Monthly Topics and Tasks
School Board

School board members should use these topics, tasks, and essential questions to guide school improvement discussions with district and school administrators.

	Topics and tasks	Essential questions
September	• Receive update on school improvement efforts that have been implemented in August and September.	• What data sources were selected to monitor progress of the implementation of key activities? • Who is responsible for collecting the data? • How often are those data sources reviewed? • How is feedback from all education partners gathered and utilized?
November	• Receive update on state and local assessment data (e.g., summative designation data, 5 Essentials, local benchmark assessments).	• What does our data (including most recent state summative designation data) tell us about student success and areas of concern? • What does the data tell us about staff practice progress? • What specific factors can be credited for success? • What specific factors could be the cause of areas of need? • Does the state assessment data correlate to local assessment data?
December	• Receive update on professional learning aligned to school improvement plan.	• What professional development did staff participate in due to the implementation of the school improvement plan? • How is it determined if new adult learning is transferred into practice?
January	• Receive update on school improvement efforts that have been implemented.	• What (if any) additions/updates/adjustments have been made to key activities throughout the school year? • How will feedback be received from all education partners on the implementation of the school improvement plan?
February	• Receive update on local data (e.g., local benchmark assessments, attendance data, discipline data).	• What does our data tell us about student success and areas of concern? • What does the data tell us about staff practice progress? • What specific factors can be credited for success? • What specific factors could be the cause of areas of need?

ILLINOIS STATE BOARD OF EDUCATION

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March	• Receive update on professional learning aligned to school improvement plan.	• What professional development did staff participate in due to the implementation of the school improvement plan? • How is it determined if new adult learning is transferred into practice?
April	• Receive update on vertical/horizontal articulation conversations focused on curricular content and instructional practices.	• What is the frequency of horizontal/vertical conversations focused on curricular content and instructional practices? • What instructional practice/curriculum changes have been made based on these conversations?
May	• Receive update on school improvement efforts that have been implemented.	• What data sources were selected to monitor progress of the implementation of key activities? • Who is responsible for collecting the data? • How often are those data sources reviewed? • What (if any) additions/updates/adjustments have been made to key activities throughout the school year? • How will feedback be received from all education partners on the implementation of the school improvement plan? • What future professional development needs have been identified?
June	• Receive update on end of year local data (e.g., local assessments, attendance data, behavior data). • Receive update on equitable use of resources including fiscal resources, time, and staffing.	• What does our data tell us about student success and areas of concern? • What does the data tell us about staff practice progress? • What specific factors can be credited for success? • What specific factors could be the cause of areas of need? • How are resources being allocated equitably to support the improvement of student outcomes? • Is the process for resource allocation transparent to all education partners? • Does the resource allocation process engage all education partners? • Are resources allocated in such a way as to align with district goals and priorities?

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July	• School improvement plan presentation by school/district administration. • Approve school improvement plan.	• What support beyond the school leadership team does the school need to implement the school improvement plan? • What process was utilized to review and select evidence-based practices? • How will the school and district monitor the school improvement plan? • Are there any changes to the school leadership team or community engagement group composition or meeting frequency that need to occur for the upcoming school year? • How is the school leadership team's effectiveness being evaluated? • What are the needs of the staff and how do they need to be supported for success with the SMART goals? • How can the school board support the SMART goals?