This document serves as a guide to assist schools/districts in the plan development process. Once LEAs identify how the school has assessed each indicator, they can review and determine the appropriateness of action steps by utilizing the "*evidence of effective practice*" provided to support the school in making progress toward full implementation of each indicator.

Please Note: The items listed as **"*Evidence of effective practice*"** outlined in the template are not all inclusive; however, they have been identified as high leverage practices to aid in rapid improvement. In addition, the practices are not provided in a suggested order of implementation, but LEAs and schools should consider the most appropriate prioritization of the implementation of practices.

"Evidence" of Effective Practice – The school should consider incorporating these practices as action steps in the school's plan as they progress toward reaching full implementation of each indicator. If the school has fully implemented an indicator, the district should see these practices embedded in daily routines/processes in the school.

In **assessing** the current level of implementation of an indicator of effective practice in the district or school, the goal is not to simply check off an item but to acquire a deeper understanding of the practice and achieve a high degree of consistent application of it. To provide evidence of full implementation, the Leadership Team must ask and answer several questions:

1. What is the literal meaning and intent of the indicator?

2. How would we know the extent to which the indicator is implemented?

3. What data must be analyzed to determine the level of implementation?

4. What instruments must be created to gather the data?

5. Who will make the data available?

6. What does the indicator look like now?

The **planning** and **progress monitoring** steps require the same amount of Leadership Team engagement as the assessment step. The plan is specific to the indicator of effective practice, now expressed as an objective. The team first determines "what it will look like" when the objective is met. The plan must make sense within the context of the district or school. The plan includes actions, benchmark indicators, persons responsible, and a timeline. The actions should be:

1. Sequential

2. Specific and practical

3. Steps that build the understanding and capacity of staff to demonstrate full implementation, and then

4. Steps to gather the data needed to know that the objective is met.

The plan for each objective must have a reasonable expectation of leading to full implementation, and when it does not, the plan may need to be revised. In monitoring progress, the Leadership Team manages the completion of actions for each objective and, when actions are completed for an objective, the Leadership Team assesses the level of implementation. If the Leadership Team determines that the plan has not resulted in a fully implemented objective, the plan is revised, and more actions may need to be added.

4 Domains Framework
Domain 1:   Transformational Leadership

Domain 1	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
HS.1.02	The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcomes (e.g., student enrollment in college, students in careers) using a longitudinal data system. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Agenda items/minutes of meetings (Admin, SLT, Counselors, Attendance, EWS, etc.) • Documented quarterly meetings with principal, counselors, interventionist, graduation coach, students. • Created position of graduation coach (or assigned certified staff) to aid in students' progress toward graduation. • Tracking program to follow student enrollment program progression, graduation status and degree earned.	• The leadership team can identify their means of monitoring dropouts, transfers and students enrolled in post-secondary schools. • Members of the team and school can relay their current graduation rate and goals. • Team members have a list and can identify students at risk.
LDR.2.09	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• SLT meets regularly twice monthly for at least an hour. • Meetings are driven by data and discussion includes all members of the SLT as evidenced by meeting agendas, sign-in sheets, and minutes. • SLT is representative of the entire school staff, each taking active roles on the team. • Team roles are assigned. • Meetings end with tasks assigned to individual members and a timeline to complete each task.	• Teachers freely articulate the work that is being done during the SLT. • Teachers can identify school-wide goals and what they believe as a staff. • Teachers can list ways in which the principal leads specific initiatives and supports teachers' ability to do so in their classrooms. • District leaders can speak about specific school goals and the expectations they have for all SLTs (Link to indicator 1.4).

Plan Review Checklist
CSI-TSI-ATSI-SAR Schools

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Domain 1	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
		• Written process for messaging the work of this team to fellow staff members and stakeholders is evident. • The team represents staff; therefore, action items are produced from the feedback/input given by all staff. • There is a tight alignment between the work being done during the SLT meeting and the vision/mission of the school. • Evidence of shared decision-making is provided.	• Evidence of shared decision making is discussed.
HS.1.03	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Attendance posted • Agenda items/minutes of meetings (PLC, Leadership, MTSS, EWS) • Information System Readily available • Intervention Plans • Behavior Plans – Schoolwide (PBIS, Capturing Kids Hearts) • Academic Goals for Teachers • Academic Goals for Students • Evidence of referrals to the School Attendance Officer • Data Room – with Posted current data • Data Trackers for Students • Parent Contact Logs • Specific Personnel to Monitor (Graduation Coach, Interventionist) • Leadership Team Meetings (Leading and Lagging Data) • School Culture/Climate Surveys • School-wide Discipline Plan • Technology to Communicate to Parents (Report Attendance, etc.)	• Team Members can speak about implementation of the early warning system process. • Faculty/staff routinely enforces policies and procedures. • Teachers are familiar with behavior and intervention plans. • Teachers use common language when tracking student performance and posting data. • Attendance reports are reviewed and checked per period by teachers.

Domain 1	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
LDR.2.09	Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• SLT meets regularly. • Goals are set by the SLT and monitored quarterly. • Meetings are driven by data and discussions include all members of the SLT. • SLT is representative of the entire school staff, each taking active roles on the team. • Team roles are assigned. • Meetings end with tasks assigned to individual members and a timeline to complete each task. • Written process for messaging the work of this team to fellow staff members and stakeholders is evident. • The team represents staff; therefore, action items are produced from the feedback/input given by all staff. • There is a tight alignment between the work being done during the SLT meeting and the vision/mission of the school. • Evidence of shared decision-making is provided. • Master schedule designed to maximize instruction.	• During scheduled meetings, team members align discussions around the goals set by the SLT. • Students, staff and community know the school improvement objectives. • Teachers have set individual classroom goals that are aligned to the school goals. • Goals are discussed in all classrooms and posted throughout the school. • Students understand their strengths and weaknesses and can communicate the school's objectives for meeting targets. • Teachers are utilizing Collaborative practices to improve student outcomes.
DC.1.01	LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation. ☐ No Implementation	• Marketing campaigns to attract individuals to districts are provided. • Websites are evident. • Flyers from recruitment fairs are provided. • Hiring policy guides are outlined. • New teacher orientation agenda, minutes, PPT are evident.	• District personnel discuss ways to enhance teacher working conditions, (adopting strategies to improve leadership, collegiality, and time for collaboration and planning, and by offering high-quality mentors and induction programs for new teachers)

Domain 1	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ Limit Implementation ☐ Full Implementation	• A schedule of opportunities outlining where new teachers meet with mentors are provided. • List of mentors is outlined and presented. • A criterion to be a mentor has been defined. • Professional Development provided specifically for new teachers. • Constructive feedback and support provided through observations.	• District identify the needs of effective principals in high needs schools by granting appropriate autonomy and human resource support for hiring and providing professional learning through coaching and/or mentoring. • Mentors talk to teachers about their experiences through surveys and focus groups, review district and school induction activities for added stressors. • Leadership discuss the process used to train mentors in order to provide people-driven, rather than compliance-driven, support.
DC.1.03	School aligns allocation of resources (money, time, personnel, etc.) to school improvement goals. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Consider scheduling changes that could facilitate improved student learning. • Provide teachers with the opportunity to use time differently (Data planning sessions, PD, common planning) • There is evidence of an established budget for the year. • The budget is modified as school needs change. • Documentation supports meetings where modifications were made to the budget. • The school's plan was changed, and allocations shifted. • Forms submitted when teachers request resources are documented. • Receipts reflect purchasing of items that directly support the school improvement plan.	• The Leadership team can discuss gaps, trends and weaknesses when analyzing school data. • Teachers can describe the process for requesting and purchasing resources for their classes. • The leadership team can discuss the process used for prioritizing a purchasing list for the current school year. • Stakeholders can communicate the amount of funds utilized for parent engagement, equipment, PD, etc.

Domain 1	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
		• Wish list items that are still needed and strategies to get supplies are provided. • DLT provides evidence that allocations are evenly dispersed and meet the needs of the school. • Meeting agenda/minutes that capture budget discussions are evident.	
LDR.1.06	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). ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• A data trail provides evidence that the principal receives support from the DLT regarding the school's action plan and procedures. • Evidence of meetings showing where school wide decisions have been made based on meetings held with the DLT and school administrators is provided. • The District-delegated administrator (DDA) serves as a member of the school's leadership team and provides oversight of the implementation of the school's action plan. • Both the principal and the DDA can provide evidence of practices/decisions that have been made as a result of the involvement of the DDA. • Evidence of schedules that outline meetings with the DLT and school administrators is provided. • Agendas and minutes are reflective of joint DLT and SLT meetings that focused on student data. • Observations, which result in improvements with changes to the school's action plan, are evident.	• Members of the leadership team can discuss individual roles and responsibilities of each team member. • Team members can relay information gained in meetings to other teachers, students and stakeholders.

Domain 1	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
		• Monthly agendas of DLT meetings are reflective of the school's process of reviewing goals in the action plan.	
PLN.4.05	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Lesson plan templates reflect elements to be defined by the school's need: objectives, strategies to be used, checks for understanding, opportunities to connect to real-world situations, time frames, DOK levels and learning targets are posted. • Principals review teacher assessments. • Content delivery has been modified based upon what teachers know/can prove to be appropriate for the particular grade level. • School-wide goals are developed when learning gaps are identified. • Evidence of district support (PD) to assist school administrators with understanding the process of ensuring lesson plans, instruction and the alignment of assessments to the standard are provided. • Documentation of vertical and horizontal meetings is observed. • DLT and administrators document monthly data meetings.	• Teachers are having conversations about vertical alignment. • Students can describe the re-test process. • Teachers are discussing pacing in teams and adjusting the pacing guide. • Students can explain their performance level and goals for the school year.
PLN.1.01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. ☐ No Implementation ☐ Limited Implementation	• Teachers have taken the responsibility of reflecting upon the progression of the content, understanding the learning pattern of their respective grade level. • Documentation supports vertical PLC opportunities. • Instructional teams that consist of groups of teachers organized into grade-levels, grade-level clusters, or subject-areas provide an opportunity for teachers to work collectively	• Teachers can discuss creating instructional units that are standards aligned. • Teachers can discuss lessons that are designed to measure the mastery level of all students. • Teachers understand and discuss differentiation and scaffolding documents of each lesson.

Domain 1	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ Full Implementation	to improve instruction and student achievement. • A collaborative school culture with teachers working together in teams is evident. • Plans for each standards-aligned unit of instruction are developed by instructional teams and shared with all teachers that teach the corresponding unit. • Special education teachers are included on instructional teams to allow for the development of standards aligned IEPs.	• The Exceptional Education teacher can discuss and is a member of the planning team.

Domain 2: Talent Development

Domain 2	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
DC.1.02	LEA and school recruit, screen, select, and evaluate external providers. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Before recruiting external providers, a school-wide plan is created and understood by all staff. • The selection process of external providers is based upon the plan and student needs. • The staff is aware of PD and coaching opportunities that can be provided free of charge from MDE and district representatives. • Evidence of the school and district research of prior work done by external providers they are considering is provided to include evidence of an increase in student outcomes • The district requires external providers to provide a comprehensive list of external provider/consultant work history. • The principal provides evidence/documentation that instructional coaches (provided by external providers) are being observed in the classrooms. • School goals are monitored regularly and cross-referenced with support provided by external providers utilizing benchmarks of progress. • External providers' contracts are available for review, outlining the scope of work to be done and includes benchmarks of progress. • Evidence is provided where the external provider has been rated based on the progress of work performed over time. • External providers strengthen teachers' content knowledge and instructional capacity is evident.	• The LEA and school can identify the screening process used to select external providers. • The LEA and school should be able to clearly communicate the scope of work that the external provider can deliver. • The principal can easily articulate plans provided by the external provider and adjustments that have been made to meet the needs of students. • The principal knows which teachers utilize the support of the provider and have observed positive outcomes based on work being provided. • LEA members are aware of providers within the district and agreements made between schools/providers
LDR.3.07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.	• Documentation supports learning walks conducted by the DLT and school administrators. • The DDA is aware and understands specific points to look for when conducting classroom	• DDA/DLT, principals, and teachers can clearly communicate improved instructional practices based on peer observations.

Domain 2	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	observations utilizing the MS Educator Professional Growth Rubric. • Evidence of peer observations (feedback forms) is documented. • Evidence of the principal's observations of teachers implementing best practices observed during peer observations is provided. • The principal provides evidence of professional learning opportunities assigned to staff as a result of observations. • DLT and administrators' observation schedule and feedback are evident. • Experienced/effective teachers serve as mentors to novice teachers	• Teachers can recall multiple occasions where DLT/DDA and principals have observed in their classroom, providing specific feedback. • Teachers articulate specific professional development opportunities they have attended based upon feedback. • The DLT can reference the school's action plan when debriefing after the observation. • DLT/SLT can communicate examples of feedback given to teachers to improve practice. • Teacher dialogue about feedback given to the teachers by peers and administrators. • DDA/DLT, principals, and teachers speak of opportunities for observing peers within the school and/or district.
HS.2.01	The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. ☐ No Implementation ☐ Limited Implementation	• Instructional calendar • Roles and responsibilities of leaders defined • Collaboration of a shared vision and mission • Documentation of Duties and responsibilities • Shared authority among administrators • Building teacher capacity. • Lesson plans are reviewed weekly and teachers are given feedback. • Teachers are observed weekly and lesson plans are cross-referenced during observations. • Follow-up measures to provide teachers with observation feedback occur within a day.	• Leadership team can relate the process of developing vision and mission. • Teachers can speak to opportunities for leadership responsibilities. • Teachers can describe the process for submitting lesson plans/assessments and receiving feedback. • Teachers can describe the observation and feedback cycle.

Domain 2	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ Full Implementation	• Assessments are reviewed by administrators. • Student data is analyzed. • Evidence of improvement plans is provided. • The principal monitors active engagement in classes vs. passive compliance. • There is a process for requesting additional technology support. • Evidence that reading, writing and thinking strategies and differentiation are incorporated throughout the lesson plan is provided. • School Resource Officer or Security Officer is in place for safety concerns • Evidence of an active School Leadership Team is available • Roles are assigned based on areas of expertise • Processes are in place to give stakeholders opportunities to voice opinions and concerns.	• Teachers can relay information on which person within the school is responsible for specific tasks and concerns. • Stakeholders can relate a time that their opinions were given, and changes were made based on their feedback.

Domain 3: Instructional Transformation

Domain 3	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
HS.3.01	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• School has an early warning system (EWS) in place. • Evidence of Tier II and III documentation is provided. • Teachers have analyzed data (in PLCs with meeting minutes to determine knowledge and skill level of students. • Documentation of tutoring and remediation is provided.	• Teachers explain purpose of academic supports • Students can describe the supports they are receiving and why • Parents understand the purpose of academic supports
HS.3.02	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Scheduled/planned opportunities • Publicized • Students in need are identified and recruited • High quality teachers assigned • Documented in action plan • Program/curriculum aligned to need • Principal highly engaged (monitor and support) • Parent Meetings • Transportation and meals provided • Measurable results • Specific plan per student (IEP-like)	• Communication between classroom teacher and OSL provider.
HS.3.03	The school provides all students with opportunities for content and credit	• Master schedule reflects evidence of content courses and credit recovery courses.	• Teachers communicate expectations

Domain 3	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	recovery that are integrated into the regular school day to keep them on track for graduation. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Monthly meetings of counselors and teachers about student progress. • Graduation coaches and support services on staff to assist administrators and teachers in maintaining/tracking students' progress. • Progress monitoring is evident. • Evidence of meetings with parents and students is available.	• District and school administrators communicate expectations • Individuals (teachers, administrators, parents, students) can describe how data is collected and shared
HS.4.02	The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Variety of course selection on choice cards. • Opportunity for dual enrollment at local universities/community colleges. • Meetings with parents about course selection (advantages) • Counselors visiting classrooms and meeting with students about course options. • Teacher trainings for Pre-AP/AP courses.	• Teachers discuss how to become AP/Dual Enrollment certified • Students can explain how pre-AP courses lead to AP-courses. • Students, parents and teachers can describe the process to receive college credit for AP/Dual Enrollment classes.
HS.4.03	The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness. ☐ No Implementation	• Intervention Plans • Dual Enrollment Course Offerings • Evidence Based Interventions • Student Grouping • Extended Learning opportunities • Specific Personnel • Aligned PD • Individualized plans for students • Plans for Academic behavior	• Teachers can describe how data is collected and shared. • Teachers can articulate how Tier I, II and III levels are different and when each is used. • Teachers can explain how they instruct students in 21st Century skills in their classrooms.

Domain 3	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ Limited Implementation ☐ Full Implementation		
HS.4.04	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising). ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• MCCRS followed • College visits/fairs • Trade school visits • Virtual visits like YOUniversity • Career Day and embedded across curriculum • Parent Meetings with pertinent information • Preparation for ACT and other college and career relevant assessments • Internships • Career Exploration throughout middle school and high school • Class held on career exploration	
HS.4.07	All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Collaboration between faculty and counseling staff. • School has a close partnership with college counseling staff. • School holds college and career day. • Students exposed to college campuses through field trips.	• Teachers discuss their college experiences with students.

Domain 3	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
LDR.2.02	The principal keeps a focus on instructional improvement and student learning outcomes. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• A schedule exists that outlines when PLC meetings occur. • Lesson plans reveal allotments for all instructional activities. • Classroom agendas are posted, outlining allotted times for each identified activity. • Teachers are using timers to maximize time available for instruction. • The principal communicates with staff, holding them accountable for organizing their learning environment and using time/group management strategies to ensure that all students are engaged in the lessons, following the flow of district pacing as evidenced in lesson plans and responding quickly to inappropriate behavior. • Evidence of structured planning time being used for the purpose of improving student achievement is provided. • There is evidence of lesson plan feedback that ensure bell-to-bell instructional and evidence of teacher	• Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice. • Teachers and administrators discuss the consistency of the schedule. • Teachers and administrators are aware of duties beyond instruction. (This is mapped out in advance in order to protect instruction/collaboration.) • Teachers can communicate the principal's expectations for time management regarding the delivery of instruction. • Teachers can discuss procedures for dismissals.
LDR.2.04	The principal monitors curriculum and classroom instruction regularly. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Lesson plans are reviewed weekly and teachers receive timely feedback. • Teachers are observed weekly and lesson plans are cross-referenced during observations. • Follow-up measures to provide teachers with observation feedback occur within a day. • Assessments are reviewed by administrators. • Student data is analyzed after the administration of each assessment (weekly/bi-weekly) • Students actively participate in the lesson, concentrating on tasks and contributing to group discussions	• The principal can reference each teacher's performance including strengths and weaknesses. • The principal/SLT can look at learning standards critically and recall the depth required for each standard. • Teachers can explain the process for submitting lesson plans and assessments. • Teachers can communicate the process for submitting and

Domain 3	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
		• Evidence of improvement plans is provided. • Lessons represent higher order thinking activities through observations and lesson planning. • Instructional plans are evident. • The principal monitors active engagement in classes vs passive compliance. • Technology is being utilized as an instructional resource during observations. • There is a process for teachers to request additional technology support. • Lesson plans reveal the incorporation of technology. • Students are leading discussions in the classroom • Evidence that reading, writing and thinking strategies are incorporated throughout the lesson plan is provided. • Teachers have been provided with professional development on various forms of technology.	reviewing lesson plans and assessments, citing principal's expectations and accountability of this process. • Teachers can communicate how data is used.
PLN.4.05	Instructional Teams use student learning data to assess strengths and weakness of the curriculum and instructional strategies. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Lesson plan templates reflect elements to be defined by the school's need: objectives, strategies to be used, checks for understanding, mentor texts, opportunities to connect to real-world situations, time frames, DOK levels and learning targets are posted. • Principals review teacher assessments. • Content delivery has been modified based upon what teachers know/can prove to be appropriate for the particular grade level. • School wide goals are developed when learning gaps are identified. • Evidence of district support (PD) to assist school administrators with understanding the process of ensuring lesson plans, instruction and the	• Teachers reference the lesson plan template and understand the importance of each element. • Teachers speak about the ways in which they differentiate their instruction, modifying the lesson based upon formative assessment data. • Teachers discuss the opportunities students are given to apply learned concepts in real world situations. • Teachers can provide honest critique of standards and reasons

Domain 3	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
		alignment of assessments to the standard is provided. • Documentation of vertical and horizontal meetings is observed. • DLT and administrators document monthly data meetings.	for choosing to implement various strategies.
LDR.1.08	The Leadership Team regularly looks at school performance data and aggregated classroom observation data and used that data to make decisions about school improvement and professional development needs. [ ] No Implementation [ ] Limited Implementation [ ] Full Implementation	• Schedule of data collection and sharing is documented. • Evidence of a systematic and organized data collection process is provided. • DLT meeting minutes include opportunities for administrators to compare similar data points (apples to apples). • SLT meeting minutes include opportunities for teachers to compare similar data points (apples to apples). • Benchmark goals and documentation reveal that administrators are given the opportunity to see how their students compare to other students in the district. • Benchmark goals and documentation reveal that teachers are given the opportunity to see how their students compare to other students in the district. • The district team brainstorms ways in which district supports can be put in place when problems exist throughout schools. • Supports are differentiated and specific to each school's need. • Evidence of Tier II and Tier III documentation is provided. • Agendas and minutes reflecting joint meetings with the SLT/DLT are provided. • TST documents (referrals, intervention schedules) are evident.	• Staff can reference faculty meetings where they were given data and asked to develop questions pertaining to the data and ways in which they could improve the data, or overall logistics that must be modified in order to respond to the data. • The staff can communicate the 4 essential questions that should guide the work of PLC meetings. • Teachers should be able to engage in "Data Talk". • Teachers can discuss the school's data process and give specific examples of decisions that were made based on the data.

Domain 3	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
		• DLT meetings with a focus on MTSS are conducted. • Evidence of action plan reviews and adjustments is provided after interim benchmark periods. • Documentation of data analysis meetings is provided after each School Leadership Team Meeting. • Teachers are provided with job embedded professional development based on formal/informal teacher observations conducted by both school and district administrators. • Teachers are provided an opportunity to plan both vertically and horizontally.	
PLN.1.01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Teachers have taken the responsibility of reflecting upon the progression of the content, understanding the learning pattern of their respective grade level. • Documentation supports vertical PLC opportunities. • Instructional teams that consist of groups of teachers organized into grade-levels, grade-level clusters, or subject-areas provide an opportunity for teachers to work collectively to improve instruction and student achievement. • A collaborative school culture with teachers working together in teams is evident. • Plans for each standards-aligned unit of instruction are developed by instructional teams and shared with all teachers that teacher the corresponding unit. • Special education teachers are included on instructional teams to allow for the development of standards aligned IEPs.	• The staff can communicate the 4 essential questions that should guide the work of PLC meetings. • Staff regularly collaborates with peers, shares expertise, and holds themselves accountable for professional learning and improved practice • Principals and teachers discuss conversations held during PLC, SLT and data meetings. • Teachers understand the progression of content to be taught. • Teachers can discuss strategies used in the classroom to assess students.

Plan Review Checklist
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Domain 4: Culture Shift

Domain 4	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
HS.4.08	The school routinely provides all students with information and experience in a variety of career pathways. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• MCCRS followed as evidenced by pacing guides, lesson plans, and assessments • College visits/fairs • Trade school visits • Virtual visits like YOUniversity • Career Day and embedded across curriculum • Parent Meetings with pertinent information • ACT Prep • Internships • Career Exploration starting in ninth grade • Class held on career exploration • Job shadowing • Worksite tours • Employer presentations and guest speakers • Workplace partnerships • Career counseling • Career interest inventories given • Students conduct research projects about careers • Job application training • Shared planning between CTE teachers and content area teachers	• Parents and students can describe various ways career information has been shared by the school. • Teachers can relate information on how career planning is incorporated into their subject area plans. • CTE teachers can explain how they partner with content area teachers for career exploration opportunities.
HS.5.01	The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). ☐ No Implementation	• Community Service Projects • Established extracurricular programs. • Established and functional clubs based on student interest. • Partnerships with local businesses, community groups, etc. • Non-Traditional and alternate route programs. • Students are encouraged to suggest clubs/activities • Student government/student council	• Teachers can speak to the roles they have in engaging students' participation in outside activities. • Teachers can discuss their sponsorship of clubs and activities. • Students can relate how student government or student council works within

Domain 4	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ Limited Implementation ☐ Full Implementation	• Performing Arts • Academic clubs • Career focused internships • System to track and monitor participation in outside activities	the school and how it is beneficial to all students. • Stakeholders and local employers can tell of times when they were encouraged to participate with students in outside the classroom activities.
HS.5.02	The school provides all students with opportunities to learn through nontraditional education settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Dual Enrollment opportunities • Vocational Offerings • CTE Pathways • Community Service Opportunities • Worked-Based Learning • Online Course Offerings • Partnerships with Colleges and Universities • Career Fairs • Virtual classes • Internships • Career academies (vocational and other) • Field trips centered around specific careers • Service Learning • Orientation classes for dual enrollment	• Students can name a variety of options available to them to complete graduation requirements. • Parent can speak about nontraditional courses that their child has participated in. • Teachers can relate who is responsible for nontraditional courses, online offerings, and dual enrollment and the processes for student eligibility in these classes. • The school counselor and administration can explain scheduling of nontraditional classes.
HS.6.01	The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). ☐ No Implementation ☐ Limited Implementation	• Counselors involved in monitoring/advising freshman • Course for first-year transition • Parent meetings prior to 9th grade year • Vertical alignment between MS and HS • Mentorship program between upper classmen and 9th grade. • Summer Bridge Program • 9th grade staff/students organized into advisory teams	• Teachers can speak to specific instances that they were provided information or training on responding to the needs of freshmen. • Teachers at both high school and middle school levels can discuss strategies planned together for freshman transition.

Domain 4	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ Full Implementation	• Intervention/Catch-up classes • Monitor Data • Freshman Academy • Evidence of process in place for identification of deficits or gaps • Professional Development is provided for teachers specifically on providing support for freshmen	• Teachers can describe the process in place to monitor student data and identify gaps. • Administrators can describe mentoring or advisory teams in place to assist freshmen students.
HS.6.02	The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs). ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Schedule of Senior class meetings • Regular review (annually) of student's progress • Annual Job Fair • College visits throughout four years of HS • Alumni speak at assemblies • ACT Workshops • FAFSA workshops • Recruitment events within the school • Assistance with college applications • Teaching resume' writing skills • Assistance with seeking out financial assistance, scholarships, and need or merit-based aid • Early College High School program • Job application training • Credit Recovery opportunities	• Parents of seniors can detail the progress of their child throughout high school and discuss where they stand regarding the fulfillment of graduation requirements. • The school counselor and teachers can provide details on working with students on college application process and/or financial aid. • The principal can describe the processes of partnering with local businesses for job fairs. • The principal can describe the processes of partnering with colleges and universities for senior visits.
HS.6.03	The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community. ☐ No Implementation	• Agreements with colleges to share information • Documentation of scholarships • Alumni Association • Agreements with Career and Technical organizations • Letters sent home to recent graduates inviting them to come back and speak at the school about their experiences	• Principals and stakeholders can speak fluently on student placement after graduation.

Domain 4	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
	☐ Limited Implementation ☐ Full Implementation	• Tracking system in place (ex: Naviance, College Greenlight, Beyond 12)	
LDR.3.10	School implements strategies and practices to improve school culture and climate. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• A student handbook has been created. • Expectations are posted in a way that students and visitors can review and implement. • There is evidence that a climate survey has been conducted and results are put into action. • There is a process for handling discipline at each Tier as well as a plan to intervene for students who do not respond to Tier 1 expectations. • Crisis plans are readily accessible during site visits. • The principal establishes procedures for welcoming visitors and new students. (Student ambassadors accompany new students on tours.) • Expectations are posted in a way that students and visitors can review and implement. • There is evidence that a climate survey has been conducted and results are put into action. • There is a process for handling discipline at each Tier as well as a plan to intervene for students who do not respond to Tier 1 expectations. • Crisis plans are readily accessible during site visits. • The principal establishes procedures for welcoming visitors and new students. (Student ambassadors accompany new students on tours.)	• The principal articulates expectations for staff. • The teachers speak about the expectations for familiarizing new families to the school. • Teachers speak about parent organizations and the work being done. (School activities may be tied to school-wide goals or climate survey results.) • Teachers can describe the process used for all safety drills. (Ex: codes that are used, what signals a certain type of drill? where they go? and what do they do?) • Members of the safety team can communicate individual roles and responsibilities. • Teachers can describe the school's discipline process

Domain 4	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
		• New parents are invited to parent organization meetings, and extra-curricular activities for the calendar year are established and published. • Evidence of safety drills is provided. • Agendas and minutes of meetings with the school's crisis intervention team is documented. • PBIS strategies are being implemented with fidelity school wide. • Teachers use external rewards such as high marks, praise and stickers. • Evidence of P-16 council meetings that include district or school representatives is documented. • The council includes a variety of community members. • The principal provides a schedule of team meetings to discuss the school's action plan and their ability to meet goals on the plan. • Schools may have community partners to come in as guest speakers. • Community meetings are held with the school to discuss needs of the students.	
LDR.2.08	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. ☐ No Implementation ☐ Limited Implementation ☐ Full Implementation	• Website information that displays upcoming events or learning is evident. • Evidence of classroom newsletters/school newsletters is provided. • Evidence of parent surveys has been documented. • Evidence of student data binders is provided. • Student agendas that require teacher/parent signature are evident • Benchmark goals that are shared prior to instruction (open house events) are evident.	• Principals discuss expectations for teachers to inform parents on student progress. • Teachers recall their specific strategy to inform parents. • Teachers discuss student goal setting and how they follow up with goals. • Principals discuss frequency for informing parents and opportunities they give parents to obtain information.

Domain 4	INDICATORS OF EFFECTIVE PRACTICE	Look Fors/Evidence:	Listen Fors:
			• Teachers discuss specific events that afforded the opportunity to brainstorm with parents regarding their child's progress. (Ex: parent/teacher meeting)

*This document serves as a guide to assist schools/districts in the plan development process. As plans are reviewed, utilize "Look Fors" as evidence of best practices that may be outlined as you proceed through the plan approval process.