



NH Title I Priority and Focus Schools Steps to Success Workshop CROSSWALK: Indistar Indicators and ESEA Turnaround Principles

Priority Schools ASSESS each KEY Indicator, PLAN for those not fully implemented.

Focus Schools identify and ASSESS Indicators (either KEY, CORE or CHOICE) for selected Turnaround Principles most likely to lead to the greatest improvements in student achievement, based on a comprehensive review of school performance data.

Crosswalk Suggestions: Most Title I Priority and Focus schools have existing plans in place. Use these crosswalk suggestions to identify which Turnaround Principles are already being addressed in your school.

Recent Steps to Success users will have completed an assessment -- and often a plan-- for many of the NH CHOICE Turnaround Indicators or with closely associated indicators.

1. Log in to the *Support for School Improvement "Steps to Success" School Indicators* in the **My Online Tool(s)** section of the **DASHBOARD**.
2. On the **Main Menu** page, locate Resources and Reports above the school name. Select **REPORTS**.
3. Scroll down and click on **List of Objectives Included in Plan**. This returns a list of ALL indicators you assessed as less than fully implemented.
4. Use the abbreviated chart below to identify which of the NH CHOICE indicators you have already assessed, and which you have already included in your plan. In some cases, closely numbered indicators are substantially similar. For instance you may have included ID11 in your plan and you can copy that information into the Turnaround Indicator ID10.

Recent Focused Monitoring Participants can

1. Review their existing plan developed as a result of the Focused Monitoring process.
2. Review the full text of the NH KEY, CORE, and CHOICE indicators.
3. Identify those that most closely mirror the improvement objectives in your Focused Monitoring plan.
4. Use the Steps to Success process and the Indistar workspace to record the details of your plans and enable you to monitor the progress and impact of implementation of your initiatives.

SIG Schools can

1. Examine their 2013-2014 continuation grant Action Plan.
2. Identify similar objectives/ outcomes for SIG activities and the NH KEY, CORE or CHOICE indicators by reading (a) the full text of the indicator and, as needed, (b) the Wise Way for similar objectives.

3. Use the Steps to Success process and post the details of the plans in the NH Turnaround Indicators in the DASHBOARD of the Indistar workspace.
4. Document and retrieve ongoing progress in achieving change by implementing the focused plan.

Please consult your Turnaround Coach or Turnaround Office Coordinator (Joey Nichol (Priority Schools) and Deborah Connell (Focus Schools) for additional guidance to already completed objectives.

Turnaround Principle	NH KEY Indicators	NH CORE Indicators	NH CHOICE Indicators
<p>1. Providing strong leadership by: (a) reviewing the performance of the current principal; (b) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (c) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p>	<p>NH101: The school leader participates in the Principal Leadership Network.</p>	<p>ID08: A Leadership team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting.) (42)</p> <p>IE06: The principal keeps a focus on instructional improvement and student learning outcomes. (57)</p> <p>IE07: The principal monitors curriculum and classroom instruction regularly.</p>	<p>C1 ; C6; C8 Effective leadership: Organizational Structure ID01; ID02; ID03; ID04; ID05; ID06; ID07; ID09; ID11 Effective leadership: Principal's role IE05;; IE09; IE10; IE13; IE14</p>
<p>2. Ensuring that teachers are effective and able to improve instruction by: (a) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (b) preventing ineffective teachers from transferring to these schools; and (c) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p>	<p>NH201: The school participates in the Educator Effectiveness NH Network.</p>	<p><u>IG04:</u> The school communicates clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning. (2885)</p> <p><u>IE12</u> The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development. (2880)</p>	<p>Staff evaluation and professional development – IG01; IG06; IF04; Ensuring High Quality Staff -- Professional development IF01; IF03; IF05; IF06; IF07; IF08; IF09; IF10; IF11; IF13 Ensuring High Quality Staff -- Recruitment, Evaluation, Reward, and Replacement IG02; IG03; IG07</p>
<p>3. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p>NH301 : The school participates in the NH Network for Expanded Learning Time.</p>	<p><u>ID12:</u> Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (48)</p> <p><u>IVD04:</u> The school ensures that teachers use extra time effectively when extended</p>	<p>IVD02; IVD03; IVD04</p>

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		<p>learning is implemented within the regular school program by providing targeted professional development. (3057)</p> <p><u>IVD05</u>: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (3058)</p>	
<p>4. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards</p>	<p>NH401: The school participates in the RTI Multi-Tiered System of Support Network to align curriculum to the NH CCRS.</p>	<p><u>IIIA01</u>: All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)</p> <p><u>IIA02</u>: Units of instruction include standards-based objectives and criteria for mastery. (89)</p> <p><u>IIB04</u>: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)</p> <p><u>NH402</u>: All teachers use effective and evidence-based instructional strategies. (See CHOICE Indicators IIIA02 through IIIA31).</p> <p><u>IID08</u>: Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)</p>	<p>Aligning instruction with standards and benchmarks IIA01 ; IIB01; IIIC01R</p> <p>Defining Challenging Learning Goals IIB03R; IIIA07R;</p> <p>Planning and Preparing for Instruction IIIA02; IIIA05R; IIIA09R; ; IIIA10</p> <p>Activating Learning IIIA11R; IIIA12R; IIIA13: IIIA17R; IIIA20; IIIA22: IIIA26R; IIIA31R;</p> <p>Classroom Climate IIIA33R; IIIA35R;</p> <p>Communicating Progress IIB01; IIB06</p>
<p>5. Using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data</p>	<p>ID10: The school's Leadership Team regularly looks at school performance data (disaggregated by subgroups) and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (3061)</p>	<p><u>IID11</u>: Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to target students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)</p> <p><u>IID03</u>: The school maintains a central</p>	<p>IID01; IID02; IID05; IID06; IID07; IID09; IID10</p>

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		<p>database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)</p> <p><u>IID04</u>: Teams and teachers receive timely reports from the central database to assist in making decisions about each student's placement and instruction. (103)</p>	
<p>6. Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.</p>	<p>NH601: The school participates in the NH Culture and Climate Network.</p>	<p><u>IIIC01</u>: All school staff demonstrate an understanding of community cultures, customs, and values and model a respect for them. (3052)</p> <p><u>IIIC02</u>: All teachers acquire an understanding of each student's background and interests and use a variety of strategies increase motivation to learn. (3053) (IIIC15 3087)</p> <p><u>IIIC03</u>: All teachers include social and emotional learning objectives in their instructional plans and model, teach and reinforce social emotional competencies. (3054)</p> <p><u>IIIC11</u>: All teachers display classroom rules and procedures in the classroom and positively reinforce them. (163)</p>	<p>School and classroom culture IIIC05; IIIC06; IIIC07; IIIC08; IIIC09; IIIC10; IIIC13; IIIC14</p>
<p>7. Providing ongoing mechanisms for family and community engagement.</p>	<p>IVA01 -- Parent (Family) representatives advise the School Leadership Team on matters related to family-school relations. (3069)</p>	<p><u>IVA02</u>: The school's key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families), and students. (3077)</p> <p><u>IVA03</u>: The school's Parent (Family) Involvement Policy includes a vision statement about the</p>	<p>Defining the purpose, policies, and practices of a school community IVA04 Providing two-way, school-home communication linked to learning IVA05; IVA07 Educating parents to support their children's learning and teachers to work with parents IVA09; IVA10; IVA11; IVA12</p>

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		importance of family-school partnership in a school community. (3070) <u>IVA08</u> : Professional development for teachers includes assistance in working effectively with parents (families and communities). (3074)	