

SEA Tool 4.1 Signaling state priorities

Directions	Review the examples for each strategy and corresponding categories to determine how your state will embed some or all of these strategies into the supporting and monitoring process with all districts.
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District Goal

Example: Increase Academic Achievement: ELA

Increase the percentage of ALL students on-track or mastered in Grades 3–8 on the annual state assessment. Also, Increase the percentage of students on-track or mastered in the BHN, ED, and SWD subgroups on the ELA state assessment with a specific focus on the Grade 6–8 span.

Strategy	Action step	Performance measure	Person responsible	Estimated completion date	Funding source
<p>1) Standards-aligned curriculum and materials</p> <p>Example: The district will support high-quality reading/language curriculum and instructional materials to support the State Standards.</p> <p>Benchmark indicator</p> <p>Surveys of teacher perceptions of curriculum conducted twice during the 2019-20 school year. Administrators and instructional coaches will conduct Instructional walk-throughs three times per year. A system of “look-fors,” or nonnegotiable practices and/or behaviors, will be used to document and determine support needed as well as track successful implementation. At least 80% of students at each grade level will show a positive trajectory on quarterly benchmarks.</p>	<p>Implementation of approved ELA curriculum</p> <p>Example: The district will provide and teachers will utilize the approved ELA Curriculum for grades 3–8. Trainers to support implementation will be brought in as needed. Embedded instructional coaching support will be provided through co-planning, in-class coaching, modeling, and co-teaching. Teachers will also be provided opportunities to observe highly effective teachers. ELA walkthroughs will take place every nine weeks to ensure the adherence to instructional shifts.</p>	<p>Example: For 2019–20, our district will increase the percentage of students on-track or mastered from 36.8% by 5% or more on the grade 3-8 ELA assessment.</p> <p>For 2019–20, our district will increase the percentage of students on-track or mastered by 5% or more in the BHN (23.7%), ED (22.3%), and SWD (11.5%) subgroups on the Grade 3–8 ELA assessment.</p>	District content supervisors	04/2020	Local/ State funds

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<p>2) Standards-aligned assessment and data analysis</p> <p>Example: The district will support standards-aligned assessments and data driven instructional decisions.</p> <p>Benchmark indicator At least 80% of students in each major subgroup at each grade level will show a positive trajectory on district benchmarks administered three times per year.</p>	<p>Tracking progress of subgroups</p> <p>Example: Teachers will track progress of students in BHN, EL, SWD, and ED subgroups on benchmark data. Instructional coaches will be responsible for overseeing the analysis of data/student work for all subgroups during PLCs the week following the administration of the assessment. Teachers will develop a plan for reteaching of standards/skills to strengthen as well as sharing strategies and materials found effective.</p>		ELA teachers, instructional coaches, and principals	04/2020	Local/ State funds
<p>3) Targeted interventions for subgroups</p> <p>Example: Provide academic interventions and other focused supplemental supports to improve achievement and close identified gaps.</p> <p>Benchmark indicator At least 80% of Tiers II and III students will show a positive trajectory on 2019–20 district benchmarks administered three times per year. Our district will increase the percentage of students (Ages 3–5) by 5% receiving the majority of special education services in a regular early childhood program.</p>	<p>Rtl2</p> <p>Example: Prior to school beginning, the Rtl district team will review data, scheduling, interventions, paperwork, personnel, and practices to determine areas of strength and areas to strengthen. The district will provide and train Title 1 teachers to deliver targeted Tier II/III instruction using research-based strategies and materials. Students identified as Tier II or III will be progressed monitored per the district PM calendar with data documented in Rtl Tracking digital workbook. Data will be analyzed every four data points to determine if changes are needed. Instructional coaches will provide support to Tier II and III teachers through co-planning, modeling, and data analysis. Fidelity monitoring will be conducted by principal and/or designee per the Rtl2 guidelines.</p>	<p>Example: The percentage of students in our district identified as Tier II or Tier III will decrease over the 2019–20 school year in accordance with our district’s Rtl performance goals.</p>	District supervisors, Principals, and Instructional Coaches	5/2020	Local/ State funds

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<p>4) Developing effective teachers</p> <p>Example: The district will provide ongoing differentiated professional development to support teachers in being highly effective.</p>	<p>Embedded professional development</p> <p>Example: Teachers will have daily common planning time as well as weekly PLCs led by instructional coaches. Teachers will also be supported through in-class coaching, modeling, observations of highly effective teachers, and co-planning with the instructional coach and grade/content leader. Principals will participate in weekly administrative PLCs.</p>	<p>Example: 85% of teacher average observation scores on relevant indicators shall be greater or equal to 3.5 on a 5-point scale.</p>	Instructional coaches and principals	04/2020	Local/ State funds and Title IIA
<p>5) Developing effective leaders</p> <p>Example: The district will provide ongoing differentiated professional development to support leaders in being highly effective.</p>	<p>Embedded professional development</p> <p>Example: Principals will utilize district- and building-level instructional coaches and teacher leaders to provide all teachers with content-based instructional feedback both within and outside the formal evaluation model. Principals will participate in monthly district PD sessions to increase their own knowledge of standards-aligned instruction and high-quality instructional materials.</p>	<p>Example: 85% of teacher and principal observation scores on relevant indicators shall be greater or equal to 3.5 on a 5-point scale.</p>	District supervisors and instructional coaches	05/2020	Local/ State funds and Title IIA