New Hampshire Department of Education — Steps to Success

Protocol for Creating a Plan using Indistar

Revised July 2013

Overview: The Steps to Success process provides a structure for creating an action plan to accomplish the objectives* identified by the school team as highest priority based on a comprehensive review of school performance data. The sequence of steps in this phase of the improvement cycle begins with the team's vision of what would be happening in the school when the objective is fully and effectively implemented. This critical first step encourages all members of the school community to visualize their role in ensuring the objective leads to the improvements that will foster valued student outcomes. From a clear and concise vision, the TASKS that each person must complete become evident.

Procedure:

1. Your team's Process Manager will retrieve a PLAN Worksheet for the Objective you will be working with at today's meeting.

2. Take a minute to review your findings when your team ASSESSed this indicator.
   What are your strengths?
   Where do you see opportunities for improvement?

3. Assign a team member who will be responsible for tracking this objective.
   This is NOT the person who will DO all the work! This person will track progress on implementation of the TASKS in the plan for this objective.
   If you anticipate new TEAM members, return to the School Main Menu page, and ADD a team member such as "New Principal" or "New Curriculum Coordinator".

4. **VIP** In pairs or small groups, write descriptions of what a visitor to the school might see in a year (or sooner) that would reflect progress toward this objective. Combine your descriptions into a clear, concise answer to question #2: "Describe how it will look when this objective is fully met. Also, describe the information you will need to provide evidence that this objective is fully met."

FOR the PROCESS MANAGER

Retrieving the Plan Worksheet:
1. From the Steps to Success Dashboard, click on the Forms to Complete tab.
2. Select the CREATE the PLAN Template.
3. EXPORT the Template in *.doc format and follow the instructions to prepare for your team meeting.

**The *greatest benefit* to your planning process will come from taking sufficient time to develop a clear and complete vision for what the objective will look like when fully met, question 2. In the discussion, specify what teachers will be doing, what administrators and support staff will be doing, and, most importantly, how the student learning experience will be different. The response to this question states your "theory of action" – i.e., the mechanism by which the goal of 'improved student achievement' will come about.

**note: 'indicators' become 'objectives' as you move into the Create phase of the improvement cycle in Indistar*

In addition to your vision of full implementation, tell what evidence you will collect (and by whom, how often) to demonstrate that the objective has indeed been fully and effectively attained, and is producing the desired positive impact on teaching practice and student outcomes.

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Here's an example of what Mt. Adams Elementary School described for IIA02:

Indicator IIA02 - Units of instruction include standards-based objectives and criteria for mastery. (89)

Plan	Assigned to:	Worker Bee #6
	How it will look when fully met	When fully implemented, teachers will make daily use of a document that lists grade level standards to plan their lessons. Grade level instructional teams will develop a sequence guide to lay out a yearlong plan, with monthly review and adjustment as needed depending on the particular students in the grade. Grade level instructional teams (and graduate students from the university nearby) will use Performance Plus and Assessment Builder to create pre- and post-tests using NECAP / Smarter Balanced released items to complement the student performance results from classroom assessments.
	Evidence to be Collected	Grade records of students on pre and post tests will be uploaded to P+ and retrieved in various formats to answer questions from grade level teams to determine if the criteria for mastery are appropriate and to monitor student progress toward the NH CCRS.
	Target Date:	06/30/2014

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5. Once you've described what the staff and students in your school will be doing when this objective is fully accomplished ("How it will look . . ."), you should have a clear sense of the TASKS that must be tackled in order to achieve that vision of success. Begin by listing WHO will be taking action to achieve the vision, WHAT actions each will perform, and WHEN the actions will be completed. See the PLAN section excerpts below:

Suggested Strategy

1. Post chart paper around the workroom labeled with key stakeholder groups: Teachers, Administrators, Students, Families.

2. Invite team members to walk around and write down the TASKS each group needs to accomplish in order to arrive at the vision of full implementation for the specific objective you're working on.

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Questions to ask when creating a TASK:

1. *What will teachers need to do? When? How often?*
2. *What will administrators need to do? When? How often?*
3. *What evidence will you collect (when? and how?) to decide if (a) the tasks are being implemented and (b) the tasks are leading to the intended improvements?*

Tasks

T-1. Create a series of tasks that will lead to full implementation of this objective. Be sure to include tasks for gathering and analyzing the information needed to show evidence of full implementation.

TASK 1: _____

_____

_____

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T-1a. Assign a person to be responsible for this task. _____

Questions to ask when assigning a person responsible:

1. *Who will actually have to make the changes describe in this TASK?*

*Note: This does *not* need to be a member of the leadership team/ improvement team. You can identify teachers, grade level teams, paraprofessionals, parents and families – whoever is the appropriate individual or group to carry out these actions.*

T-1b. Establish a date this task will be completed. ____ / _____ / _____

Questions to ask when setting a target date:

1. *Is this task a prerequisite to other tasks? If so, set a short deadline for completion.*
2. *Will this task be ongoing? If so, how often will this task occur (weekly? Monthly? Other recurrence?)*

Why note target date or recurrence? The Indistar tool allows the team to retrieve reports based on target date or recurrence to make it easier to track plan implementation.

T-1c. Record notes from your discussion that will be helpful to the person responsible for this task.

Questions to ask when recording notes:

1. *What resources will be needed to accomplish this TASK? Think of time, personnel/ staff, as well as money. Use this as a place to note potential needs for future budgets if funds become available. Estimating the time needed to accomplish the TASK will allow the team to ensure the plan does not overload teacher's or administrators' schedules.*

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REPEAT the PLAN for each additional TASK needed to arrive at your vision of full implementation of this objective.

INCLUDE at least ONE TASK describing **what data you will collect** and how often it will be collected to monitor whether each of the TASKS in this PLAN are being carried out, and what impact the TASKS are having on school performance, especially the impact on student learning.

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See EXCERPTS below of a Plan for IIA02:

Plan	Assigned to:			District Curriculum Coordinator
	How it will look when fully met:			When this objective is fully met, teachers at each grade level will have a binder for each subject area (or an electronic database) that is sorted by the priority ("power") content standards for their grade level (at least 5 but no more than 10). In each section will be the CCSS for that subject, grade, samples of released items for those standards, links to curriculum resources in the text book or other materials, and short pre- and post-tests for the set of standards addressed in the unit of instruction. Instructional Teams (grade level teams) will craft "I Can" statements in kid-friendly language to refer to frequently during the course of instruction. Common unit assessments mentioned above will be administered and reviewed to track student progress and judge the effectiveness of the unit activities. Teacher teams at each grade level will continually add, revise, refine the contents of the binders (either hard copies or electronic) at least at the conclusion of each unit of instruction. Teachers at the same grade level in other schools in the district will meet yearly to share their new material and discuss the strengths and gaps in the curriculum.
	Target Date:			06/30/2014
	Tasks:			
		1. Instructional (grade level) teams will meet weekly to plan their process/ method for collecting and organizing binders for this process following District guidance on the expected timeline.		
			Assigned to:	Grade Level Team Leaders
			Target Completion Date:	09/30/2013
			Comments:	RESOURCES: stipends for half day team meetings (3.5 hours @ $25 per hour, 4 teachers per grade, 6 grades = $12,250)
		2. District (or school) wide professional development on selecting "power" standards. Instructional coach assigned to each school for 10 hours per month to assist in selection of power standards and develop the binders.		
			Assigned to:	District Curriculum Director
			Target Completion Date:	09/30/2013
			Comments:	RESOURCES: Presenter costs = estimated $3,000 ; instructional coach for 10 hours per month per school

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				@$50 per hour = $500 per school per month TIME in the schedule for in-school training sessions with the Coach.
		3. District assessment director (or external consultant) provides each instructional team with a collection of released items from the state assessment linked to CCSS for math and English language arts. Assessment items for science, social studies will be provided from other sources, such as national assessment data bases.		
			Assigned to:	District Curriculum Director
			Target Completion Date:	12/30/2013
			Comments:	RESOURCES: cost of consultant (TBD); duplication or website update costs Consider contacting local university for graduate students interested in the collection and organization of CCSS aligned assessments items.

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