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

Classroom Activities
☐ Continue activities as seen in March details

Building Activities
☐ **School Data Analysis (SDA)**∞ (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∞ 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**∞ 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∞ 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**∞ and/or the **Goal Writing Template**∞ with Support for additional support around the Goal Statement, Objective, and organization.
- o Include subgroups with significant gaps in S.M.A.R.T∞ 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∞ 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∞). 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?

- 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.
  - 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
  - Building reps report out on their strategies chosen and the evidence supporting their choice.
  - 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.