



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

# Resources

December 2018

## Timeline of Recommended Actions for Improving Achievement and Closing Gaps

*Based on preliminary identifications in December 2018*

The timeline on the following pages includes recommended actions for identified schools and districts as well as others interested in helping students enjoy higher achievement and reduced gaps. These steps follow an effective process for moving the needle and improving your student outcomes. These steps also include requirements for a school learning objective under Educator Effectiveness as well as improvement activities under the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA).

### Additional Resources

[Technical Assistance Network for Improvement Supports](#)

[Leading for Learning: Achieving Educational Equity](#)

[Strategic Assessment Systems resources on DPI website](#)

[WISExplore data inquiry support](#)

[Continuous Improvement information on DPI website](#)

*The steps in this timeline follow an effective process for moving the needle and improving your student outcomes.*

# Timeline of Recommended Actions for Improving Achievement and Closing Gaps

TIMELINE PERIOD: December 2018 – April 2019

PRIORITY: Accessing Needs/Assets and Aligning Systems to Support Improvement

Focus	Recommended Actions	Benefits
GET READY: Connect with supports & engage stakeholders	<i>Dec 6, 2018 Preliminary joint federal identification data available in SAFE, including preliminary school-level Comprehensive Support and Improvement (CSI) and preliminary Targeted Support and Improvement (TSI) identifications under ESSA and preliminary district-level Local Educational Agency (LEA) determinations under IDEA</i>	
	<b>Districts with any preliminary federal identifications:</b> Participate in phone consultations with DPI staff (Title I & School Support, Special Education, Office of Educational Accountability). <a href="#">Online scheduling system</a>	<ul style="list-style-type: none"> <li>Remember you are not in this process alone.</li> <li>Get detailed answers to your questions.</li> <li>Learn about newly aligned resources/supports.</li> </ul>
	<b>Districts:</b> Begin to work with any preliminarily identified schools by the end of December.	<ul style="list-style-type: none"> <li>Pass along a framework for continuous improvement as well as data.</li> </ul>
	<b>Districts and schools:</b> Connect with supports/professional development: <a href="#">Technical Assistance Network for Improvement Supports</a> , <a href="#">AWSA</a> , <a href="#">WASDA</a>	<ul style="list-style-type: none"> <li>Link your efforts to regional and state teams focused on equity.</li> <li>Understand available supports.</li> </ul>
	<b>Districts and schools:</b> Identify a diverse improvement team including representatives of all stakeholder groups, which will guide improvement planning, engage and inform stakeholders, lead action steps, and guide evaluation.  Team may be a new or existing improvement/implementation team, strengthened if needed.	<ul style="list-style-type: none"> <li>Allow new perspectives and insights to emerge.</li> <li>Ensure that the needs of all groups of children are considered.</li> <li>Build relationships essential to collaborative solutions.</li> </ul>
<b>Key personnel from districts/schools:</b> Participate in a <a href="#">Working on the Work session</a> Jan 30 or 31. Sign up through your CESA.	<ul style="list-style-type: none"> <li>Focus on root causes, evidence-based improvement strategies.</li> <li>Build a network to improve student outcomes.</li> </ul>	

**TIMELINE PERIOD:** December 2018 – April 2019

**PRIORITY:** Accessing Needs/Assets and Aligning Systems to Support Improvement

Focus	Recommended Actions	Benefits
GET READY/PLAN: Assess needs and align systems	<p><b>Improvement team:</b> Assess infrastructure/foundation to support change, including:</p> <ul style="list-style-type: none"> <li>• mission/vision,</li> <li>• team structure and functioning,</li> <li>• availability of linguistically and culturally appropriate assessment data,</li> <li>• data literacy and security,</li> <li>• mechanisms for communication and collaboration, and</li> <li>• mechanisms for family and community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain a full picture of what needs to be improved so you can be strategic with early efforts and ensure a solid foundation for success.</li> </ul>
	<p><b>Key personnel from districts/schools which want to use federal funding for improvement:</b> Attend <a href="#">federal funding conference</a>, Feb 25-26.</p>	<ul style="list-style-type: none"> <li>• Understand federal funding complexities.</li> <li>• Learn to use funds more strategically toward equity-focused goals.</li> </ul>
	<p><b>Improvement team:</b> Identify assets that might not be fully engaged yet, including the landscape of available improvement supports, stakeholder groups, and community organizations.</p>	<ul style="list-style-type: none"> <li>• Recognize your strengths.</li> <li>• Identify potential champions and partners, and engage a broad support system for your change efforts.</li> </ul>
	<p><b>Improvement team:</b> Plan for family and community engagement in the improvement planning process. This includes ensuring meaningful communication with Limited English Proficient family members and engagement of stakeholders from current or historically marginalized groups who can effectively represent students from those groups.</p> <p>Make sure a clear process is in place for shared leadership and collaborative decision making.</p>	<ul style="list-style-type: none"> <li>• Allow new perspectives and insights to emerge, and ensure that the needs of all groups of children are addressed.</li> <li>• Lay important groundwork for coordination of efforts to support students.</li> </ul>
	<p><b>Improvement team:</b> Conduct analysis of budget and staffing inequities with intention to re-purpose funds and/or resources to address inequities.</p>	<ul style="list-style-type: none"> <li>• Gather data necessary to align budgets and staffing with equity goals so systemic change is possible.</li> </ul>

**TIMELINE PERIOD:** December 2018 – April 2019

**PRIORITY:** Accessing Needs/Assets and Aligning Systems to Support Improvement

Focus	Recommended Actions	Benefits
GET READY/PLAN: Assess needs and align systems	<p><b>Key personnel from districts/schools:</b> Attend a Working on the Work <a href="#">Reflect/Plan/Enact session</a> on April 3 or 4. Sign up through your CESA.</p>	<ul style="list-style-type: none"> <li>• Plan to address areas of identification.</li> <li>• Build a network to improve student outcomes.</li> </ul>
	<p><i>April 2020: Projected date for providing joint federal identification data in SAFE (IDEA—racial disproportionality in special education)</i></p>	
	<p><b>Improvement team:</b> Conduct comprehensive needs assessment and root cause analysis. Focus on assets and successes in addition to gaps and deficits.</p> <p>Use <a href="#">Multi-Level System of Support (MLSS)</a> model to identify which of the 11 features could be leveraged for equity.</p>	<ul style="list-style-type: none"> <li>• Understand root causes of your equity issues so you can focus your plan for improved outcomes.</li> <li>• Leverage current efforts to build an equitable multi-level system of supports that allows all students to succeed.</li> <li>• <b>Meet some requirements for School Learning Objective under Educator Effectiveness</b> (e.g., findings inform the selection of an SLO, including content area, student population, and growth).</li> </ul>
	<p><b>Improvement team:</b> Identify existing plans that already address the identified needs or can be modified to do so, as well as those it may be strategic to align with (e.g., school learning objective, district strategic plan, technology plan, professional development plan, English learner plan).</p> <p>Note: There is never a need to create an entirely new improvement plan if an existing improvement plan addresses or can be modified to address identified needs.</p>	<ul style="list-style-type: none"> <li>• Increase the impact of your efforts.</li> <li>• Build on existing efforts to eliminate complexity and reduce the amount of labor necessary.</li> </ul>
<p><b>Improvement team:</b> Lead improvements to foundational elements affecting readiness, such as:</p> <ul style="list-style-type: none"> <li>• changes in resource and staff allocation for next fiscal year;</li> <li>• budgeting in time for data analysis, planning, and training;</li> <li>• mission/vision strengthening;</li> <li>• formation and linking of teams, changes to meeting structures; and</li> <li>• developing/improving mechanisms for family and community input and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Support effective implementation of changes.</li> <li>• Avoid pitfalls and extra labor during later phases.</li> <li>• Begin this process early to ensure time for changes in 2019-2020 budget.</li> </ul>	

**TIMELINE PERIOD: May – December 2019**

**PRIORITY: Creating/Refining an Improvement Plan to Address Identified Needs**

Focus	Recommended Actions	Benefits
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>PLAN: Strategize &amp; create an improvement plan</b></p>	<p><b>Key personnel from districts/schools and other individuals involved in improvement:</b> Attend the June 26-28, 2019 <a href="#">Leading for Learning: Achieving Educational Equity</a> kick-off in Madison, a collaborative event combining the expertise and learning of former events, including Innovations in Equity, Data Leadership Summit, and the Quality Educator Conferences.</p>	<ul style="list-style-type: none"> <li>• Start your 2019-20 professional learning strong.</li> <li>• Deepen your understanding of educational equity.</li> <li>• Build a network to support your improvement efforts.</li> </ul>
	<p><b>Improvement team:</b> Examine key findings in the data and identify an existing outcome priority that addresses identified needs, or define a new student outcome priority.</p> <p>Engage stakeholders in the decision making via surveys, town meetings, focus groups, or other means.</p> <p>Create a related SMART (specific, measurable, attainable, results-based, and time-bound) goal, or identify and build on an existing goal.</p>	<ul style="list-style-type: none"> <li>• Cultivate support for improvement efforts by selecting a goal meaningful to stakeholders.</li> <li>• <b>Meet Goal Statement requirements for a School Learning Objective under Educator Effectiveness.</b></li> </ul>
	<p><b>Key personnel from districts/schools:</b> Attend the August 2019 <a href="#">Leading for Learning: Achieving Educational Equity</a> session at your CESA.</p>	<ul style="list-style-type: none"> <li>• Focus on root causes, evidence-based improvement strategies.</li> <li>• Build a network to improve student outcomes.</li> </ul>
	<p><b>Improvement team:</b> If there is no existing strategy that can effectively address the identified issues, identify multiple options for evidence-based improvement strategies, and use a hexagon tool or other clear process to select the evidence-based strategy most likely to advance equity.</p> <p>Note: Districts identified for significant disproportionality must implement comprehensive coordinated early intervening services (CCEIS) and reserve 15% of IDEA funds for CCEIS.</p> <p>Note: TSI schools must address each subgroup of students identified as consistently under performing.</p>	<ul style="list-style-type: none"> <li>• Understand all your options, enable your team to identify best solution for your unique issues.</li> <li>• <b>Meet requirements for School Learning Objective under Educator Effectiveness.</b></li> </ul>

**TIMELINE PERIOD:** May – December 2019

**PRIORITY:** Creating/Refining an Improvement Plan to Address Identified Needs

Focus	Recommended Actions	Benefits
<b>PLAN: Strategize &amp; create an improvement plan</b>	<p><b>Improvement team:</b> Build on an existing or draft a new theory of action or logic model that includes educator practices and ties together root causes, goals, selected strategies, and success indicators.</p> <p>Build on an existing improvement plan or create a new one for the 2019-2020 school year (exact time period of the improvement plan is flexible).</p> <p>Note: TSI school improvement plans must include all identified subgroups and may also serve as the School Learning Objective under Educator Effectiveness</p>	<ul style="list-style-type: none"> <li>• Make sure your improvement plan is workable, focused, and uses data strategically.</li> <li>• <b>Meet partial requirements for School Learning Objective under Educator Effectiveness</b> (i.e., SLO plan as part of Beginning of Interval Reflection and Goal Setting).</li> </ul>
	<p><b>Improvement team:</b> Plan for sustainability:</p> <ul style="list-style-type: none"> <li>• policies and procedures that need to be in place to support efforts;</li> <li>• required resources, including capacity building and funding;</li> <li>• necessary professional development and coaching;</li> <li>• fidelity monitoring, including methods and frequency and dates of checks; and</li> <li>• a problem-solving protocol that allows the team to regularly review data and make adjustments to the improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow mid-course corrections to increase your ability to get through difficulties and make changes stick.</li> <li>• Enable alignment of resources with goals to prioritize progress.</li> <li>• Eliminate pitfalls, support successful implementation.</li> <li>• Ensure adequate supports for staff whose practices are changing.</li> </ul>
	<p><b>Improvement team:</b> Ensure completion of professional development to support improvement efforts, including staff selection, and structures that support training, coaching and fidelity in practices to be implemented.</p>	<ul style="list-style-type: none"> <li>• Ensure adequate preparation, practice, and clear, shared understanding so changes are easier and more effective.</li> </ul>
	<p><b>Improvement team:</b> Send progress update to stakeholders.</p>	<ul style="list-style-type: none"> <li>• Continue cultivating stakeholder support.</li> <li>• Allow coordination of efforts.</li> </ul>
	<p><b>Key personnel from districts/schools:</b> Attend the October 2019 <a href="#">Leading for Learning: Achieving Educational Equity</a> session at your CESA.</p>	<ul style="list-style-type: none"> <li>• Focus on root causes, evidence-based improvement strategies.</li> <li>• Build a network to improve student outcomes.</li> </ul>

**TIMELINE PERIOD:** May – December 2019

**PRIORITY:** Creating/Refining an Improvement Plan to Address Identified Needs

Focus	Recommended Actions	Benefits
PLAN: Strategize & create an improvement plan	<p><b>Districts and schools:</b> Projected deadline for districts and schools with federal identifications to submit materials will be October 2019.</p>	<ul style="list-style-type: none"> <li>• Collaborate with other levels of the improvement system.</li> <li>• Hone your approach with useful feedback.</li> </ul>
	<p><i>October 2019 - projected deadline for identified districts and schools to submit evidence of continuous improvement</i>  <i>DPI provides feedback to CSI schools and identified districts.</i></p>	
	<p><b>Improvement team:</b> Incorporate feedback to improve plans as needed.</p>	<ul style="list-style-type: none"> <li>• Take advantage of expertise and available supports to make sure improvement plans incorporate all the elements necessary to meet your goals.</li> </ul>
	<p><i>December 2019: Projected date for providing joint federal identification data in SAFE (ESSA: schools identified for comprehensive and targeted support; IDEA: LEA determinations). CSI and ATSI exit criteria applied. TSI, IDEA annual criteria applied.</i></p>	
	<p><b>Improvement team:</b> Incorporate annual identifications into improvement plans.</p>	<ul style="list-style-type: none"> <li>• Celebrate successes.</li> <li>• Access the most recent school/district data to focus the next cycle of continuous improvement.</li> </ul>

**TIMELINE PERIOD: January – June 2020**

**PRIORITY: Implementing Changes and Making Adjustments**

Focus	Recommended Actions	Benefits
DO/STUDY: Implement, monitor, learn, adjust	<p><b>Improvement team:</b> During remainder of the period covered by the improvement plan, oversee implementation, review practice and outcome data, determine necessary adjustments.</p>	<ul style="list-style-type: none"> <li>• Incorporate new knowledge into decisions about mid-course adjustments.</li> <li>• <b>Meet partial requirements for School Learning Objectives under Educator Effectiveness</b> (i.e., ongoing reflection, feedback, and adjustment informally, as well as formally through the Mid-Interval Review process).</li> </ul>
	<p><b>Key personnel from districts/schools:</b> Attend January 2020 <a href="#">Leading for Learning: Achieving Educational Equity</a> session at your CESA.</p>	<ul style="list-style-type: none"> <li>• Focus on root causes, evidence-based improvement strategies.</li> <li>• Build a network to improve student outcomes.</li> </ul>
	<p><b>Key personnel from districts/schools receiving federal funding:</b> Attend annual federal funding conference in February 2020.</p>	<ul style="list-style-type: none"> <li>• Get answers to questions about funding complexities.</li> <li>• Learn to use funds more strategically.</li> <li>• Build a network to support grant management.</li> </ul>
	<p><i>April 2020: Projected date for providing joint federal identification data in SAFE (IDEA—racial disproportionality in special education)</i></p>	
	<p><b>Improvement team:</b> Incorporate annual identifications into improvement plans.</p>	<ul style="list-style-type: none"> <li>• Celebrate successes.</li> <li>• Identify additional areas for improvement.</li> </ul>
	<p><b>Key personnel from districts/schools:</b> Attend April 2020 <a href="#">Leading for Learning: Achieving Educational Equity</a> session at your CESA.</p>	<ul style="list-style-type: none"> <li>• Focus on root causes, evidence-based improvement strategies.</li> <li>• Build a network to improve student outcomes.</li> </ul>
	<p><b>Improvement team:</b> Assess foundational elements affecting readiness; identify key areas needing effort prior to the next annual cycle.</p>	<ul style="list-style-type: none"> <li>• Continue to align systems to support continuous improvement toward educational equity.</li> </ul>
<p><b>Improvement team:</b> Engage stakeholders to summarize learning from improvement cycle; include insights from any external monitoring during the year; reflect on additional adjustments, readiness for scaling up successful practices, and possible new directions.</p>	<ul style="list-style-type: none"> <li>• Notice and celebrate progress.</li> <li>• Build on insights for next annual cycle.</li> <li>• Including and leveraging stakeholders in this process supports genuine engagement for improvement.</li> </ul>	



**TIMELINE PERIOD:** January – June 2020

**PRIORITY:** Implementing Changes and Making Adjustments

Focus	Recommended Actions	Benefits
DO/STUDY: Implement, monitor, learn, adjust	<b>Improvement team:</b> Send improvement plan progress update to stakeholders.	<ul style="list-style-type: none"> <li>• Continue cultivating support and trust by demonstrating progress over the annual cycle.</li> <li>• Leverage progress to further engage stakeholders in improvement efforts.</li> </ul>
ACT	<b>Improvement team:</b> Begin planning for next improvement cycle, incorporating additional stakeholder engagement. Include in improvement plans the scaling up of successful practices and professional development to support this.	<ul style="list-style-type: none"> <li>• Build on learning and progress from the cycle just completed.</li> <li>• <b>Meet some requirements for School Learning Objectives under Educator Effectiveness</b> (e.g., reflection, feedback, and planning for following year formally through the End-of-Interval Review process).</li> </ul>



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125 South Webster Street

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(608) 266-8960

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