

Sample Tasks for the Required Rapid Improvement School Indicators

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)		
Status	Tasks completed: 0 of 5 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/20/2012	
	Index:	9	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Happy Hills Elementary currently does not have a system for identifying students for interventions. The school will begin using iStation as the adaptive reading assessment program and the Happy Town math assessment.	
Plan	Assigned to:	Jane Baskerville	
	Added:	09/20/2012	
	How it will look when fully met:	By December 2012, 100% of intervention students at Happy Hills Elementary as identified by the iStation adaptive reading assessment and the Happy Town Math assessment will be selected for participation in additional targeted interventions.	
	Target Date:	12/12/2012	
	Tasks:		
	1. Dr. John Friday, the Happy Town Mathematics Coordinator, will provide training to teachers regarding the procedures for administering and analyzing data associated with the Happy Town Math Assessment. All training sessions will occur during the team planning time.		
		Assigned to:	Hilda Core
		Added date:	09/20/2012
		Target Completion Date:	10/15/2012
		Comments:	
	2. Suzette Mumford, the Happy Town Reading Coordinator, will provide training to teachers regarding procedures for administering and analyzing data associated with the iStation adaptive reading assessment. All training sessions will occur during the team planning time.		
		Assigned to:	Susie Sunshine
		Added date:	10/15/2012
		Target Completion Date:	10/08/2012
		Comments:	
	3. During the week of October 22, 2012, all teachers will administer the iStation adaptive reading assessment to students and analyze the results. The resulting		

	intervention list will be posted on the grade-level shared drive.		
	Assigned to:	Susie Sunshine	
	Added date:	10/15/2012	
	Target Completion Date:	10/26/2012	
	Comments:	Related data point(s): The percent of students not meeting grade-level expectations	
	4. During the week of October 29, 2012, all teachers will administer the Happy Town Math assessment to students and analyze the results. The resulting intervention list will be posted on the grade-level shared drive.		
	Assigned to:	Gary Duck	
	Added date:	10/15/2012	
	Target Completion Date:	11/02/2012	
	Comments:	Related data point(s): The percent of students not meeting the 80% benchmark	
	5. During the week of November 5, 2012, all grade-level teams will meet with the administrative team to review their respective lists of intervention students for reading and math.		
	Assigned to:	Administrative team	
	Added date:	10/15/2012	
	Target Completion Date:	11/09/2012	
	Comments:		

Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: Limited Development 09/20/2012	
	Index:	6	(Priority Score x Opportunity Score)
	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Happy Hills Elementary currently does not use a tiered, differentiated intervention process for students.	
Plan	Assigned to:	Yetta Doe	
	Added:	09/20/2012	
	How it will look when fully met:	By November 2012, 100% of identified intervention	

		students will be assigned, and will participate in a research-based intervention program.
	Target Date:	06/12/2013
	Tasks:	
	1. The Student Support Team at Happy Hills Elementary will meet with teachers and parents of intervention students to develop individualized intervention plans (IIP) to address deficiencies in reading and/or mathematics. The plans will include in-class and extended day intervention strategies.	
	Assigned to:	Dr. Kenny Doe
	Added date:	09/20/2012
	Target Completion Date:	11/30/2012
	Comments:	This task will be evaluated on a quarterly basis to determine whether each identified student has a current individualized intervention plan.
	2. In November 2012, the Happy Town mathematics and reading coordinators will provide training for teachers regarding the Roaring Reader and Magnificent Math intervention programs.	
	Assigned to:	Yvonne Holloman
	Added date:	09/20/2012
	Target Completion Date:	11/30/2012
	Comments:	
	3. On a monthly basis, grade-level teams will conduct collaborative learning team (CLT) meetings with the Happy Town reading and math coordinators to review student data and develop intervention lessons. The Happy Town special education coordinator will also participate in these meetings to address strategies for inclusion special education students.	
	Assigned to:	Gary Duck
	Added date:	10/16/2012
	Target Completion Date:	06/12/2013
	Comments:	This task will be evaluated through a review of meeting minutes and intervention lessons.
Implement	Percent Task Complete:	Tasks completed: 0 of 3 (0%)

Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies "triggers" and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)		
Status	Tasks completed: 0 of 3 (0%)		
Assessment	Level of Development:	Initial: No development or Implementation 10/16/2012	
	Index:	9	(Priority Score x Opportunity Score)

	Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	Happy Hills Elementary does not have a monitoring process to evaluate the impact of student interventions in reading and mathematics.	
Plan	Assigned to:	Roger Jerry	
	Added:	10/16/2012	
	How it will look when fully met:	The Happy Hills Elementary Student Support Team will meet on a consistent basis with teachers and parents of identified students to determine the impact of selected interventions on student progress.	
	Target Date:	06/24/2013	
	Tasks:		
	1. The principal and assistant principal will observe intervention lessons and provide written feedback to teachers. This information will be used to determine whether additional professional development is needed for specific teachers.		
	Assigned to:	Principal and assistant principal	
	Added date:	10/16/2012	
	Target Completion Date:	05/30/2013	
	Comments:	This task will be evaluated based on the information gleaned from the observation data and identified professional development needs.	
	2. On the second Wednesday of each month, the Student Support Team (SST) will meet to review formative data for intervention students and make decisions about the effectiveness of the strategies included in the individualized intervention plan (IIP).		
	Assigned to:	Tommy Tune	
	Added date:	10/16/2012	
	Target Completion Date:	05/22/2013	
	Comments:	This task will be evaluated using the following data: Roaring Reader intervention program results; Magnificent Math intervention program results	
	3. During monthly meetings with the division leadership team, the principal will share teacher observation data related to intervention lessons and formative assessment data (teacher-made and those associated with the Roaring Reader and Magnificent Math programs). This information will be used to determine additional support needed from the division.		
	Assigned to:	Jane Baskerville	
	Added date:	10/16/2012	
	Target Completion Date:	06/30/2013	
	Comments:	This task will be evaluated via the meeting minutes which	

			should include decisions made during the meeting.
Implement	Percent Task Complete:		Tasks completed: 0 of 3 (0%)