Winter Months: January …*(updated January 5, 2015)*

Classroom Activities

☐ Compile formative assessment data as it relates to both fidelity of implementation of SI strategies and student progress toward proficiency; analyze data and make refinements to instruction

☐ If applicable, complete all progress monitoring tasks specific to current Instructional Learning Cycle∞; detailed data will be necessary for reporting conversation

☐ Compile summative assessment and/or Informed Interim Assessment data as appropriate to measure student proficiency on targeted standards and ultimate success of implementation

☐ Celebrate with students the growth that has occurred!

☐ Gather any additional data expected by School Improvement Team for all regular meetings

Building Activities

☐ Administer Winter Benchmarking assessments (Delta Math, DIBELS, Writing prompts, etc.)

☐ Continue **School Systems Review**∞ (SSR_{26} or Interim SA or SA)

  o When completing the report for the first time, such as the SSR in 2015:

   1. Gather information: Teacher perspective on process re: building system
   - Small groups to address segments of rubrics and report out
   - Online survey tools available on the Practical School Improvement Timeline site as a Google Form

   2. Study and Discuss: Celebrate a few and narrow focus to 3-5 to improve, thus 8-10 total.

   3. Complete, Submit and Approve the report in ASSIST (see website∞ for more details)

  o Since AdvancED schools still have the Interim SA, they will want to simply copy last years' report and make the changes to those essential indicators they have identified. To make a copy, simply watch this brief video (2014 Updates for SI and ASSIST) or follow these steps:

   - Log in to ASSIST (choose a school if necessary) and open the previous school year on the Portfolio Tab (default)
   - Click the link that likely reads "Ed YES! Report" which should show the "Approved" page from last year, under the "Components" in the table, there should be a link for your previous file submitted, click this link.
   - There should be four buttons near the bottom (PDF, Results, Copy, Delete), simply click the "Copy" button and rename the report in such a way that the report, school, and year are clearly articulated (i.e. Greer MS Int-SA 2013/14)
   - Finally, make adjustments to the handful of indicators the staff has chosen to focus these past couple of years and leave the remaining indicators alone.

☐ Provide input on Student Survey

☐ Hold Monthly School Improvement Meeting (5th for the school year)

  o As you *gather* the four types of data (process data from SSR_{26} or SA, demographic & achievement data in SDA (School Data Analysis), and perception data from parent, student, staff surveys), remember to engage in conversations around "what" stood out

and "why" we believe this is happening; create or review action steps for collecting the rest of the data to compile the Comprehensive Needs Assessment and assist in "Defining the Problem". NOTE: you most likely will not gather all this information in just this one month … this is a **process not a single event.**

- o NOTE: SDA was streamlined as well, so schools may not have the option of copying last year's report. If copying is available, Click "Diagnostics & Surveys" tab to have quick access to your old SDA that was submitted last year. Click on the hyperlink, make a copy, and rename the report in such a way that the report, school, and year are clearly articulated (i.e. SDA GMS 13/14)
- o Utilize the Data Dialogue Protocol$^\infty$ which helps to filter key aspects from the sea of data and begins asking stakeholders to identify the causality. (OR facilitate this conversation in your own way by focusing on "what" and "why")
- o MEAP data is most likely released so it is a good time to celebrate some successes and identify key needs (these can be found in the SDA, the raw data file from OEAA, and/or a data warehouse).

☐ Identify February SIT meeting objectives; build meeting agenda

District Activities

☐ Mid-January is final submission date for amendments for all budgets (including carryover funds and final allocations) addressing final semester and summer programs
Remember ONE amendment allowed prior to January 15, 2015.

☐ Hold District Improvement Team (DIT) meeting to analyze building-level summaries of both adult monitoring and student impact data. Make adjustments to District Improvement Plan based on analysis of building-level summaries

☐ Depending on the timing of the meeting, buildings should report out on the progress of initiatives regarding evidence of adult implementation and student impact from benchmarking, end of the semester reports and/or MEAP data if released from embargo.

☐ Continue formal evaluation NEW of existing supplementary programs and SI Plan (Dec – Mar); consider the One-Page Compact Evaluation Tool$^\infty$ or the 2x2 Quadrant from the Intro Page.

☐ Address the DSR_{10} with the District Improvement Team if planning to model effective practices for gathering information at the building level (i.e. divide/conquer or electronic survey), highlight a smaller subset of indicators and discuss causality. (Alternative would be to use the SSR_{26} results to drive the DSR_{10} in March)

☐ Review plan for Title I services for the following year in preparation for meeting with Private/Non-Public schools in your region in February or March.

☐ Support school buildings in the collection of data: surveys, School Systems Review, School Data Analysis and local data.

☐ Begin district budget planning process.

Winter Months: February …*(updated January 5, 2014)*

Classroom Activities

☐ Cycle repeats itself with the same responsibilities as seen in January

Building Activities

☐ Finish **School Systems Review**∞ (SSR$_{26}$ or Interim SA or SA) **DUE late March**
- o SSR$_{26}$ building must "submit" report and districts must "approve" by March 20, 2015
- o SA/Interim SA building must "submit" report (no approvals) by March 20, 2015

☐ Survey secondary students (MDE suggests surveys for community and elementary students as well). NOTE: AdvancED ASSIST has provided surveys online that you can email a link to parents across the district, results will be timely and diagnostic and it is absolutely FREE. Plus there are paper versions available in several languages. The only downside is the survey is locked and cannot be customized to better meet your diverse needs.

☐ **School Data Analysis (SDA)** (finish by late April)
- o If ASSIST has not assigned the School Improvement Plan yet, you will not see the SDA as a required component, however, schools are welcome to start the report so that the process fits into a more practical time frame.
- o MI School Data and your local data warehouse (IGOR, Data Director, etc.) will have updated local and state level data. Utilize the Data Dialogue Protocol∞ which helps to filter key aspects from the sea of data and begins asking stakeholders to identify the causality. Remember to engage in conversations around "what" stood out and "why" we believe this is happening; create or review action steps for collecting the rest of the data to compile the Comprehensive Needs Assessment and assist in "Defining the Problem".
- o In addition to MI School Data, districts may need to reference the following data:
  - • Staff Demographics (gathered in October if following this timeline)
  - • ~~Suspension/Expulsion data (gathered in November)~~ End of the Year Reporting only as Suspensions seem to be removed from the SDA.
  - • Survey data: Parents (October), Staff (December) and Students (February)
  - • ADD local data such as Fall, Winter, prior year Spring Benchmarking and ACT Plan/Explore (or other local data) that shows achievement and/or student growth.
- o When questions have been updated, buildings need to submit to ASSIST, and districts must "Accept" as a part of the School Improvement Plan submission by June 30 (Single Building District AND Best Practice) or September 1 (legislative deadline).

☐ Hold Monthly School Improvement Meeting (6th for the school year)
- o Data Dialogues should begin drilling down. Using state level data and other summative data points to identify trends and possible red flags, beginning looking at more timely and diagnostic assessments to begin brainstorming around causality which leads to possible solutions. NOTE: you most likely will not gather all this information in just this one month … this is a **process not a single event** (completion of the SDA and reporting out will take more than a one hour meeting)

☐ Identify March SIT meeting objectives; build meeting agenda.

District Activities

- **Approve** School Systems Review (or Ed *YES!*) by March 20, 2015, following buildings' submission of reports. Pay particular attention to honesty in the report (unlikely everything should be marked implemented or above). Also, review closely the concluding remarks at the end of each standard and the conclusion of the document.
- Collect and submit MSDS data for Title I, Section 31a and Homeless. This includes the mid-year report for Title I-A and Section 31a counts eligible for free breakfast, lunch, or milk (submit after winter count day and prior to the end of March)
- Send letter of invitation to Private Schools serving students living in your district. Include which buildings/grade levels are eligible for Title I Services and offer Title II Professional Development for schools in your district. Title I services should be offered to schools within a certain radius and may be outside of your district. Additional guidance and links to interactive maps available in the Sample written process now available
- Check MDE website or with OFS representative for initial allocations, then communicate to buildings projected allocations

Spring Months: March …*(updated December 29, 2014)*

Classroom Activities

- Compile summative assessment data (rather Informed Interim Assessments) as appropriate to measure student proficiency on targeted standards, with particular attention to additional interventions necessary as the year draws to a close.
- Complete all progress monitoring tasks specific to current Instructional Learning Cycle; detailed data will be necessary for reporting conversation.
- Compile formative assessment data as it relates to the impact of student achievement around the implementation of SI strategies, paying particular attention to the data that will most effectively inform the school improvement team as they make decisions regarding which strategies to keep, modify, or drop for next year.

Building Activities

- SSR or SA should be "marked complete" then "submitted," and finally SPR should be "approved" by the district NO LATER than March 20, 2015.
- SURVEYS∞ are an annual requirement that is embedded in the School Data Analysis (SDA). School Improvement Team should collect and analyze survey results:
  - **Required survey (perception) data: Parents, staff and secondary students**
  - Other "suggested" or optional data: Community perception and elementary students perception. Integrate MiPHY, HSAT and other survey results.
  - Use the five (5) questions in the School Data Analysis (SDA) as a conversation guide to analyze all perception data. Complete this portion of the SDA.
  - In addition, create a summary of perceptions to present to staff by lifting a few key celebrations and a few key areas to focus on improving. Allow the entire staff to brainstorm solutions to assure buy-in.
  - NOTE: ASSIST has FREE online surveys for ALL schools beginning in 2012, simply log in to ASSIST and click on the Diagnostic & Survey tab.

☐ **School Data Analysis (SDA)** ∞ (finish by late-April … this is a "practical" deadline)
In addition to the SSR₂₆ or SA, the SDA focuses primarily on demographic data, achievement data, and a reflection on perception data in order to address the four types of data. The SDA and SSR₂₆ or SA make up what the state commonly refers to as the Comprehensive Needs Assessment (CNA).

- o Create subgroups to update and analyze different sections of the SDA and different content areas using the Data Dialogue Protocol∞ (i.e. groups may include: enrollment/attendance; Ext. Learning and staff demographics, perception data, Math achievement and subgroups; Reading achievement and subgroups; etc.)
- o There are two primary resources to support completion of the SDA for buildings to choose from: OAISD SDA with Support∞ and/or MISD Data Reference Points∞ (ch 5)
  - • Utilize MiSchoolData.org to look at enrollment and schools of choice data across subgroups plus achievement trends compared to state or ISD averages per grade level per content.
  - • Run grade level reports looking for trends such as State level data over the past few years, focusing on deficiency areas as priorities in the final months of school. NOTE: You should take a fresh look at proficiency trends through the lens of the new cut scores available to the public on http://mischooldata.org or your local data warehouse. Pay particular attention to the achievement trend of the "Mean Scale Score" compared to the state average as this is the single best indicator for 75% of the Top to Bottom Rankings.
  - • In addition to the average scale score, you may also choose to look at two additional measures such as the Top 30% and the Bottom 30%. Not necessarily for the gap, but rather the trend of improvement. This provides multiple data points from the same assessment source. Another option may involve percent proficient vs Level 1 vs Level 4. Also drill down to more diagnostic levels to include HS Strand and EL/MS GLCE Historical trend reports most likely available on a local data warehouse (IGOR/IRIS, Data Director, etc.)
  - • Drill down beyond global data found on MI School Data to include other assessments to triangulate the data by looking at more timely and diagnostic local data such as (Discovery Ed, PLAN/EXPLORE, Delta Math, DIBELS, etc.)
  - • Lift key findings and report out to the larger group
☐ Identify April SIT meeting objectives; build meeting agenda

District Activities

☐ Finalize formal evaluation NEW of existing supplementary programs and SI Plan; consider the One-Page Compact Evaluation Tool∞ or the 2x2 Quadrant from the Intro Page.
☐ Submit by the end of March, MSDS data for Title I, Section 31a and Homeless. This includes the mid-year report for Title I-A and Section 31a counts eligible for F/R.
☐ Check status of federal funds for each school that receives money; make all necessary modifications and begin budgeting process.
☐ Notify buildings of estimated allocations for State and Federal funds.
☐ Indicate on the School Infrastructure Data (SID) those buildings that are Title I School wide.
☐ Arrange meeting with Private Schools serving students living in your district who responded to the letter of invitation. Sample written process now available
☐ Prepare DIP, TISS, Con App for mid-May submission if planning early obligation date.

Spring Months: April …(updated December 29, 2014)

Classroom Activities
☐ Continue activities as seen in March details

Building Activities
☐ **School Data Analysis (SDA)**$^\infty$ (continued from March)
- o Complete this month to allow analysis to drive SI Plan to be completed in mid-May
- o Follow guidance provided in March and greater detail found on the website

☐ Make arrangements for SI Team to attend training on the **new MDE Program Evaluation**$^\infty$ **requirement**. Check with your local ISD to identify training dates for your team.

☐ Hold Monthly School Improvement Meeting (may have become bi-weekly at this point)
- o The Comprehensive Needs Assessment (CNA), consisting of the SSR_{26} or SA and the SDA are two driving forces of your School Improvement Plan (SIP). Both documents lead to updating "strategies" in the SIP. The SDA includes questions concerning major deficits, significant gaps and asks staff to consider the cause. Discussion of causes should focus on factors that are within the school's control. The cause identifies the problem and the strategy should represent the solution.
- o Update current SIP initiatives with data that helps answer the question: "Is what we're doing working to improve learning and how do we know?" **Click here**$^\infty$ for a protocol on using a compact Evaluation Tool to drive this conversation.
- o Based on data highlighted by the CNA process, write S.M.A.R.T$^\infty$ objectives that address below average, average, and above average students (just as we expect teachers to differentiate by teaching to those "ready to learn," "already know it," and those who "lack the foundational skills" and need intervention and/or accommodations. See the sample **Reading Goal**$^\infty$ and/or the **Goal Writing Template**$^\infty$ with Support for additional support around the Goal Statement, Objective, and organization.
- o Include subgroups with significant gaps in S.M.A.R.T$^\infty$objectives such that the improvement closes the gap. Include all subgroups with significant gaps.
- o Based on the CNA process, gap and identified causality, brainstorm solutions by adding to Data Dialogue step "What Now?" and current initiatives. Do not eliminate any suggestions at this point since the goal is to create a safe environment and to challenge staff to think outside the box.
- o For Title I schools: Involve building staff in decision making to develop new Title I school budget. Complete draft Title I budget. Title I schools are required to evaluate programs on an annual basis. The Compact Evaluation Tool$^\infty$ can be used for this purpose. Starting in 2014-15, each school will submit one evaluation report of a strategy/initiative/program using the MDE Program Evaluation Tool in ASSIST.
- o For 31a-funded schools: Discuss impact of funded programs on students and design programs for next year. (resource: Compact Evaluation Tool$^\infty$). Complete draft budget.
- o Identify May SIT meeting objectives; build meeting agenda.

District Activities

☐ Homeless Student (McKinney Vento) Grants Application due mid-April in MEGS+

☐ District Improvement Team Meeting

    o If you have not completed the District Systems Review report to model the process for buildings (see January activities), engage your District Improvement Team in preparing this report. Review EdYES! reports from buildings and discuss implications for district self-ratings on the 10 indicators. **Complete and submit the DPR by** *April 17, 2015.*

    o Updates from Tech Planning and/or progress monitoring of Tech Plan

    o Updates from building level perception surveys and key indicators from the School Process Profile (seeking commonalities in the district to be addressed at the District Level and/or on the District Improvement Plan)

    o Look at district level data on MiSchoolData.org with guidance from building leaders, looking for key areas that deserve celebration and areas that stand out for improvement.

    o Utilize the Data Dialogue Protocol to engage the group in conversation around data and begin brainstorming possible solutions to the problems. Hopefully, some of the solutions will be current initiatives that are showing promise in closing gaps.

☐ Complete a draft DIP/SBDIP

☐ Notify all buildings of funding allocations and/or estimations so that building level teams may begin selecting strategies based on need and resources, and finalize their budgets. Complete a draft budget of LEA-level federal programs.

☐ ~~Complete and submit Section 31a applications; for Local Educational Agencies (LEAs), Public School Academies (PSAs), and Education Achievement Authority (EAA) that did not receive 31a funds in the past.~~

☐ Complete meeting(s) with Private Schools serving students living in your district who responded to the letter of invitation. Obtain written affirmation from private school officials that timely and meaningful consultation has occurred; complete consultation for next year prior to LEA submitting its TISS & CA. (see Sample written process) Determine professional development and parent involvement needs of private school teachers and families.

☐ Districts that receive Title I funding are required to evaluate their funded programs annually. The Compact Evaluation Tool$^{\infty}$ can be used to meet this requirement. Starting in 2014-15, each district will submit one evaluation report of a strategy/initiative/program using the MDE Program Evaluation Tool in ASSIST.

☐ Prepare Title I School Selection

☐ View posted Regular Year Migrant Allocations.

☐ Summer Migrant Application due May 1 if applicable

Spring Months: May *(updated April 16, 2014)*

Classroom Activities

☐ Complete all progress-monitoring tasks specific to the final Instructional Learning Cycle; detailed data will be necessary for reporting conversation.

☐ Compile formative assessment data as it relates to fidelity of implementation of SI strategies, paying particular attention to the data that will most effectively inform the school improvement team as they make decisions regarding which strategies to retain for next year.

☐ Compile summative assessment data as appropriate to measure student proficiency on targeted standards, document student growth, and connect to classroom instructional strategies utilized.

☐ Prioritize content expectations to be intentionally targeted before the end of the school year based on data analysis and/or dialogue with grade level or content teams; make instructional adjustments accordingly.

☐ Identify students who may benefit from summer remediation opportunities; pay specific attention to strategies/target areas from the school improvement plan when determining summer programming requirements/format.

☐ Report results of Instructional Learning Cycle(s), formative/summative assessment data analysis, and any additional discussion to school improvement team (SIT) prior to May SIT meeting.

Building Activities

☐ (Title I) Review and update if necessary, the Parent/Student/School Compact and building level Parent Involvement Plan (be sure to involve parents with planning and evaluation).

☐ (SPED) Complete CIMS requirements such as Corrective Action Plans and embed into the School Improvement Plan

☐ Submit Strategies and Activities with funding resources to the district office, usually by June 1. These must be included in the District Improvement Plan and Consolidated Application, which is typically due June 30, or earlier.

☐ Hold School Improvement Meeting(s):

- o Through dialogue around data, have gaps been identified and objectives set on how achievement will improve for the high, average, and low students, including specific gaps between sub-populations (race, gender, socio-economic status, language barriers, and special needs)?

- o Through dialogue around the data, have you clearly identified what the staff believes to be the causes for each deficiency? NOTE: Causes should be factors over which educators have control or influence (we have no influence over an increase in the economically disadvantaged population; however, we have influence on how we build supports for this rising group through in school and after school opportunities).

- o Do the strategies selected address the causes identified with sufficient research and staff buy-in? What groups will the strategy specifically address? If the strategy is being continued, does the evidence indicate that it is working? …that it needs modification? …that it should it be dropped?

- o Create action steps in the activity section that specifically state what staff will do in terms of getting ready, implementing and monitoring, use the **Definition and Guidance of School Improvement Terms**[∞] developed to guide the creation of evidence to answer the following questions based on the approved program evaluation.
  - How will you ensure that staff understand the strategy and how it will fit with other initiatives and programs already in place?
  - How will you ensure that staff has the knowledge and skills to implement the strategy? Consider PD (Will you be using Title II-A funds?), materials, communication and other factors
  - How will you ensure successful implementation and what does it look like? Include staff actions and expectations. What are the essential or non-negotiable components?
  - How will the strategy be monitored for fidelity of implementation? What impact does the strategy have on student achievement (local level, both formative and summative)?
  - NOTE: Determine appropriate funding and be sure to list expenses for state and federal grant funds such as Section 31A and Title I-A.
  - o Additional updates may be addressed by specific members of the staff where applicable (such as executive summary (vision, mission, belief), Title I requirements, PD Plan, stakeholder involvement, etc.). Visit www.advanc-ed.org/assist to assure the School Improvement Plan has met format qualifications (green checks) prior to submission.
- ☐ Complete the components of the School Improvement Plan and submit the plan on the portfolio tab of ASSIST. NOTE: Much of this work such as program evaluation may be facilitated by subgroups of your staff. As a personal example, we had about forty certified staff where everyone joined one of the five goal areas: Math, Reading, Writing, Tech Integration and PBIS (only the first three goals were recorded in AdvancED). These subgroups facilitated staff dialogue, planned PD, gathered evidence for program evaluation and assured staff buy-in with fidelity of implementation. The principal is key to providing the framework and guidance.
- ☐ Complete the building-level Professional Development Plan so that it aligns with the District PD plan and embedded in the School Improvement Plan.
- ☐ Identify June SIT meeting objectives; build meeting agenda.

District Activities

- ☐ District Improvement Team Meeting
  - o Building reps report out on their strategies chosen and the evidence supporting their choice.
  - o Gather district wide data and discuss district wide initiatives to keep, modify, or drop.
- ☐ Complete the Title I School Selection (TISS) in MEGS+ prior to the Cons App
- ☐ Consider posting REP data for June due date, or prioritize for next month.
- ☐ View MDE posting of estimated program allocations on OFS website; TISS open in MEGS+
- ☐ Work collaboratively with stakeholders to complete applicable reports that are due in "substantially approvable" form at the end of June, including Consolidated Application (Cons App) and District Improvement Plan (DIP).
- ☐ Submit DIP (or Single Building District SIP) by the end of June. Submit TISS and CA in substantially approvable form by the due date to receive review/approval by September and July 1 obligation date
- ☐ View Section 31a Program Report live in MEGS+
- ☐ If applicable, complete Summer Migrant Application DUE May 1 and Final Summer Migrant Application due in MEGS+ in early June.
- ☐ View Homeless Grant application live in MEGS+; invitations sent to join a consortium. Submit Homeless Grant application in MEGS+.

∞ Click the link for additional resources online

Utilize the website for complete functionality;

Spring Months: June and/or July *(updated April 16, 2014)*

Building Activities
- ☐ REP report due in June which includes Teacher Effectiveness Ratings beginning in 2012.
- ☐ Review Accountability Scorecard and TtB Ranking with possible designation (Reward, Focus, Priority) when released by MDE and watch for appeal timelines (likely in July).
- ☐ Assign roles for completing the Annual Education Report by mid-August.
- ☐ CELEBRATE staff, parent, and student successes for the school year!
- ☐ Create school improvement team meeting schedule for next year (to be revisited in August).
- ☐ Identify August SIT meeting objectives; build meeting agenda.

District Activities
- ☐ Collect 2nd semester Semi-annual certifications
- ☐ Gather building Professional Development Plans and School Improvement Plans (minimally strategies, activities and resources) to inform DIP and Consolidated Grant Application
- ☐ Enter Registered Educational Personnel (REP) data such as Principal Effectiveness Rating for June due date.
- ☐ Complete all Federal program planning for next year
- ☐ Submit DIP/SBDIP by the end of June. Submit TISS and CA in substantially approvable form by the due date to receive review/approval by September 3rd and July 1 obligation date. The Cons App is considered "substantially approvable" ONLY IF each of the following conditions are met:
  - o TISS is submitted including all schools in the district and all necessary data
  - o Cons App meets all required elements from Cons App Checklist∞
  - o Cons App funding is focused on academic achievement and is comprehensive
  - o Each activity funded is allowable, allocable, necessary and meets State/Federal guidelines
  - o School-level budgets are completed for ALL Title I schools
  - o LEA has applied for 100% of the posted allocations
- ☐ Complete and submit Section 31a Program Report due in mid-July in MEGS+
- ☐ If applicable, complete the Title I-D Application and Formal Agreement by late June
- ☐ Submit McKinney-Vento Progress Report in MEGS+ by June 30
- ☐ Collect 2nd semester Semi-annual certifications
- ☐ Submit Summer Migrant application. Begin early Summer Migrant programs; final applications reviewed/approved
- ☐ Regular school year closes. Begin supplementary summer programs
- ☐ Consult MDE staff on required modifications for Consolidated Application after submission; make all necessary modifications throughout the summer.

Fall Months: August …(updated December 29, 2014)

Building Activities

☐ Complete Annual Education Report (AER) fifteen days prior to the start of school. Post AER on the website, have AER available in the office, and include it as part of public meetings such as fall open house and the September Board of Education meeting.

☐ Make final revisions to the School Data Analysis∞. For high schools, this will require utilizing previous spring's MME data to validate strategies/activities chosen. SUBMIT the SDA in ASSIST so that your district can TRANSMIT by September 1 (most likely this was done in the spring if following a practical timeline).

☐ Make final revisions to the School Improvement Plan (SIP)∞ Review the plan with staff, and facilitate a conversation that narrows the bulky SIP down to a one-to-two page summary of the critical or non-negotiable components teachers will implement in their classroom. These critical components should in turn become a part of principal and/or peer walk-throughs, Instructional Rounds, Instructional Learning Cycles, and/or formal evaluations.

☐ Organize/Confirm membership of the School Improvement Team:
   o **Required members**
      ▪ Administrator
      ▪ Parent of Title I student (if Title I, not a school employee)
      ▪ Parent of non-Title I student (not a school employee)
      ▪ Teacher(s)
      ▪ Other school employee(s)
      ▪ School Board Member
      ▪ Secondary student(s)
   o Note: School Code (380.1277) states "may include" the above members, therefore invitations are key; however, do not cancel the meeting based on missing a member. Also, not all members need to be at all meetings; parents, students and board members usually find the most engagement at the overview-type meetings typical at the beginning and end of the school year.

☐ Review/revise school improvement team meeting schedule for the school year as necessary; distribute appropriately.

☐ Review Professional Development Plan for the school year with staff

☐ Review Mission, Vision, and Belief Statements

District Activities

☐ Complete Annual Education Report (AER) due mid-August (post to website, have printed copies available in the office, and briefly cover as a line item on the upcoming Board of Education meeting). Notify parents about teacher/paraprofessional qualifications.

☐ **Transmit** all school improvement plans (these should have been **submitted** on ASSIST in June) NO LATER than September 1 (PA 25)

☐ **Transmit** all School Data Analyses (SDA) (these should have been **submitted** in ASSIST in May) NO LATER than September 1 (PA 25)

☐ Consult MDE staff on required modifications for Consolidated Application after submission; make all necessary modifications throughout the summer.

☐ Implement a process for collecting data for updating CEPI (MSDS, REP, SID, FID, EEM), including student participation data for Title IA, IC, and Section 31a.

∞ Click the link for additional resources online

Utilize the website for complete functionality;

Portions Updated: 1/5/2015

Fall Months: September ...(updated March, 2013)

Classroom Activities

- ☐ Pre-test students, then utilize pre-test data and benchmarking data to drive instruction
- ☐ Implement specific activities from "School Improvement One-Pager" (one to two page summary of school improvement plan)
- ☐ Begin an Instructional Learning Cycle within your PLC, department, or grade level.

Building Activities

- ☐ Present to School Board your "accreditation" status, Annual Ed Report and practical School Improvement Plan (suggested key data points and overview of strategies)
- ☐ Administer fall benchmarking assessments (Delta Math, DIBELS, writing prompts, etc.)
- ☐ Hold monthly school improvement meeting (1st for the school year)
  - o *How will we make sure action steps in each goal are moving forward under the identified timelines?*
  - o *How will we know that action steps are being implemented with fidelity by staff?*
  - o *What is our structure for the school improvement team meetings to discuss progress throughout the year?*
- ☐ Establish a school improvement meeting calendar
- ☐ Review implementation, monitoring, and evaluation of SI Plan
- ☐ Establish universal screening for new, incoming students
- ☐ Share school Annual Education Report at a parent meeting by October 15
- ☐ Implement administrative monitoring plan of strategies/activities
- ☐ Provide input on parent survey to be given at conferences
- ☐ Identify October SIT meeting objectives; build meeting agenda

District Activities

- ☐ Check status of federal funds for each school that receives money; make all necessary modifications.
- ☐ Begin Registered Educational Personnel (REP) data entry

Fall Months: October ...*(updated January 5, 2015)*

Classroom Activities

☐ Collect, organize and analyze data of students new to the school.

☐ Implement specific activities from School Improvement Plan.

☐ Complete Instructional Learning Cycle within your PLC, department or grade level and consider beginning a new ILC based on reflection on the first.

☐ Continue to track student progress with formative assessments; analyze data and make refinements to instruction.

Building Activities

☐ Hold Monthly School Improvement Meeting (2nd for the school year)
  - o *How will we make sure action steps in each goal are moving forward under the identified timelines and being implemented with fidelity by staff?*

☐ Implement, monitor, and support specific activities of School Improvement Plan

☐ Compile summaries of both adult monitoring data (fidelity of implementation of SI strategies) and student impact data (generated from Fall benchmarking or other assessments – identifies student need as it relates to chosen strategies) to use when reporting to District Improvement Team during October meeting
  - o Hold public meeting for School Annual Education Report by October 15 (often at school open house or public board meeting) Date Held: _____

☐ Administer parent survey∞ at conferences or another venue (or during winter conferences) Remember ASSIST now has surveys available that should be initiated at the district level.

☐ Discuss School Systems Review and how to collect staff perspective on the 26 indicators
  - o Option 1: Re-evaluate the essential indicators identified from the previous year, monitor and update those indicators only and roll-over the remaining indicators in ASSIST
  - o Option 2: Divide indicators to be addressed by staff teams that are composed of a variety of grade levels and/or departments.
  - o Option 3: Send out an electronic survey tool for all staff to complete then discuss key indicators in a follow-up staff meeting

☐ Identify November SIT meeting objectives; build meeting agenda

District Activities

☐ Hold District Improvement Team (DIT) meeting to analyze building-level summaries of both adult monitoring and student impact data. How does central office support the implementation of school and classroom level activities?

☐ Final Expenditure Report (FER) for previous school year grants available in the Cash Management System (CMS) with *Final Submission DUE* by late November. Complete amendment when the FER is complete. Remember only *ONE* amendment allowed.

☐ REP (Registry of Educational Personnel) recommended due date of November 1

☐ Title I Comparability Reports available in MEGS+ (must be initiated after REP submission), an EXCEL workbook completed/uploaded and due in early December.

☐ MDE posts final allocations, and amendment window opens in mid-October. Check status of federal funds for each school that receives money.

∞ Click the link for additional resources online

Utilize the website for complete functionality;

Fall Months: November ...(updated November 11, 2014)

Classroom Activities

☐ Submit progress data for each of your school improvement initiatives

☐ Teacher teams track student progress with formative assessments; analyze data and make refinements to instruction.

☐ Consider keeping Instructional Learning Cycles as a part of your PLC time.

Building Activities

☐ Hold monthly School Improvement Meeting (3rd for the school year)
   o Monitor the *impact* strategies are having on student achievement
   o Measure student progress towards measurable objectives

☐ Collect progress monitoring data of school improvement initiatives.
   o Does the data support implementation with fidelity?
   o Does the data show initial indications of student success?
   o Is what we are doing working and how do we know?

☐ Administer parent survey∞ at conferences or another venue (or during winter conferences) Remember ASSIST now has surveys available that should be initiated at the district level.

☐ Provide input on the staff survey, if developing locally, or use ASSIST.

☐ Implement the School Systems Review (SSR$_{26}$), formerly SPR$_{90}$, survey to staff if this was the chosen route for data collection. **NEW surveys and support online**∞

☐ Ensure that the strategies/interventions supporting each student performance goal are moving forward under the identified timelines

☐ Begin completing Q1-Q3 of the MDE Program Evaluation tool directly in ASSIST or on the Google Doc∞ provided for the chosen initiative that will be thoroughly evaluated this year.

☐ Begin formal evaluation of existing supplementary programs and SI Plan (Dec – March) OR wait until March and evaluate all programs based on the 2x2 Quadrants rating Fidelity and Impact as suggested on the page for introducing program evaluation∞

☐ Identify December SIT meeting objectives; build meeting agenda

District Activities

☐ REP (Registry of Educational Personnel) submission DUE December 1 and prior to initiating the Title I Comparability (MDE recommends completion by November 1).

☐ Title I Comparability Reports available in MEGS+, an EXCEL workbook completed, uploaded, and due in early December.

☐ Final Expenditure Report (FER) has a final submission date of late November (November 28, 2014) for current fiscal year grants. Carryover is automatically calculated and incorporated into next year's consolidated application when FER is certified in CMS (Key Reminders∞)

☐ MDE has posted final allocations (sometime in October) and amendment window is open. Remember only ONE amendment allowed for Consolidated App prior to *January 15, 2015*.

☐ December 1 is the final submission data for the original Consolidated Application supported by the DIP and Title I School Selection (TISS)

☐ Begin formal evaluation of existing supplementary programs and SI Plan (Dec – Mar), consider using the One-Page Compact Evaluation Tool∞ or the 2x2 Quadrant from the Intro Page.

∞ Click the link for additional resources online
Utilize the website for complete functionality;

Winter Months: December …*(updated January 5, 2015)*

Classroom Activities

- ☐ Review Formative and Interim Assessment Data. Make necessary adjustments for 2nd Semester and inform SI Team.
- ☐ Consider completing another Instructional Learning Cycle.
- ☐ Continue measuring how students are individually moving toward their goals and engage students in the monitoring process.
- ☐ Celebrate with students the growth that has occurred.

Building Activities

- ☐ Hold Monthly School Improvement Meeting (4th for the school year)
- ☐ School Systems Review (SSR$_{26}$ (formerly SPR$_{40/90}$)) or Self-Assessment (SA) or Interim SA
  - o Gather information: Teacher perspective on process re: building system. (Could use small groups to address segments of rubrics and report out or online survey tools)
  - o Study and Discuss: Celebrate a few and narrow focus to 3-5 to improve
  - o NOTE: If a thorough process was used last year to create staff buy-in on a smaller subset of indicators, simply monitor progress on those indicators and roll over results on the rest as this aligns to the new draft 6 year cycle as found on the website.
- ☐ Compile summaries of both adult monitoring data (fidelity of implementation of SI strategies) and student impact data (generated from Fall benchmarking or other assessments) to use when reporting to District Improvement Team during December meeting
- ☐ Identify barriers and challenges that have occurred since implementing the SI plan.
- ☐ Identify steps to take to address challenges and/or barriers.
- ☐ Target students who require additional screening for 2nd Semester course placement
- ☐ Make refinements to 2nd Semester courses and student placement in Tier II and III classes
- ☐ Determine if teachers require additional training to monitor student growth; model expected focus on student achievement during SI meetings, PLCs, and/or collaborative time
- ☐ Administer staff perception survey
- ☐ Identify January SIT meeting objectives; build meeting agenda

District Activities

- ☐ Begin discussion of completion of the District Systems Review (DSR$_{10}$) or Self-Assessment (SA) *DUE April 17, 2015*.
  - o Option 1: meet with appropriate school leaders and use completion of the DSR to model completion of the School Systems Review (SSR)
  - o Option 2: use SSR data submitted by buildings to complete DSR
- ☐ Registry of Educational Personnel (REP) submission recommended prior to Comparability
- ☐ Title I Comparability Reports available in MEGS+ (must be initiated after REP submission), an EXCEL workbook completed/uploaded and due in early December.
- ☐ Mid-January is final submission date for amendments for all budgets (including carryover funds and final allocations) addressing final semester and summer programs
  Remember ONE amendment allowed prior to January 15, 2015 to be completed with FER.