeting to discuss and refine a strategic communication plan to pull in needed stakeholders in the community, that includes internal staff, but also explores how community members, local tribal governments, local merchants, regional representatives, university personnel, and other relevant organizations can be tapped for current and future partnerships. The plan will be developed for the sustainability of PLE initiatives and the development of student opportunity projects.</p>	<p>Beginning on March 7th, the DST will begin the initial formation steps of the District Action Plan (DAP) for the 2014-2015 School Year. The DAP will include outlining specific actions for each member of the DST, a review of the WWTMP components to align hiring strategies and ongoing strategies for existing school leaders, review of Tiered Teacher Plans for each site to align hiring strategies and ongoing strategies for existing teachers. Finally, a review of the monitoring plan for the 14-15 SY to continually improve instructional infrastructure through consultation and real time support.</p>