

Focus School Support: Approach to the Work

This document offers a way of thinking or mindset around focus school support

Questions/Considerations when supporting focus schools

The campus principal has remained the same on the campus...

Has the principal received training around the TAIS process and requirements?

Has the campus leadership team changed/ are they aware of the continuing work from the previous year?

Has the campus addressed the reason for identification and chosen an instructional intervention in the current campus improvement plan?

If the campus is IR, how are the interventions in the targeted improvement plan impacting the reasons for focus identification?

Are the current root causes different than the original reasons for identification?

Has system safeguard data been reviewed?

What intervention(s) are currently in place to address the achievement gap?

Is this intervention having a positive impact on closing the achievement gap?

What data supports this conclusion?

What additional support is needed?

Have you determined mid-course corrections needed to positively impact closing the achievement gap?

The campus principal has changed...

Is the campus principal aware of focus school identification and the intervention(s) identified and implemented to address achievement gaps?

Has the campus addressed the reason for identification and chosen a instructional intervention(s) in the current campus improvement plan?

Review Requirements:

- Engage in the TAIS
- ESEA Turnaround Principles
- Identify and implement one instructional intervention targeted to close gaps
- Include reason for identification and chosen intervention in campus improvement plan (If IR - addressed in the targeted improvement plan)

Suggested Resources:

www.tcdss.net/tcdss/tais.html

www.tcdss.net/tcdss/trainings.html

www.taisresources.net/