



## Expectations for Sites in Intervention

Curriculum			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
1.1		The district-approved curricula, which are aligned with Alaska State Content Standards, are being implemented.	Teachers use district-adopted curricula and related materials (pacing guides, instructional materials, assessments); school schedule confirms that all students have meaningful opportunity to learn tested content and meaningful exposure to non-tested content.
1.4		Statewide assessment data are used to identify gaps in the curricula.	Site uses established data review protocols that determine if supplementary instructional materials are needed.
Assessment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
2.1		School-wide assessments are aligned Alaska State Content Standards and district curricula.	
2.3		Universal screening assessments are administered multiple times a year, in all SBA-tested content areas.	School has system to ensure that all students are screened using district-adopted screener; site leader and teachers review data and use to determine how to best meet the educational needs of students. Diagnostic assessments are used when further information regarding a student's learning is needed.
2.4		School staff review SBA data to evaluate school programs and student performance.	Site decisions regarding resources, materials, and support must be made based on multiple sources of student data, including the SBA.



Instruction			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
3.1		There is a system in place to ensure that classroom instructional activities are aligned with the Alaska State Content Standards.	Site leader implements district procedures that ensure instruction by all teachers follows the curricula and that all teachers are using the district-adopted materials. This may include, but is not limited to: site leader walkthroughs, pacing guides, PLC meetings, and lesson plan reviews.
3.2		A coherent, written, school-wide plan to help low performing students become proficient has been implemented.	Response to Intervention protocols are in implemented by site leader and staff. Response to Intervention is evident in school and classroom schedules and is available to all students based on needs. District-adopted intervention materials are matched to student need and used by all staff. Diagnostic assessments are used when needed. A district-adopted replacement core at an accelerated pace is considered for students who are 2+ years below grade level. HSGQE remediation plans are designed and implemented.
3.3		The use of research-based instructional practices guides planning and teaching.	All teachers implement district expectations clear regarding instructional expectations. This should include, but is not limited to: <ul style="list-style-type: none"> <li>• The Alaska Literacy Blueprint recommendations, such as: <ul style="list-style-type: none"> <li>○ 90 minutes of literacy instruction daily</li> <li>○ Explicit instruction</li> <li>○ Literacy instruction across content areas</li> </ul> </li> <li>• 60 minute math instruction daily</li> </ul>
3.4		Teachers regularly measure the effectiveness of instruction using formative assessment.	Site leader and all teachers use formative assessments to guide instruction and determine the effectiveness of instructional practices.. Formative assessments are examined in PLC meetings.



Supportive Learning Environment			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
4.1		Effective classroom management strategies that maximize instructional time are evident throughout the school.	<p>Site leader and all staff implement the district's policies and procedures for district wide positive behavior/intervention support (PBIS), or similar program, to address student behavior support. This includes, but is not limited to, the following elements:</p> <ul style="list-style-type: none"> <li>• Student and parent handbooks</li> <li>• School-wide expectations for addressing student behavior issues</li> <li>• School-wide expectations regarding the amount of student learning time and limiting disruptions to instruction</li> </ul>
4.5		Extended learning opportunities are made available and utilized by students in need of additional support.	
4.6		The school and classroom environments reflect cultural awareness and understanding of cultural values of the students and community.	Use of The Alaska Cultural Standards Rubric to assess school and teacher use of culturally relevant strategies.
4.7		Staff communicates effectively with parents about learning expectations, student progress, and ways to reinforce learning at home.	
Professional Development			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
5.1		Student achievement data are a primary factor in determining professional development priorities.	The site leader implements the district professional development plan and develops a complementary site-specific plan that is based on the needs of the students and provides training and support to all teachers on district curricula, instructional materials, and expectations.
5.4		Mentoring is provided to support new teachers in the development of instructional and classroom management skills.	Participation in state mentor programs AND development of site level mentorship.



Leadership			
Alaska STEPP Indicator			Site Leader/Coach Implementation Focus
6.1		Instructional leader facilitates the development of the school improvement goals.	Site leader and team must write a School Improvement Plan (using Alaska STEPP or the paper plan) that addresses the needs of the students and is in alignment with the district improvement plan. The site leader must hold regular leadership team meetings that monitor the implementation of the plan. The site leader communicates goals, plan and progress in staff meetings and facilitates the use of early release time for PLC meetings that are in alignment with the plan.
6.2		Instructional leader assists teachers in understanding student achievement data and its use in improving instruction.	Site leader uses structures in place, such as early release time, to provide teachers with opportunities to analyze and discuss multiple sources of data (SBA, screeners, diagnostic, progress monitoring, etc.) and supports efforts to adjust instructional practices to address the areas of need identified through this analysis.
6.5		Instructional leader conducts formal and informal observation and provides timely feedback to teachers on their instructional practice.	Site leader implements the district-approved process and timeline for formal observations, which must include a pre- and post conference. Site leader communicates this process to staff. Site leader also conducts regular walk-throughs (or a similar model that fits the context of the school) to provide ongoing feedback to teachers on their instruction.
6.6		Instructional leader has a productive, respectful relationship with parents and community members regarding school improvement efforts.	
6.8		Instructional leader regularly analyzes assessment and other data, and uses the results in planning for the improved achievement of all students.	Site leader establishes a data briefing system that ensures that all staff are aware of relevant data and are working to improve the implementation of the established school improvement goals.