2014-15 School-Level Implementation of 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 fit together 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 efforts at the local level. Although action items are divided between administrative tasks and school improvement planning (SIP) team tasks, administrators should delegate as appropriate to fit their local context. For example, administrators might collapse the action items listed below into one list to focus on. Others might use the downloadable (Excel) Planning Tool and sort action items by responsible party.

Process

Use this checklist, organized by action items to be completed during phases of a school calendar 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)
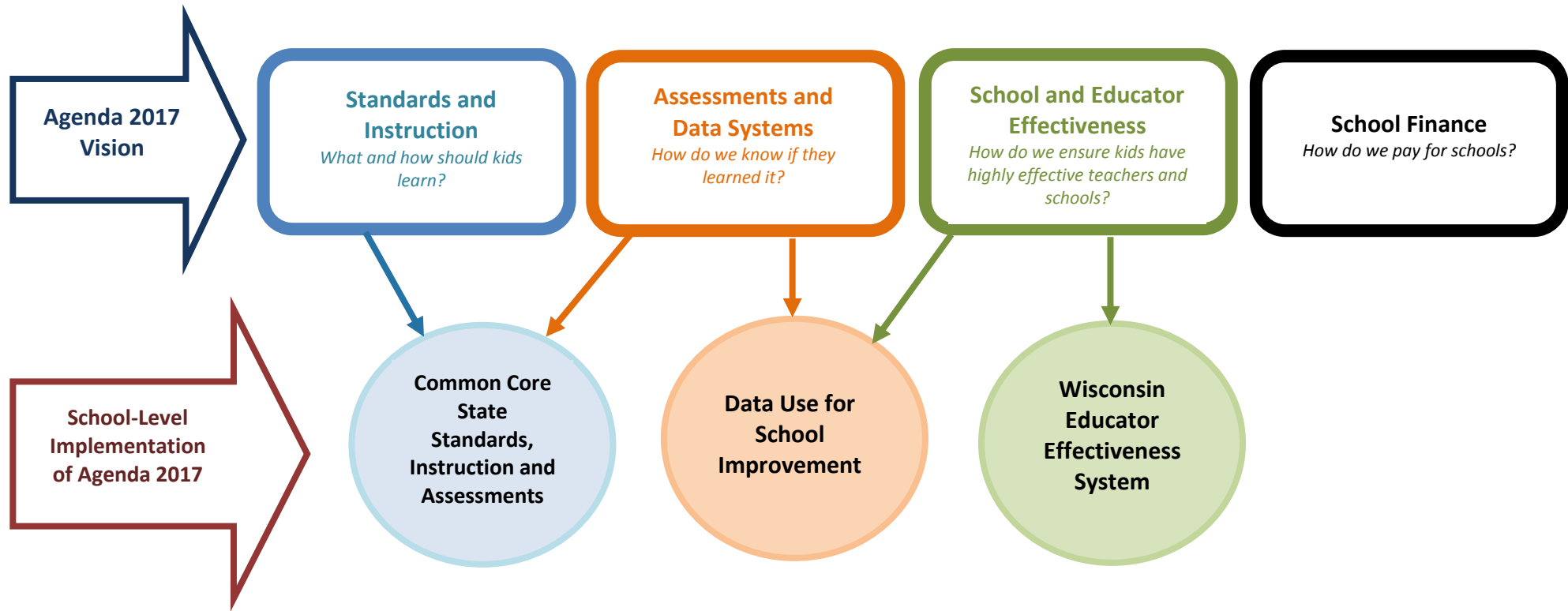
Cross-Cutting Practices

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

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

KEY:	△ CCSS, Instruction and Assessments	☐ Data Use for School Improvement	◯ Wisconsin Educator Effectiveness System

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.

Agenda 2017 Vision

Standards and Instruction
What and how should kids learn?

Assessments and Data Systems
How do we know if they learned it?

School and Educator Effectiveness
How do we ensure kids have highly effective teachers and schools?

School Finance
How do we pay for schools?

School-Level Implementation of Agenda 2017

Common Core State Standards, Instruction and Assessments

Data Use for School Improvement

Wisconsin Educator Effectiveness System

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.

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 (EE) Implementation Planning Team (e.g., all school and district leaders) to
  o develop and disseminate consistent communications to all staff, parents, and community members to increase understanding of the EE System purpose and processes, and
  o 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 focus to an instructional leader focus.
  o 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).

◯ Communicate school-specific SIP goals, assessment plan, and School/District Accountability Report Card results to parents, community, district office, and school board.

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, English language arts (ELA), other content areas, ELL, SPED, individuals with data interpretation skills); schedule a summer retreat and, at least, monthly meetings throughout the 2014-15 school year (more if needed).

△▢◯ 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).

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△ Review the DPI Wisconsin Professional Learning on Demand (WPLD) module on Common Core State Standards (CCSS) 101 for mathematics and ELA, as needed.

△ ▢ ◯ Use data to develop 2-4 school-level student-based instructional, measurable goals (e.g., SMART goals) for the year, ensuring connections to EE, CCSS, and accountability measures, and record these in tools such as WISExplore fillable forms.

△ ▢ ◯ Explore relevant WPLD modules and use data (e.g., student assessment data, school data, etc.) 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).

△ Access and use the Smarter Balanced Formative Digital Library via WISElearn (when available in Summer 2014 through WISElearn).

△ Create a school-specific assessment plan that maps a balanced assessment year for staff, aligning to the district assessment plan where available.

- o Evaluate technology needed to complete all required assessments using the guidelines provided by DPI.
- o Ensure a member of the SIP team is fluent in the DPI WISExplore eLearning modules.
- o 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 timeline).

△ ▢ ◯ Build the yearly staff PD calendar to

- o 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,
- o allow for whole staff time and flexible professional learning community (PLC) work on data-informed professional learning designed to impact SIP goals, and
- o review activities and whole staff time for refinement of SIP goals and benchmarks.

▢ ◯ Plan for how district and school goals can inform the EE process (e.g., Student/School Learning Objectives [SLOs] or Professional Practice Goals [PPGs]).

◯ Read the Teacher Evaluation Process Manual, and learn the Teacher EE evaluation process, including the key steps and timeline.

△ ▢ ◯ Join DPI Google+ Communities for up-to-date information (such as English and Mathematics CCSS Implementation).

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Fall 2014: 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

- ☐ 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.
- ☐ 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.
- ◯ Ensure educators complete Teachscape 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.
- ☐ 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 DPI WPLD modules appropriately 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, and/or align to existing PLC structures, and ensure PLCs are focused on critical work, such as:
  - o doing deep learning to support student learning identified in SLOs (e.g., book study, unit study, conducting research);
  - o deepening content knowledge;
  - o analyzing universal screening data and student work to differentiate instruction and plan interventions;
  - o scaffolding student learning with instructional frameworks (e.g., Universal Design for Learning, Gradual Release of Responsibility); and
  - o writing and/or aligning performance tasks and lesson/unit plans that align to standards and SMARTER claims for ELA and mathematics.

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Fall 2014: Action Items *(continued)*

△ Administer Phonological Awareness Literacy Screener (PALS) 1-2 and PALS 4K-K within the test windows.

△ Administer Aspire and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) as appropriate, to Grade 9 students within the test windows.

△ Administer Wisconsin Knowledge and Concepts Examination (WKCE) and WAA-SwD 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, assessment results, and School/District Accountability 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 inform all staff about EE 2014-15 full 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 through WISExplore;
  - understanding accountability measures such as the School/District Accountability Report Cards;
  - understanding the EE System and the Danielson Framework; and
  - supporting assessment literacy, using the DPI Wisconsin Balanced Assessment System and Wisconsin RtI Center materials (e.g., Balanced Assessment chart, RtI Center Balanced Assessment modules).

▢◯ Use the SIP team to inform staff about goals and key accountability areas.

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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.

<u>ADMINISTRATOR ACTION ITEMS</u>

- ◯ 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 <u>test window</u>.
- △ Administer ACCESS for ELLs within the <u>test window</u>.
- ☐◯ Offer staff PD on data tools such as <u>WISEdash</u>, using <u>WISExplore</u> for the purpose of
  - o using and examining data (e.g., summative, formative, and interim student data) as part of every whole school and/or PLC meeting, and
  - o 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.
- ☐◯ As a staff, follow a continuous cycle of universal screening and monitoring of progress.
- △ Use the DPI WPLD modules appropriately to deliver CCSS professional development in a logical and sequential manner as aligned to school needs (using the <u>CCSS District-Wide Professional Development</u> tool as needed).
- △☐◯ Use the DPI CCSS <u>mathematics</u> and <u>English language arts</u> walk-through tools when visiting classrooms to identify evidence of CCSS instructional shifts, connections to EE domains, and whole school goals.
- △☐ Support the PLCs and ensure they are focused on critical work, such as:
  - o doing deep learning to support student learning identified in SLOs (e.g., book study, unit study, conducting research);
  - o deepening content knowledge;
  - o analyzing <u>universal screening data</u> and student work to differentiate instruction and plan interventions;
  - o scaffolding student learning with instructional frameworks (e.g., <u>Universal Design for Learning</u>, <u>Gradual Release of Responsibility</u>); and
  - o writing and/or aligning <u>performance tasks</u> and lesson/unit plans that align to standards and SMARTER claims for <u>ELA</u> and <u>mathematics</u>.
- △ 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.

<u>SIP TEAM ACTION ITEMS</u>

- △☐◯ Review data to deepen knowledge and understanding of school goals and to continuously monitor them by:
  - o understanding the academic, language, and behavioral demands of the CCSS and their implications on instruction and assessment;
  - o building data literacy through WISE Explore;
  - o understanding accountability measures such as the School/District Accountability Report Cards;
  - o understanding the <u>EE System</u> and the Danielson Framework; and

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- o continuing to support assessment literacy, using DPI [Wisconsin Balanced Assessment System](#) and [Wisconsin RtI Center](#) materials (e.g., [Balanced Assessment chart](#), [RtI Center Balanced Assessment modules](#)).
- ☐ ○ 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 from fall (including PALS data and ASPIRE data from Grade 9 students, and SMARTER interim data), using standard process (e.g., [WISExplore](#)).

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 rating year.
  - o Rating of professional practice and SLOs
  - o Final evaluation meeting
- △ ☐ Administer assessments according to the [test windows](#).
  - o PALS K-2
  - o Smarter Balanced in Grades 3-8
  - o DLM in Grades 3-11, as appropriate
  - o Aspire in Grades 9-10
  - o ACT Plus Writing and ACT WorkKeys in Grade 11
- ☐ Schools using the [Alternate Accountability](#) process submit the Alternate Accountability Determination Form to DPI.

SIP TEAM ACTION ITEMS

- △ ☐ ○ Evaluate final 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.

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