



Practical School Improvement Timeline

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Spring Months: March ...

Classroom Activities

- 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.
- 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 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.

Building Activities

- SPR or SA should have been completed in mid-February, now DUE in AdvancED
- School Improvement Team should collect and analyze survey results:
 - Required perception data: Parents, staff and secondary students
 - Suggested perception data: Community and elementary students
 - Integrate MiPHY, HSAT and other survey results and accompanying tools.
 - Use the 6-7 questions in the SDP/A as a conversation guide.
 - 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: MDE has paid for online surveys for ALL schools beginning in 2012, visit www.advanc-ed.org/mde and click on resources (bottom of the right column)
- **School Data Profile/Analysis (SDP/A)** (finish by mid-April)
 - Over 30% of your SDP/A is completed through the collection and discussion of perception surveys (you may note the community is suggested, not required)
 - NOTE: In addition to the Process Profiles (SPR 40/90 or SA) and the perception surveys, the SDP/A focuses primarily on demographic and achievement data in order to address the four types of data. The SDP/A and SPR 40/90 (or SA) make up the Comprehensive Needs Assessment (CNA).
 - Create subgroups to analyze different sections of the SDP/A and different content areas using the Data Dialogue Protocol[∞]
 - 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.
 - Drill down beyond global data found on MI School Data to include timely, diagnostic and local data such as (ACT Plan, Explore, Delta Math, DIBELS,





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etc.) Also include HS Strand and EL/MS GLCE Historical trend reports most likely available on a local data warehouse (IGOR, IRIS, Data Director, etc.)

- Lift key findings and report out to the larger group
- Identify April SIT meeting objectives; build meeting agenda

District Activities

- Finalize formal evaluation of existing supplementary programs and SI Plan (Dec – March)
- 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/Non-Profit (P/NP) schools serving students living in your district who responded to the letter of invitation.
- Prepare DIP, TISS, Cons App for mid-May submission if planning early obligation date.

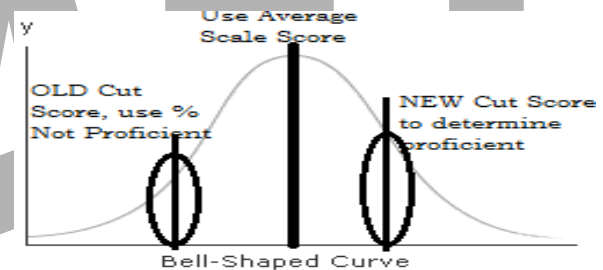
Spring Months: April ...

Classroom Activities

- Continue activities as seen in March details

Building Activities

- School Data Profile/Analysis (SDP/A) (continued from March)
 - Complete this month to allow analysis to drive SI Plan to be completed in mid-May
 - Follow guidance provided in March and greater detail found on the website
 - New perspective in 2011/12 with the retroactive cut scores. Keep in mind that we now have a new “bubble” group on the *bell shaped curve*. Since the bubble may now look at your above average students, use percent of students at level 4 (not proficient) to measure below average students (formerly not proficient on old cut scores) and the average scale score to measure the median (all three measures are available on MiSchoolData.org) NOTE: Looking at average scale score will give you a better indication of your “slope of improvement” used as 25% of your ranking on the Top to Bottom list.
- Hold Monthly School Improvement Meeting (may have become bi-weekly at this point)
 - The Comprehensive Needs Assessment (CNA), consisting of the SPR 40/90 (or SA) and the SDP/A are two driving forces of your School Improvement Plan (SIP). Both documents lead to updating the gap statements and causality. NOTE: Cause for gap should focus on factors that are within our control.
 - Update current SIP initiatives with data from SDP/A that helps answer the question: “Is what we’re doing working to improve learning and how do we know?” (see draft Evaluation Template[∞] for more detailed structure for program monitoring/evaluation).
 - Based on data highlighted by the CNA, write S.M.A.R.T[∞] objectives that address below average, average and above average students (just as we expect teachers to



[∞] Item hyperlinked on website with more information

Utilize the website for complete functionality; checklist is limited

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differentiate by teaching to those “ready to learn,” “already know it,” and those who “lack the foundational skills” and need intervention and/or accommodations.

- 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.
 - Based on the School Process Profile (SPR 40/90 or SA), update the selection of Target Areas in Goals Management if applicable
 - Refer to the Sample District Improvement Plan[∞] to see sample gap, cause for gap and S.M.A.R.T[∞] objectives.
 - Based on the CNA, 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.
- Identify May SIT meeting objectives; build meeting agenda.

District Activities

- District Improvement Team Meeting
 - Updates from Tech Planning and/or progress monitoring of Tech Plan
 - 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)
 - 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.
 - 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.
- Notify all buildings of funding allocations and/or estimations so that building level teams may begin selecting strategies based on need and resources.
- Complete meeting(s) with Private/Non-Profit (P/NP) schools serving students living in your district who responded to the letter of invitation.
- Prepare Title I School Selection

Spring Months: May ...

NOTE: Spring months still in progress

Classroom Activities

- Continue activities as seen in March details

Building Activities

- Hold School Improvement Meeting(s)

District Activities

- District Improvement Team Meeting

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Mid-April Homeless Students Grant Application Due in MEGS+

May 1 Summer Migrant Application due (opened on April 1)

SIP due mid-May

Late June Title I-D Applications and Formal Agreements are DUE

Late-June Cons App, DIP, and TISS ~~LEA-PC~~

Mid-July Section 31a Program Report submission due in MEGS+

May – August Required Modifications to be made in MEGS+

Mid-August Annual Ed Report



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The SDP/A and SPR 40/90 are the two primary components of the Comprehensive Needs Assessment. The SDP/A should certainly look at current data especially in light of the fact we now have historic data using the perspective of the new cut scores. The data collected and studied in the SDP/A leads to updating the gap statement (as you were correct in stating). This data is used to "monitor and/or evaluate" the initiatives in the School Improvement Plan.

This results in updating the goals if necessary. The data may suggest progress is appropriate and expected, therefore we continue our initiatives without modification. The data may suggest we need to adjust details within our initiatives to solve any road blocks encountered. Provided sufficient time and fidelity in implementation, the data may show we need to stop a particular initiative.

Bottom line, if there is a 2-5 year, quality SI plan, the basic updates that need to occur annually include the SDP/A, SPR, Surveys, Gaps, Targets (if needed from SPR discussion), and Activities (including of course materials, PD and funding).

— Use **MEAP scores** and other data; analyze improvements against SIP objective statements and identify:

- Where are we now?
- What progress did we make?
- How close did we come to our measurable objective?
- Did we narrow our sub-group/s gap/s?

— Use **Data Points** to analyze the **impact** of adult implementation behaviors of strategies and activities and identify:

- the degree of impact of strategies on student achievement
- if the strategies were implemented with fidelity
- if the plan was implemented? Why or why not?

— Use **Data Points** to analyze **expenditures** and identify:

- if the strategies and activities funded made a difference on student achievement
- what strategies should continue
- what strategies should continue with refinements
- what strategies need to stop



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