# APPLICATION FOR SCHOOL SUPPORT FUNDS

**ND DEPARTMENT OF PUBLIC INSTRUCTION**  
**STUDENT SUPPORT & INNOVATION DIVISION**  
**SFN 52823 (03-2018)**

RETURN TO: Department of Public Instruction, 600 East Boulevard Avenue, Dept. 201, Bismarck, ND 58505-0440

## Part A – General Information

<table>
<thead>
<tr>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twin Buttes Elementary School</td>
<td>Twin Buttes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mailing Address</th>
<th>City</th>
<th>State</th>
<th>ZIP Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>7997 7A St NW</td>
<td>Halliday</td>
<td>ND</td>
<td>58636</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of District Authorized Representative</th>
<th>Telephone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Starr</td>
<td>701-938-4396</td>
<td><a href="mailto:sandy.starr@k12.nd.us">sandy.starr@k12.nd.us</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Building Principal</th>
<th>Telephone Number</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sandy Starr</td>
<td>701-938-4396</td>
<td><a href="mailto:sandy.starr@k12.nd.us">sandy.starr@k12.nd.us</a></td>
</tr>
</tbody>
</table>

## Part B – Certification and Assurances

The applicant hereby assures the Superintendent of Public Instruction that:

1. Upon approval, school support funds will be expended in compliance with the applicable federal laws and regulations and the NDDPI *ESSA Spending Handbook for Districts* dated December 2017. *(State Required)*
2. Ensure each school it commits to serve receives all of the state and local funds it would receive in the absence of the school support funds and resources are aligned with the interventions. *(Federally Required)*
3. If the district chooses to implement public school choice, it assures compliance with §1111(d)(D). *(Comprehensive schools only)*
4. The district assures partnership with stakeholders in the development and implementation of the school’s improvement plan.
5. The district assures it will approve prior to implementation and periodically monitor each school’s improvement plan.
6. The district assures it will provide to parents and the public a notice regarding the state’s accountability system on the Interactive Dashboard, website notification of NDInsights, and notice of the school’s selection for school support.

The signature of the Authorized Representative below indicates the awareness and agreement with the Certification and Assurances listed in this application.

<table>
<thead>
<tr>
<th>Signature of District Authorized Representative</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Signature of Building Principal</th>
<th>Date</th>
</tr>
</thead>
</table>

## Part C – State Approval (For Department Use Only)

<table>
<thead>
<tr>
<th>Funding Period</th>
<th>Total Amount Approved</th>
<th>Signature of Authorized SEA Official</th>
<th>Date Approved</th>
</tr>
</thead>
</table>
Part D – Descriptive Information
1. Describe how the school will develop and implement a school level Comprehensive Support and/or Targeted Support and improvement plan to improve student outcomes based on the accountability indicators in which the school was identified. The description must include student performance against the state-determined long-term goals. Targeted Support schools must address each subgroup of students that was subject to the identification.

Twin Buttes Elementary School:
- Serves 50 students in grades K through 8th grade.
- Is designated Title I schoolwide.
- Attendance is 95% on average.

To develop a school level Comprehensive Support improvement plan that supports Twin Buttes Elementary’s achievement of state-determined long-term goals of overall student proficiency gains in both ELA and math, Twin Buttes Elementary will engage in the following process:

Step 1: Review the State-Provided AdvancEd Improvement Plan Template
Following the release of the state-proved AdvanceEd Improvement template, Twin Buttes Elementary will work with Ed Direction to conduct a thorough review of the planning template resulting in a deep understanding. As needed, this proposed planning process will adjust to address any unforeseen requirements.

Insert Twin Buttes Elementary Advanced Ed findings

Step 2: Analyze Student Outcome Data
Twin Buttes Elementary was identified for Comprehensive Support and Improvement for being in the lowest performing 5% of schools in the state of North Dakota on the statewide NDSA benchmark. According to metrics after the 2016-17 school year, Twin Buttes Elementary has achieved 20-29% proficiency in ELA and 0-10% proficiency in math. The two-year growth rate for ELA is 81% and for math is 77%.

However, these high-level descriptive data do not provide the full picture of student performance necessary to adequately create an implementable and effective plan. With the support of our selected school improvement partner, Ed Direction, Twin Buttes Elementary will conduct further analysis to better understand NDSA student achievement trends, including:
- Analysis of data over time
- Disaggregation by subject
- Disaggregation by teacher
- Benchmarking against demographically comparable schools
- Comprehensive Support and Improvement exit forecasting

Step 3: Set Student Performance Goals
After reviewing the plan template and fully understanding student data, Twin Buttes Elementary will set specific student achievement goals that address the reasons for being identified as a Comprehensive Support and Improvement school and that ensure exit from the CSI program. Student performance goals will include:
- Baseline year results
- 3-year end-of-project goals articulating:
  - Whole school outcomes
  - Goals for core subject areas
• Goals for co-occurring student groups that mitigate any achievement gaps
  • Incremental yearly targets

Student performance goals will also position Twin Buttes Elementary to achieve the State ESSA Committee’s goal of reducing the number of non-proficient students for all students and for each subgroup of students by 33 percent within six years.¹ By this metric, the long-term goal after three years in partnership with Ed Direction will be a minimum 16.5% increase in both Reading/Language Arts and Mathematics after three years of partnership (or by the end of the 2020-2021 school year):

<table>
<thead>
<tr>
<th>Subgroups</th>
<th>Reading/Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline Data 2016-2017</td>
<td>ESSA Minimum Exit ND CSI Target 2020-2021</td>
</tr>
<tr>
<td>All Students</td>
<td>20-29%</td>
<td>23.3-33.8%</td>
</tr>
</tbody>
</table>

**Step 4: Conduct a Root Cause Analysis**
Twin Buttes Elementary will conduct a whole-school analysis of current conditions and outcomes in the school to identify the root-causes behind the baseline year student outcome data. Identifying the root causes forces school teams to address long standing concerns and focus on what can be done. This can be hard because often in underperforming schools there is a pattern of problem admiration instead of focused problem solving. The root cause analysis is organized to assess the following critical components of school transformation and will be conducted in partnership with Ed Direction:

**Critical Component of School Transformation**

**Leadership**

- A narrow focus on fewer, evidence-based practices that are implemented well and understood by all stakeholders
- Empowered principals who serve as Lead Learning Officers
- Student-centered decision making processes resulting in transparency and strong accountability structures
- Coherent alignment of various school teams, plans, and requirements

**Instruction**

- Teacher teams plan for intentional teaching that includes units and lessons that are aligned with grade-level standards and focused on high-leverage skills
- Teachers use data to drive instruction, including proficiency-based assessment systems that yield actionable data in real-time
- Teachers use evidence-based instructional strategies on a daily basis, carefully selecting strategies based upon the needs of their students
- Classrooms are set up for instructional success with clear expectations, routines, and arrangements to promote a positive climate and inclusive learning culture
- Professional learning is driven by teacher need, with Transparent Teacher Practices that maximize teacher learning and coaching

What it Looks Like in Practice

- The teacher leadership team is representative of the faculty as a whole and focused on collective efficacy
- Teaming structures and communication protocols are organized and utilized to maximize 2-way communication and transparency
- Teacher teams collaboratively plan and implement cycles of inquiry
- Partnerships with districts and other agencies or governing bodies (e.g. tribal leadership) are clear and consistent, focused on the same goals and outcomes for students and teachers
- Trauma-informed practices are known and utilized by all members of the school staff, resulting in all students feeling safe and supported at school
- Culturally responsive practices are prioritized to ensure that all students have a learning environment that is responsive to their needs

Twin Buttes Elementary will administer and, together with Ed Direction, analyze the findings of a self-appraisal May 2018. We will then participate in a comprehensive on-site appraisal conducted by the Ed Direction team in the early fall of 2018. The springtime self-appraisal will be a holistic needs assessment including a survey and analysis of findings tied to these evidence-based practices in leadership, instruction, and collaboration. In the early fall, the comprehensive root cause analysis will include individual interviews, classroom observations, focus groups, surveys, and data analysis leading to a complete findings report. The findings will articulate both assets and challenges of Twin Buttes' team tied to the five elements of the North Dakota Multi-Tiered Systems of Support framework, including:

- Assessment
- Data-Based Decision Making
- Multi-tier Instruction
- Infrastructure and Support Mechanisms
- Fidelity and Evaluation

The ensuing plan will be schoolwide for grades Pre-K through 6th grade as it is evident opportunities for improvement tie to the entire student population rather than a specific identified subgroup. However, schoolwide improvement will be designed to also achieve long-term student achievement goals set for every subgroup.

Step 5: Organize Supports to Address Root Causes
After understanding student achievement outcomes and the underlying root causes of underperformance, Twin Buttes Elementary will explore implementation supports provided by its vendor partner, Ed Direction, to address root causes and increase teacher individual and collective efficacy.

For example, if the Root Cause Analysis identifies lack of student engagement due to gaps in Tier 1 Instruction, teams will then need to hypothesize why this is happening. Is it a lack of evidence-based practices or perhaps uneven implementation of evidence-based practices, or is it lack of access to high quality materials? Prepared with this information Twin Buttes Elementary may work with Ed Direction to choose next steps. For example, a school may choose to implement a series of coordinated professional learning sessions and individualized coaching sessions that build teachers’ capacity to utilize evidence-based instructional strategies such as active student response strategies.

Matching school needs (i.e. root causes) with supports will result in customized supports that target the needs of each school. Ed Direction is contracted to provide the following implementation supports to Twin Buttes Elementary in a blended format both on site and virtually across three years:

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Coaching (on site and virtually)</th>
</tr>
</thead>
</table>


| Year 1 (50%) | 9 Days (monthly) School Leadership Team  
9 days (monthly) Full Staff | 45 Coaching days including:  
Weekly Principal Coaching  
Weekly individual teacher coaching  
Twice-monthly PLC Team Coaching |
| Year 2 (28%) | 9 Days (monthly) School Leadership Team  
9 days (monthly) Full Staff | 25 Coaching days including:  
Principal coaching  
Individual teacher coaching  
Twice-monthly PLC Team coaching |
| Year 3 (22%) | 9 Days (monthly) School Leadership Team  
9 days (monthly) Full Staff | 20 Coaching days including:  
Principal coaching  
Individual teacher coaching  
PLC Team coaching |

Professional Learning will include, but will not be limited to:

<table>
<thead>
<tr>
<th>Collaboration</th>
<th>Instruction</th>
<th>Leadership</th>
</tr>
</thead>
</table>
| Effective meeting practices  
Analyzing common short-term assessment data  
Compass points or another strategy to learn more about individual members of the team to create a more cohesive group | Evidence-Based Instructional Strategies that inspire student engagement  
Planning a full year of priority standards and creating learning progressions for each (sometimes called Curriculum Mapping)  
Creating, modifying, or finding short-term assessments  
Adapting instruction so all students achieve mastery | Establishing spheres of influence  
Addressing conflict  
Inspiring urgency  
Action planning |

Coaching

- Principal Coaching will focus on performance management, achieving priorities outlined in schoolwide plans, and building a sustainable system for ongoing school improvement. Coaching will also prioritize evidence-based leadership practices tied to Professional Standards for Educational Leaders.

- Individual Teacher Coaching: focused on the effective implementation of existing programs at Twin Buttes Elementary including the ELA curriculum, Journeys, and the math curriculum, Go Math. Coaching will include:
  - Building durable routines and arrangements that support a schoolwide Positive Behavior Implementation and Support model
  - Comprehensive implementation of an Instructional Cycle that includes
    - Full-year alignment of North Dakota State Standards to instruction
    - Cyclical planning including learning progressions tying student learning activities to mastery of standards
    - Ongoing application of Evidence-Based Instructional Strategies including, though not limited to: Explicit Instruction, Questioning, Metacognition, Active Student Response, or Feedback.
• Design, administration, analysis, and action planning from medium-term and short-term data
• Strategic interventions based on analysis including adapting and extending instruction to ensure all students are working towards mastery of all standards
• Over time, trauma-informed pedagogy and culturally-informed pedagogy

• PLC Team Coaching will focus on effective meeting practices and data-based decision making. Integral in this process will also be the development of Collective Efficacy and a cultural shift from "your problem" to "our problem" as teams work collectively to improve student outcomes.

An additional critical support to address root causes will be the development of a School Transformation Team, or School Leadership Team. A student-centered leader is a visionary leader who sets clear goals for student learning, uses resources strategically to meet those goals, and works closely with teachers to plan, coordinate, and monitor how those goals are achieved. Resourcing teacher leadership strategically can lead to improved learning outcomes.

Student-centered leaders are strategic when determining who will partner with them in leading the work of school improvement. Equal to the hiring decisions are the decisions leaders make as they build school leadership teams. To best meet students' needs, student-centered leaders ensure they have the right people on their leadership "bus." The Leadership Team, or School Transformation Team should comprise no more than 10 members and include a representative from every PLC team. If that’s not possible, due to the size of the school or team, every PLC should be assigned to a member of the School Transformation Team. The School Transformation Team should be set before the fall of the 2018-19 school year.

Step 6: Write the Improvement Plan
With the understanding of the improvement plan, student performance, benchmark goals, root causes, and organized implementation supports provided through Steps 1-5, Twin Buttes Elementary will write the school level Comprehensive Support improvement plan and submit it to the North Dakota Department of Public Instruction by the required due date.

2. Explain the process used to recruit, screen, select, and regularly review external providers/contractors to assist the school in making improvements.

Twin Buttes Elementary identified Ed Direction as a partner for school improvement. Much of the work to identify a partner with a proven track record and the necessary skills was completed by the North Dakota Department of Public Instruction.

Ed Direction is a team of former teachers, instructional coaches, school psychologists, school and district administrators, university instructors, and state department of education specialists from across the country with deep experience serving diverse student populations nationwide. Ed Direction's team currently works with schools, districts, elected and appointed boards of education, government entities (including legislatures), mission-driven organizations, universities, regents, and state offices of education to successfully and sustainably implement research-proven strategies. We work with essential stakeholders to identify root-cause issues of underperformance and match them with optimal context-specific solutions that are culturally responsive and reflective of the unique needs of the community.

Twin Buttes Elementary’s team has thoroughly reviewed Ed Direction’s proposal, considering our experience with their presentation during the March 29 Comprehensive Support & Improvement kickoff meeting, and by consulting with them individually in person and through virtual meeting technology. Twin Buttes Elementary selected Ed Direction for the following reasons:
• Proven track record of improving student outcomes
• Singular focus on implementing evidence-based interventions
• Cost within the boundaries of reasonableness
• Customized approach to the needs of our school
Twin Buttes will rely on the regular metrics Ed Direction provides to review progress including:

- Regular data collection including
  - Classroom observation
  - Student Engagement observations
  - Student Performance data
  - Implementation data including, though not limited to:
    - Teaching Observation Logs
    - Team Observation Logs
    - Meeting Implementation Continua
    - Coaching Visit email summaries
- Progress Monitoring including
  - Quarterly Reports
  - Periodic check ins with school and district leaders

3. Illustrate the alignment between the activities and interventions outlined in the plan with other federal, state, and local resources available to the school.

To ensure that all school improvement efforts are coordinated and focused on a centralized goal, Twin Buttes Elementary will review the federal, state, and local resources and plans that are currently being utilized and incorporate them into the Comprehensive Support improvement plan. The Comprehensive Support improvement plan will effectively become the "master plan." This will also focus all school improvement efforts on the student performance and teacher learning goals, creating a coherent plan for ongoing school improvement.

This master plan will be developed based on the North Dakota Multi-Tiered Systems of Support framework (see figure below), to provide all students with the best opportunities to succeed academically and behaviorally in school. Twin Buttes Elementary will focus on along the five elements of NDMTSS:

- Assessment
- Data-Based Decision Making
- Multi-tier Instruction
- Infrastructure and Support Mechanisms
- Fidelity and Evaluation
To ensure that each element of ND-MTSS framework is implemented deep enough to yield improved student outcomes, Twin Buttes Elementary will exclusively focus on evidence-based interventions. As defined by the Every Student Succeeds Act, "evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research." Twin Buttes Elementary will engage in a comprehensive search of evidence-based interventions, then rank each intervention according to their tiers of evidence as defined by ESSA. Twin Buttes Elementary will only employ interventions that are ranked as being either Strong, Moderate, or Promising, and that are matched to Twin Buttes Elementary’s weakest areas on the five elements of NDMTSS.

Definitive interventions will be identified following the on-site appraisal. Ed Direction focuses on a few high-impact, evidence-based practices at every level of the system. Common aspects of interventions include the hinge point utilized to identify an evidence-based instructional strategy or an evidence-based leadership strategy. The hinge points are at least .4 for effective instruction and at least .3 for effective leadership. Prioritized strategies include the following:
In addition to these evidence-based instructional and leadership strategies, Ed Direction also prioritizes formative assessment and coaching as common aspects of a school transformation intervention. Priority strategies will be finalized following the on-site appraisal.

4. Describe how the school will modify its practices and/or policies to fully and effectively implement the improvement plan.

To effectively implement the improvement plan, Twin Buttes Elementary will:

- Foster a schoolwide spirit of Collective Efficacy
- Conduct a schoolwide analysis to identify root causes
- Establish effective teaming structures to lead the work
- Continuously refine implementation through bite-sized implementation planning
- Build teacher capacity through evidence-based professional learning
- Accelerate teacher learning through 1-on-1 coaching

**Foster a schoolwide spirit of Collective Efficacy**
From the start, Twin Buttes Elementary will foster a spirit of Collective Efficacy. With an effect size of 1.57, Collective Efficacy can be defined as “a group’s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment.” Collective Efficacy in effective schools has some similar features:

- Instructional staff have taken ownership of their learning
- All teachers have agreed upon specific learning intentions for students that are tied directly to assessment results (i.e. Learner Centered Problems)
- All teachers are learning how to more effectively implement evidence-based instructional strategies in their daily lessons
- Teacher leaders are taking the reins and creating the conditions for meaningful collaboration focused on teacher learning and student impact

**Conduct a schoolwide analysis to identify root causes**
Twin Buttes Elementary will conduct a whole-school analysis to identify the root-causes behind the baseline year student outcome data. This analysis will assess the following critical components of school transformation:

- Focused, Coherent Leadership
- Effective, Student-Centered Instruction
- Inclusive Culture of Collaboration
To assess each of these critical components of school transformation, Twin Buttes Elementary will contract with Ed Direction to complete a full, multi-day, on-site appraisal that looks deeply into every aspect of the school by collecting a wide variety of qualitative and quantitative data. Part of that data is collected prior to the on-site appraisal, and the bulk of data is collected during the on-site appraisal.

Approximately 2-weeks prior to the on-site appraisal, Ed Direction collects the following data:
- Student Performance Data
- Teacher Survey*
- Student Survey*
- Parent Survey*

During the on-site appraisal—typically administered over several days, the Ed Direction team collects the following data:
- Classroom Observations*
- Administrator Interviews*
- Teacher Interviews*
- Staff Focus Groups*
- Student Focus Groups*
- Parent Focus Groups*

*Examples of questionnaires are available upon request. Depending on needs, data collection may be customized, including excluding or replacing one of the above data points. Collected data is stored in a secure, FERPA-compliant database.

Once the data has been gathered and analyzed, an Appraisal Findings Report will be carefully crafted. The Appraisal Findings Report will be structured deliberately to not overwhelm with pages and pages of recommendations. In completing the Findings Report, only those topics that were well-represented through multiple sources (for example, topics brought up in a third of the teacher interviews) will be prioritized for the written report. Once the initial draft of the report is created it will undergo a thorough review and revision process. Steps will be taken to ensure that the statements contained within the Appraisal Findings Report are easily translated to actionable steps that Twin Buttes Elementary can take to drive improvement.

**Establish effective teaming structures to lead the work**

Decision-making requires input from a variety of people in a school. Oftentimes, a school leader bears the burden of making decisions for a school community. Other times, an entire faculty is presented with an issue or problem and the entire team struggles to come to consensus due to the sheer number of individuals involved in the process. Establishing a clear structure for leadership enables more effective schoolwide decision making. Twin Buttes Elementary will ensure that a clear teaming structure, such as the one illustrated below, is in place to lead the work of school transformation.

---

**Principal**
The Principal leads the school by championing ambitious transformational plans, shepherding teacher learning, and resourcing strategically. The principal also interfaces with the District Transformation Team to ensure that change is sustainable.

**School Leadership Team**
The School Leadership Team is made up of 5-10 educators that represent each PLC. They hold weekly or biweekly meetings to problem solve schoolwide issues. The School Leadership Team also acts as a liaison to keep all PLCs informed.

**Professional Learning Communities (PLCs)**
PLCs are grade or course-level teams of 2-7 teachers that meet regularly to engage in standards-based planning, implement evidence-based instructional strategies, and assess student learning gaps using iterative instructional cycles.
Continuously refine implementation through bite-sized implementation planning
To enable effective iteration and adaptive transformation, the Twin Buttes Elementary leadership team will develop 30-Day action plans. These action plans will break down the high-level 3-year school improvement plan into bite-size chunks, then put them on a 30-Day calendar to help turn well-made plans into action.

30-Day Action Plans will include:
- Overarching Project Goals
- 30-Day Goals
  - Specific strategies
  - Reasoning for strategies
  - Desired outcomes
  - Ties back to the overarching project goals
- 30-Day Calendar

Build teacher capacity through evidence-based professional learning
Professional learning will be coordinated to support implementation of the strategies identified by the school improvement plan. All professional learning will focus on evidence-based content and will be organized to effectively support teacher learning.

As an example of potential evidence-based professional learning content, Twin Buttes Elementary may opt to highlight some of the evidence-based instructional strategies analyzed by John Hattie. To discover what works best in the classroom, John Hattie conducted a rigorous meta-analysis of many instructional strategies to identify which strategies have the highest impact on student achievement by creating a single "effect size" indicator – illustrated to the right.

Professional Learning will also be organized to effectively support teacher learning by adhering to the following standards:

<table>
<thead>
<tr>
<th>Section</th>
<th>Standards</th>
</tr>
</thead>
</table>
| Theory     | • No more than 25% of PL  
• Rationale is clear and connects to previous and future PL content  
• Emphasizes improving student outcomes  
• Aligns with school/district/state goals  
• Uses well-established discussion norms |
| Demonstration | • Between 10-20% of PL  
• Transparent and practical  
• Multiple exposures when needed (e.g. live and media examples) |
| Practice   | • Between 40-60% of PL  
• Well-developed and varied protocols  
• Ongoing reflection and refinement  
• Progress monitoring of knowing and doing gaps  
• Clearly defined implementation indicators |
| Coaching   | • At least 10% of PL  
• Build on progress  
• Gradual release with authentic feedback partners  
• Feedback is highly focused and prioritized  
• Opportunities to achieve master by applying learning in new settings/contexts |
Accelerate teacher learning through 1-on-1 coaching

To support deep implementation, Twin Buttes Elementary will follow-up on professional learning with 1-on-1 coaching. Just as teachers customize learning for students to ensure it has the maximum impact, coaching must be customized for teachers. Collaborative Coaching is a systematic way for schools to tailor professional learning and increase feedback that is targeted and actionable. The distinguishing characteristic of Collaborative Coaching is that the coach enters a relationship with a teacher or group of teachers in which the knowledge and expertise of the teacher(s) are as valuable as the knowledge and expertise of the coach. Furthermore, this partnership puts teachers in the driver's seat of their own professional learning. These relationships pave the way for the open and honest feedback that is necessary to improve instruction and, in turn, student outcomes.

The following collaborative mindsets are essential to Collaborative Coaching:

- Equal Partnership: All members of the collaborative partnership are recognized and treated as equal partners in the learning relationship
- Shared Growth: Skill acquisition is not a one-way street from coach to teacher(s), but rather a mutual exploration of evidence-based practices
- Mutual Choice: Decisions are made collaboratively, with professional educators, not to them
- Public Practice: Teaching and learning are implemented transparently, so they are seen and heard by others
- Co-Reflection: During each stage in the coaching cycle, collaborators reflect on their practice as well as the collaborative relationship.

The Collaborative Coaching cycle includes the following four critical components for successful practice:

1. Setting Goals that are collaborative and focused on measurable outcomes
2. Learning Together to build the confidence and expertise needed for implementation of new skills
3. Practicing that is both non-threatening and transparent (i.e. seen and heard by others)
4. Co-Reflecting & Sharing Feedback that leads to new goals or additional opportunities to achieve current goals through practice

5. Describe how the district will effectively monitor and support the school's implementation of the improvement plan.

The district will receive progress monitoring reports from Ed Direction and Twin Buttes Elementary including 30-Day action plans and quarterly reports. These will be delivered to the all necessary stakeholders, including the district, local school board, and NDDPI to ensure transparency and accountability.

30-Day action plans will represent manageable chunks of the high-level 3-year school improvement plan, thereby ensuring that every 30 days, the school leadership will know if they are making adequate progress, if interventions are having the desired effects and if a course correction is needed. The leadership team will create a 30-Day calendar to turn well-made plans into action. 30-Day action plans will include:

- Overarching Project Goals
- 30-Day Goals
  - Specific strategies
  - Reasoning for strategies
  - Desired outcomes
  - Ties back to the overarching project goals
- 30-Day Calendar

Twin Buttes Elementary will complete their first 30-Day plan during the 2018 summer break. However, to illustrate what this will look like, below is an example of a 30-Day plan:
90-Day Action Plan Term 3 – Strategy #1

**Strategy:**
IMPROVING PRACTICE
Create a culture of learning that strives to be growth-oriented and committed to changing practices for the advancement of teaching and learning

**School Leader Responsible:**
Dr. Sample (Principal), Ed Direction Coach (Ed Direction), and School Transformation Team (STT)

**Current State**
During the 2016-2017 school year, data related to improving practice (focused on student engagement, feedback, and use of evidence-based instruction) were collected from all teachers. Term Three data revealed that Student Engagement remains an area where teachers can improve their practice. On average, across all grade levels, student engagement was visible (Active Engagement) 46% of the time, students were passively engaged 36% of the time, and were either off-task or not given a specific learning task (Down Time) 17% of the time.

Data from the Monitoring Appraisal conducted in March 2017 revealed the following:
- Classroom instruction and student engagement have moved from a “sufficient” rating (2016) to a “partial” rating
- Many teachers recognize a need for consistent scaffolding and intervention in their classrooms
- Teachers would like more help to plan instruction and increase effective real-time feedback to students
- Teachers struggle with pacing and are concerned that concepts are being introduced too quickly at times

**Desired Outcome:**
With the new six-week Instructional Cycle structure in place, teachers will be more intentional about lesson planning and incorporating the regular use of feedback into their lessons. Teachers will also incorporate learnings from a summer training to ensure that there are increased opportunities for Active Student Engagement in the classroom. Monthly trainings on Feedback—the schoolwide Evidence-Based Instructional Strategy—will equip teachers with additional tools for effective use of the strategy. As a result of these efforts, teachers will see increased student engagement, more targeted, responsive lesson planning, and improved student achievement.

**Yearly Goal[s] Affected:**
ELA, Math, and Science, Improved Instruction

**Supporting Actions**

<table>
<thead>
<tr>
<th>To ensure effective implementation of the strategy, we will:</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide PD, coaching, and supplemental resources related to student engagement and “tough kids”</td>
<td>School Leaders</td>
<td>June 2017</td>
<td>PD resources</td>
</tr>
<tr>
<td>Create and implement 6-week Instructional cycles to ensure intentional planning for instruction</td>
<td>PLCs</td>
<td>August 2017-October 2017</td>
<td>Instructional Cycle Tool, Curricular resources</td>
</tr>
<tr>
<td>Provide PD, coaching, and supplemental resources related to feedback (feedback continuum)</td>
<td>STT and Ed Direction</td>
<td>August 2017-October 2017</td>
<td>PD resources</td>
</tr>
<tr>
<td>Collect learning progressions and student exemplars from each grade level</td>
<td>STT</td>
<td>August 2017-October 2017</td>
<td>Instructional Cycle Tool</td>
</tr>
<tr>
<td>Connect MTSS to Piaget’s research for teachers</td>
<td>School leaders</td>
<td>September 2017</td>
<td>One-page explanation of connection (to be created)</td>
</tr>
<tr>
<td>Provide targeted feedback to teachers on their practice</td>
<td>Amber</td>
<td>August 2017-October 2017</td>
<td>Feedback tool</td>
</tr>
<tr>
<td>Provide PD, coaching, and supplemental resources related to explicit instruction</td>
<td>School Leaders and STT</td>
<td>August 2017-October 2017</td>
<td>Lesson planning template</td>
</tr>
<tr>
<td>Review student achievement data, share findings with staff and provide additional PD in direct response to identified needs</td>
<td>STT and Ed Direction</td>
<td>August 2017-October 2017</td>
<td>Protocol to review data, Structure to communicate findings with staff</td>
</tr>
<tr>
<td>Continue to monitor PLC progress through observations and debrief including Working Together Survey</td>
<td>PLC Observers</td>
<td>August 2017-October 2017</td>
<td>Data collection template, Time to observe PLCs (at least two observations per STT member)</td>
</tr>
</tbody>
</table>

**Progress Indicators**

<table>
<thead>
<tr>
<th>To best understand whether we are effectively implementing this strategy, we will:</th>
<th>Responsible Party</th>
<th>Timeline</th>
<th>Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect feedback from staff</td>
<td>STT</td>
<td>Ongoing</td>
<td>Feedback template, time for discussion in faculty meetings, PLCs</td>
</tr>
<tr>
<td>Collect student achievement data from PLCs</td>
<td>STT</td>
<td>Ongoing</td>
<td>Implementation data template, protocol for data analysis, structure for providing feedback to staff</td>
</tr>
<tr>
<td>Collect short-term assessment data to monitor student performance</td>
<td>PLCs</td>
<td>Ongoing</td>
<td>Short-term assessments (created by PLCs), Instructional Cycle Tool</td>
</tr>
<tr>
<td>Collect evidence of use of 6-week Instructional Cycle tool. Feedback, and Active Student Engagement strategies</td>
<td>STT</td>
<td>Ongoing</td>
<td>Data collection templates</td>
</tr>
</tbody>
</table>
Quarterly reports will be delivered to the district approximately quarterly and may be presented in-person as needed. Quarterly reports will recount progress towards 30-Day plans, challenges with implementation, requests for assistance, and progress monitoring data. Quarterly reports will also outline next steps.

Below is an example of a quarterly report:

**Focus Area #1**
**DATA-DRIVEN**

By focusing on high-leverage standards (Learner-Centered Problems) and providing teachers with the tools and training necessary to effectively use data to drive decision-making, teachers at Sample Elementary will be prepared to make real-time changes to their instructional practices in direct response to identified needs. School leaders (including the School Transformation Team) will hold all teachers accountable for using data to adjust and improve teaching and learning, resulting in instruction tailored to individual students and groups of learners. Instructional coaches will work with teachers to build a solid understanding of the quality of Tier 2 and Tier 3 instruction. Teachers’ understanding of the purpose and utility of each assessment will increase.

<table>
<thead>
<tr>
<th>Progress Update and Next Steps</th>
<th>Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority Practice for August-October:</strong> Use common Short-Term Assessment data to adjust instruction (re-teach, intervene, extend)</td>
<td>• Ensure that teams are meeting regularly</td>
</tr>
<tr>
<td>School leaders continue to build each team’s capacity to function as a highly-effective team by providing resources and supports (i.e. the Instructional Cycle Planning Template, meeting agendas, Data Diving protocol). Each PLC is given “optional PLC” time to meet, and school leaders and instructional coaches are available to support teams. Recently the leadership team conducted PLC observations and collected data on PLC team functioning. Team members used a common template to collect data, reflected on their observations using a Debrief Protocol, and compiled the data so that they could easily see opportunities for growth across teams. The team used the observations and debrief as a way to identify how they can better support teams as they use data to make instructional decisions.</td>
<td>• Provide additional protocols for data review, analysis and planning</td>
</tr>
<tr>
<td><strong>Challenges to Implementation</strong></td>
<td>• Model how a PLC can use data to make instructional decisions</td>
</tr>
<tr>
<td>• Teachers are not consistently using weekly data (i.e. Common Short-Term Assessment data) to check student understanding and collaboratively plan for next steps.</td>
<td>• Provide data to teams in an accessible format (when needed)</td>
</tr>
<tr>
<td>• Teachers do not have regular collaboration time during the school day when they can meet with their entire grade-level team to review and analyze data and determine which instructional practices are helping students learn what is being taught.</td>
<td>• Help teachers see how small group instruction can be used to re-teach, intervene, and extend</td>
</tr>
<tr>
<td>• Small group instruction and differentiation is not consistently implemented across the school.</td>
<td></td>
</tr>
</tbody>
</table>

**Steps Taken to Overcome Challenges**

- Coaches are working with School Transformation Team members to ensure they understand how to collect, review, and plan based on Common Short-Term Assessment data.
- Data collection templates were shared with each grade-level team.
- Coaches reminded teams that they should be identifying—by name—the students who have not mastered standards so that they can provide re-teach or intervention to these students.

6. Describe how proposed interventions and strategies are evidence-based. The description should include improving student achievement, closing achievement gaps, or improving graduation rates. The schools must demonstrate one or more levels of evidence-based strategies as defined in ESSA. (Levels of Evidence = Strong, Moderate, or Promising)

Twin Buttes Elementary understands that evidence-based interventions are the only type of interventions that will be implemented during the school improvement process, as they have the best chance of improving student achievement. All evidence-based interventions with fall within Tiers 1, 2, or 3 of the ESSA definition of being evidence-based:

"Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

**Tier 1 – Strong Evidence:** supported by one or more well-designed and well-implemented randomized control experimental studies.

**Tier 2 – Moderate Evidence:** supported by one or more well-designed and well-implemented quasi-experimental studies.
Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias)."

Specific interventions used will vary significantly based on findings from the root cause analysis, however interventions used will likely come from the following bank of citations:

**Focused Coherent Leadership**


How to learn from feedback with curiosity and grace: http://stoneandheen.com/


Lewis, C. (2015). What is improvement science? Do we need it in education (pp. 54)? Educational Researcher, 44(1).


**Effective, Student-Centered Instruction**


Dynamic Indicators of Basic Early Literacy Skills (DIBELS®) http://dibels.org/


Inclusive Culture of Collaboration


<table>
<thead>
<tr>
<th>Object Code Number</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>300</td>
<td>Purchased Professional &amp; Technical Services: Tier 3 of Ed Direction Services</td>
<td>$150,000</td>
</tr>
</tbody>
</table>

Total  

Total must match total on Part E-2
The school must provide a budget that indicates the amount of funds it will need to implement the interventions outlined in the improvement plan.

**School Name**  
Twin Buttes Elementary

<table>
<thead>
<tr>
<th>Object Code Number</th>
<th>Object Code Description</th>
<th>Requested Budget</th>
<th>For Department Use Only</th>
<th>Final Approved Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>110</td>
<td>Professional Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>120</td>
<td>Non-professional Salaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>200</td>
<td>Benefits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>300</td>
<td>Purchased Professional &amp; Technical Services</td>
<td>$150,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>430</td>
<td>Maintenance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>500</td>
<td>Other Purchased Services/Travel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>600*</td>
<td>Materials/Supplies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>730**</td>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>800</td>
<td>Dues/Memberships/Registration Fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>900</td>
<td>Indirect Costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total must match total on Part E-1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*600 – These funds are specifically for high quality interventions and activities supported through the needs assessment. Supplies/materials will only be considered if they are necessary to implement the improvement plan.*

**730 – Equipment must be aligned with interventions in the improvement plan and supported through a needs assessment.**