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
  - 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)
  - Study and Discuss: Celebrate a few and narrow focus to 3-5 to improve
  - 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.
  - Option 1: meet with appropriate school leaders and use completion of the DSR to model completion of the School Systems Review (SSR)
  - 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.

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$^\infty$ are an annual requirement that is embedded in the School Data Analysis (SDA). School Improvement Team should collect and analyze survey results:
  - o **Required survey (perception) data: Parents, staff and secondary students**
  - o Other "suggested" or optional data: Community perception and elementary students perception. Integrate MiPHY, HSAT and other survey results.
  - o 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.
  - o 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.
  - o 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 SSR_{26} 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 SSR_{26} 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.