

# 2014-15 School-Level Implementation: Agenda 2017 Initiatives

## Purpose

This checklist for **school-level leaders** provides a cross-cutting view of several key Wisconsin initiatives within [Agenda 2017](#), and how they sequence for maximum impact on student learning in the 2014-15 school year. The use of this checklist is voluntary—it has been designed as an optional tool to assist leaders in advancing school improvement efforts at the local level.

## Process

Use this checklist, organized by action items to be completed throughout the school year, to specifically address the implementation of:

-  Common Core State Standards (CCSS) and their aligned instruction and assessments
-  Continuous data use for school improvement
-  Wisconsin Educator Effectiveness System (EE)
-  School Funding

Action items are divided between administrative tasks and school improvement planning (SIP) team tasks, but administrators may sort the tasks any way they like. A [companion planning tool](#), in Excel, allows principals to sort, filter and reorganize tasks to fit their school needs. Please note: acronyms and hyperlinks are widely used in this document in an attempt to save space.

## Practices

All action items in the checklist are grounded in **five enduring, reoccurring, cross-cutting practices** that are the foundation to accelerating change across the broad Agenda 2017 areas of standards and instruction, assessments and data systems, school accountability and educator effectiveness. The cross-cutting practices are:

- **collaborative leadership, communication, and goal setting**
- **integrated assessment planning**
- **integrated technology planning**
- **integrated job-embedded professional development**
- **building assessment and data literacy, and using data deliberately**

## State-to-School Level Implementation of Agenda 2017

Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. To achieve these goals, we must focus on four simple but powerful ideas. These ideas, depicted below, make up Wisconsin's Agenda 2017 Vision.

Standards and Instruction:

Assessments and Data Systems:

School and Educator Effectiveness:

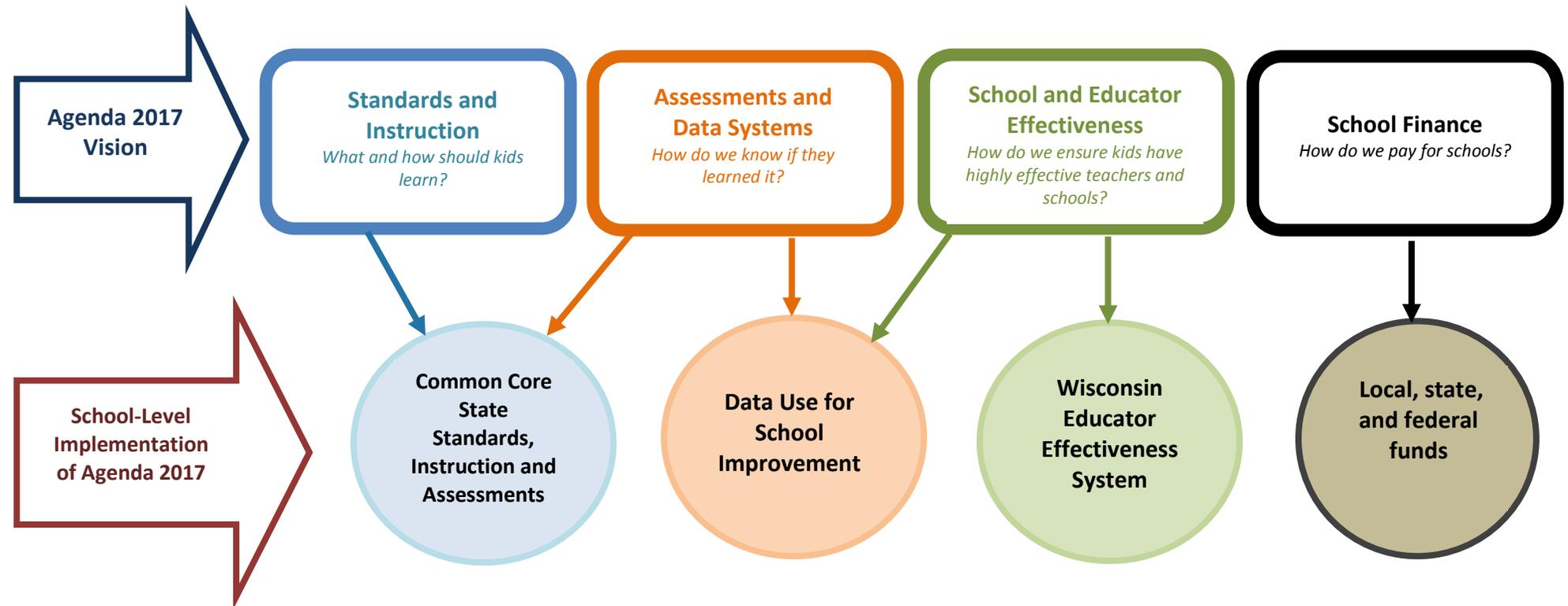
School Finance Reform:

*What and how should kids learn?*

*How do we know if they learned it?*

*How do we ensure kids have highly effective teachers & schools?*

*How should we pay for schools?*



KEY:  CCSS, Instruction and Assessments

 Data Use for School Improvement

 Wisconsin Educator Effectiveness System

## Summer 2014: Action Items

At this phase, convene your leadership team; develop goals and systems for success; and plan for ongoing, job-embedded professional learning throughout the school year.

### ADMINISTRATOR ACTION ITEMS

-  School and district leaders review preliminary deductions from their 2013-14 School/District Accountability Report Cards, and complete the [inquiry process](#) if applicable.
-  Review the [report card resources](#) to ensure a thorough understanding of your 2013-14 School/District Accountability Report Cards.
-  Join and participate in a district-level Educator Effectiveness Implementation Planning Team (e.g., all school and district leaders) to
  -  develop and disseminate consistent communications to all staff, parents, and community members to increase understanding of the EE System [purpose](#) and [processes](#)
  -  identify key district and school roles for [implementation](#) (e.g., coaches).
-  Read the [Principal Evaluation Process Manual](#), and learn the [Principal EE evaluation process](#), including the key steps and timeline.
-  Participate in any necessary professional development and/or identify any necessary resources to support a transition from a building manager to an instructional leader focus.
  -  Determine who can help with school management tasks (e.g., budgeting, school calendar, bus and cafeteria monitoring) to protect adequate time in 2014-15 for EE evaluations, such as other staff members, parents, or community volunteers, etc.
-  Complete [Teachscape](#) Focus training and certification for evaluators.
-  Identify which mandated educators will be evaluated beginning in the fall, using the [DPI flowchart](#). Plan thoughtfully for the evaluation of new educators (to the profession and to the district).
-  Renew or add Teachscape licenses as necessary.
-  Create a plan for training on new assessments for Fall 2014 (PALS Grade 2, ACT Aspire Early High School Grade 9).
-  Once school improvement plan (SIP) is determined, revisit requirements for local, state, and federal funds to ensure appropriate resource allocation. Ensure the SIP utilizes RtI, EE, assessment, instructional and accountability systems as much as possible.
-  Communicate school-specific SIP goals, assessment plan, and School/District Accountability Report Card results to parents, community, district office, and school board.

## SIP TEAM ACTION ITEMS

- Confirm (or identify and appoint) members of a small instructional SIP team made up of educators (e.g., mathematics, ELA, other content areas, ELL, Special Ed, individuals with data interpretation skills);
- Schedule a summer retreat and, at least, monthly meetings throughout the 2014-15 school year.
- Review previous year's school improvement plan and district strategic plan.
- Ensure a consistent school improvement planning approach is in place (such as "Plan, Do, Study, Act" or "Question, Investigate, Clarify, Hypothesize," which the [WISExplore](#) process follows).
- Review the [DPI Wisconsin Professional Learning on Demand \(WPLD\)](#) module on CCSS 101 for [mathematics](#) and [ELA](#), as needed.
- Explore relevant [WPLD modules](#) and use data (e.g., assessment data, discipline data, attendance data) and school goals to plan for whole-staff professional development for the upcoming school year (using the [DPI District-Wide CCSS Professional Development tool](#), as needed).
- Create a school-specific assessment plan that maps out a balanced assessment approach for staff, aligning to the district assessment plan where available.
  - Evaluate technology needed to complete all required assessments using the [guidelines provided by DPI](#).
  - Ensure a member of the SIP team is fluent in using [WISEdash](#) and the [WISExplore eLearning modules](#).
  - Build whole-school assessment literacy, using the principles in the DPI [Wisconsin Balanced Assessment System](#) and Wisconsin RtI Center materials (e.g., [Balanced Assessment chart](#), [RtI Center Balanced Assessment modules](#), and the [Assessment Schedule](#)).
- Build the yearly staff Professional Development (PD) calendar to
  - identify current efforts, goals, improvement planning (e.g., RtI, Title 1, focus school plan, disproportionality plan, etc.) and align all goals/efforts under the umbrella of the SIP team,
  - allow for whole staff time and flexible professional learning community (PLC) work on data-informed professional learning designed to impact SIP goals, and
  - review activities and whole staff time for refinement of SIP goals and benchmarks.
- Plan for how district and school goals can inform/fulfill those required in the EE process (e.g., SLOs or Professional Practice Goals [PPGs]).
- Read the [Teacher Evaluation Process Manual](#), and understand the [teacher evaluation process](#), including the key steps and timeline.
- Join DPI Google+ Communities for up-to-date information (such as [English](#) and [Mathematics](#) CCSS Implementation) or the [EE blog](#).

## Fall 2014: Action Items

At this phase, establish plans for systematic progress monitoring, data analysis and dissemination of goals and strategies; engage in professional learning as a staff; and make strategic, data-informed decisions to quickly impact student learning.

### ADMINISTRATOR ACTION ITEMS

- Meet with staff to build understanding of the [School/District Accountability Report Cards](#) and any changes from the prior year in the current report card. Make use of [resources](#) and Accountability Trainers as needed.
- Develop strategies for communicating with families and the community about school strengths and areas needing improvement based on report card data, WISEdash data via WISExplore inquiry process, screening data, and other local data.
- For schools that fall into the [Alternate Accountability](#) process, develop achievement goals and select data to track during the year that will serve as 2014-15 accountability indicators. These metrics will need to be reported to DPI at the end of the school year. Goals should coincide with existing school improvement efforts, and align to the priority areas on the Alternate Accountability form. Given the transition to new state assessments, Alternate Accountability schools should plan to use local data for the 2014-15 Alternate Accountability process.
- ▲ ■ [Promote](#) and [participate](#) in [Attendance Awareness Month](#) throughout September. Build an understanding among [staff](#), [parents](#) and students that every day counts.
  - Ensure educators complete [Step 2 Training](#).
  - Follow the directions for EE implementation found in the fall Deep Dive module.
  - Host Evaluation Planning meetings with educators in their rating year (EEP approved, including 2 SLOs and 1 PPG).
  - In late fall, conduct mid-interval SLO review meetings for semester-long goals.
- For schools with Grade 6 or above, review [Dropout Early Warning System](#) (DEWS) roster and data in WISEdash; use the [DEWS Action Guide](#) to plan interventions as needed for those students.
- ▲ Use the professional learning [modules](#) to deliver CCSS professional development in a logical and sequential manner as aligned to school needs (using the [CCSS District-Wide Professional Development](#) tool as needed).
- ▲ ■ ● Use the DPI CCSS [mathematics](#) and [English language arts](#) walk-through tools when visiting classrooms to identify evidence of CCSS instructional shifts, connections to EE domains, and whole school goals.
  - ▲ Ensure that the high school staff completes training for all [ACT suite administration](#).
  - ▲ In preparation for Smarter Balanced assessments, **familiarize staff** with [Smarter practice tests](#) and interim assessments, matching expectations for instruction with knowledge of what students will be expected to demonstrate on the assessments.
  - ▲ In preparation for Smarter Balanced assessments, **familiarize students** with [Smarter practice tests](#), the online testing environment, and new item types.

- If you have not already done so, implement [Professional Learning Communities \(PLC\)](#) structure. Align resources to support the PLC, and ensure PLC is focused on critical work:
  - doing deep learning to support student progress identified in SLOs (e.g., book study, unit study, conducting research);
  - deepening content knowledge;
  - analyzing [universal screening data](#) and student work to differentiate instruction and plan interventions;
  - scaffolding student learning with instructional frameworks (e.g., [Gradual Release of Responsibility](#), [Universal Design for Learning](#)); and
  - writing and/or aligning [performance tasks](#) and lesson/unit plans that align to standards and SMARTER claims for [ELA](#) and [mathematics](#).
- Administer [Phonological Awareness Literacy Screener](#) (PALS) 1-2 and PALS 4K-K within the [test windows](#).
- Administer [Aspire](#) and [Dynamic Learning Maps](#) (DLM) as appropriate, to Grade 9 students within the [test windows](#).
- Administer [WKCE](#) and [WAA-SwD](#) as appropriate in Science and Social Studies to Grades 4, 8, and 10 within the [test window](#).
- Ensure the accuracy of data being reported to DPI. These data will affect EE calculations, student assessment results, as well as School and District Report Cards.
  - Assure that the school enrollment record-keeping process accurately reflects all students enrolled in the school at the time of Wisconsin Student Assessment System (WSAS) testing.
  - Assure that the school attendance record-keeping process accurately reflects student [attendance for accountability determinations](#).
  - Carefully review the accuracy of [ISES Progress and Summary Reports](#) by November 15.

#### SIP TEAM ACTION ITEMS

- Near the beginning of the school year, use the SIP team to schedule and hold teacher EE orientation meetings to establish a solid understanding of Wisconsin’s EE System and 2014-15 implementation.
- Ensure monthly SIP team reviews of data toward positive impact on school goals using a standard process (e.g., [WISExplore](#)).
- Begin to develop deep knowledge and understanding of school goals and to continuously monitor them by
  - understanding the academic, language, and behavioral demands of the CCSS and their implications on instruction and assessment
  - building data literacy with [student assessment data](#), specifically analyzing individual [Student Growth Percentile](#) (SGP) reports
  - understanding the School Report Cards and reviewing the [Interpretive Guide](#)
  - understanding the [EE System](#), the Danielson Framework, and Teachscape
  - supporting assessment literacy, using the DPI [Wisconsin Balanced Assessment System](#) and [Wisconsin Rtl Center materials](#)
- Use the SIP team to communicate goals and strategies to entire staff.

## Winter 2014-15: Action Items

At this phase, meet frequently to monitor data; engage in professional learning as a staff; and make strategic, data-informed decisions to quickly impact student learning.

### ADMINISTRATOR ACTION ITEMS

- Follow the directions for EE implementation found in the winter Deep Dive module.
- Conduct mid-year SLO review meetings for year-long goals.
- ▲ Administer PALS K-2 (optional) within the [test window](#).
- ▲ Administer [ACCESS for ELLs](#) within the [test window](#).
- ● Offer staff PD on data tools such as [WISEdash](#), using [WISEExplore](#) for the purpose of
  - using and examining data (e.g., summative, formative, and interim student data) as part of every whole school and/or PLC meeting, and
  - providing guidance on the various types of data that staff should consider in making data-driven decisions and providing the various technology tools to assist staff in using data.
- ▲ ■ ● Use the DPI CCSS [mathematics](#) and [English language arts](#) walk-through tools when visiting classrooms to identify evidence of CCSS instructional shifts, connections to EE domains, and whole school goals.
- ▲ ■ ● [Support the PLC](#) and ensure they are focused on critical work, such as:
  - doing deep learning to support student progress identified in SLOs (e.g., book study, unit study, conducting research);
  - deepening content knowledge;
  - analyzing [universal screening data](#) and student work to differentiate instruction and plan interventions;
  - scaffolding student learning with instructional frameworks (e.g, [Gradual Release of Responsibility](#), and [Universal Design for Learning](#)); and
  - writing and/or aligning [performance tasks](#) and lesson/unit plans that align to standards and SMARTER claims for [ELA](#) and [mathematics](#).
- ▲ Administer the [ACT Plus Writing and ACT WorkKeys to all Grade 11 students](#) on March 3 and 4, with make-up days on March 17 and 18, respectively.

### SIP TEAM ACTION ITEMS

- ▲ ■ ● Review data to deepen knowledge and understanding of school goals and to continuously monitor them by:
  - reviewing the academic, linguistic, and behavioral demands of the CCSS and their implications on instruction and assessment
  - building data literacy through WISEExplore
  - deepening understanding of accountability measures such as [Accountability for ELLs](#)
  - understanding the [EE System](#), the Danielson Framework, and Teachscape
  - continuing to support assessment literacy, using DPI [Wisconsin Balanced Assessment System](#) and [Wisconsin Rtl Center](#) materials (e.g., [Balanced Assessment chart](#), [Rtl Center Balanced Assessment modules](#)).

<b>KEY:</b>	 <b>CCSS, Instruction and Assessments</b>	 <b>Data Use for School Improvement</b>	 <b>Wisconsin Educator Effectiveness System</b>
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-   As a staff, follow a continuous cycle of universal screening and monitoring of progress.
-   Provide staff updates on goals and key accountability areas throughout the year and at key points in the EE cycle.
-  Hold monthly reviews of data, utilizing newly collected data, including any [PBIS](#) data, PALS, ASPIRE or DLM data from Grade 9 students, [Smarter Balanced interim](#) data and local data (e.g. MAP data if used and reported in secure [WISEdash](#)).

## Spring 2015: Action Items

At this phase in the year, continue reviewing data to monitor SIP goals; engage in ongoing formal and informal evaluation of staff; and look ahead to summer SIP retreat planning.

### ADMINISTRATOR ACTION ITEMS

-  Follow the directions for EE implementation found in the spring Deep Dive module.
-   Using the teacher evaluation manual as a reference and Teachscape as the primary tool, complete the evaluation process for each educator in their Summary year.
  - Rating of professional practice and SLOs
  - Final evaluation meeting
-   Administer assessments according to the [test windows](#).
  - **PALS K-2**
  - **Smarter Balanced in Grades 3-8**
  - **DLM in Grades 3-11, as appropriate**
  - **Aspire in Grades 9-10**
  - **ACT Plus Writing and ACT WorkKeys in Grade 11**
-  Schools using the [Alternate Accountability](#) process should begin analyzing data to submit to DPI at the end of the year.

### SIP TEAM ACTION ITEMS

-    Evaluate progress of the 2-4 school-level, student-based instructional, measurable goals (e.g., SMART goals) set at the beginning of the year, and begin planning for 2015-2016 school year.
-  Ensure monthly SIP team reviews of data toward positive impact on school goals using standard process (e.g., [WISExplore](#)).
-   Through the SIP team, provide staff updates on goals and key accountability areas throughout the year and at key points in the EE cycle.
-    Reflect on data related to 2014-15 school goals, make any necessary changes to the SIP team membership, and schedule a summer retreat for 2015-16 planning.

## Summer 2015: Action Items

At this phase, identify your leadership team; develop goals and systems for success; and plan for ongoing, job-embedded professional learning throughout the school year.

### ADMINISTRATOR ACTION ITEMS

- School and district leaders review preliminary deductions from their 2013-14 School/District Accountability Report Cards, and complete the [inquiry process](#) if applicable.
- Schools using the [Alternate Accountability](#) process submit data to DPI.
  - \$ For Title I schools, begin budgeting process collaboratively working with district-level leaders and submit your [ESEA Consolidated Application](#) by August 31.
- ▲ ■ ● Plan summer data retreat, identifying which data are available and which data will not be available (due to spring testing) until fall.
- Participate in any necessary professional development and/or identify any necessary resources to support a transition from a building manager focus to an instructional leader focus.
  - Determine who can help with school management tasks (e.g., budgeting, school calendar, bus and cafeteria monitoring) to protect adequate time in 2015-16 for EE evaluations, such as other staff members, parents, or community volunteers, etc.
- Complete [Teachscape](#) Focus training and certification for evaluators.
- Identify which mandated educators will be evaluated beginning in the fall, using the [DPI flowchart](#). Plan thoughtfully for the evaluation of new educators (to the profession and to the district).
- Renew or add Teachscape licenses as necessary.
- Communicate school-specific SIP goals, assessment plan, and School/District Accountability Report Card results to parents, community, district office, and school board.
- \$ Once school improvement plan (SIP) is determined, revisit requirements for local, state, and federal funds to ensure appropriate resource allocation. Ensure the SIP utilizes RtI, EE, assessment, instructional and accountability systems as much as possible.

### SCHOOL IMPROVEMENT PLANNING (SIP) TEAM ACTION ITEMS

- ▲ ■ ● Confirm (or identify and appoint) members of a small instructional school improvement planning (SIP) team made up of educators (e.g., mathematics, ELA, other content areas, ELL, Special Ed, individuals with data interpretation skills);
- ▲ ■ ● Schedule a summer retreat and, at least, monthly meetings throughout the 2015-16 school year.
- ▲ ■ ● Review previous year's school improvement plan and district strategic plan.
- ▲ ■ ● Ensure a consistent school improvement planning approach is in place (such as "Plan, Do, Study, Act" or "Question, Investigate, Clarify, Hypothesize," which the [WISExplore](#) process follows).