

Monthly Topics and Tasks Planning Year I

Comprehensive Schools



District and school leaders should use these topics, tasks, and essential questions to guide school improvement activities.

	Topics and tasks	Essential questions
October	<ul style="list-style-type: none"> • Receive summative designation letter. • Respond to checklist in letter. 	<ul style="list-style-type: none"> • How will you interpret and communicate your summative designation to stakeholders?
November	<ul style="list-style-type: none"> • Attend newly-designated schools webinar. • Attend an initial meeting with a School Improvement Coordinator to review indicators, data, and teaming structures. • Attend second meeting with a School Improvement Coordinator for an introduction to the Illinois Quality Framework Supporting Rubric (IQFSR). Utilize the Facilitating the IQFSR Guidance document. • Identify a School Leadership Team (SLT). • Initial contact/meeting with school-level needs assessment vendor. • Begin process in IWAS for the planning year grant application. • View School Improvement On-Demand Learning Series 1. 	<ul style="list-style-type: none"> • Who should be on the school leadership team to guide the school improvement planning and implementation process? • What is a realistic monthly meeting schedule for the SLT?
December	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss IQFSR, planning grant, and SLT. • Begin IQFSR process. • Identify local needs by using multiple measures of data and completing the school-level needs assessment with school-level needs assessment vendor. • Finalize planning grant and submit in IWAS. • Viewing School Improvement On-Demand Learning Series 2. 	<ul style="list-style-type: none"> • What data would be valuable in assessing your school's strengths? • What data would be valuable in assessing your school's challenges? • What support does your SLT need to operate with a shared sense of purpose and common understanding of roles within and across school teams?

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January	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss IQFSR and SLT. • Finalize IQFSR and enter results in IWAS. • Identify local needs by using multiple measures of data and completing the school-level needs assessment with school-level needs assessment vendor. 	<ul style="list-style-type: none"> • What does the 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 causes of areas of need? • What support does your SLT need to engage within its department/grade level to feel comfortable sharing findings and receiving feedback?
February	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss the SLT. • Continue school-level needs assessment with school-level needs assessment vendor. 	<ul style="list-style-type: none"> • What support does the building principal need in the role as facilitator of the SLT? • What support do teacher leaders need to operate with a shared sense of purpose and common understanding of roles within and across school teams?
March	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss stakeholder advisory group and the SLT. • Continue school-level needs assessment with school-level needs assessment vendor. 	<ul style="list-style-type: none"> • What support does the building principal need in the role as facilitator of the SLT? • What support do teacher leaders need to operate with a shared sense of purpose and common understanding of roles within and across school teams?
April	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss the SLT. • Continue school-level needs assessment with school-level needs assessment vendor. • Resource Equity Discussion: Fiscal, time, staff 	<ul style="list-style-type: none"> • What support does the building principal need in the role as facilitator of the SLT? • What support do teacher leaders need to operate with a shared sense of purpose and common understanding of roles within and across school teams? • Are resources allocated equitably? • Is the process for resource allocation transparent to all stakeholders? • Does the resource allocation process engage all stakeholders? • Are resources allocated in such a way as to align with district goals and priorities?
May	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss results of school-level needs assessment, conduct root cause analysis, and identify priorities of focus for the SIP. • Final report issued for the school-level needs assessment by vendor. • Attend district/school grant information webinar. • Complete annual program survey. 	<ul style="list-style-type: none"> • What does the 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 causes of areas of need? • What do we want our students to learn? • How will we know they have learned it? • How will we respond when they are having difficulty? • How will we respond when they already know it?

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June	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss SIP development/ finalization and implementation grant. • Work on implementation year grant. • Planning Year Report opens, due July 20. <p>Visit the Continuous School Improvement website for more resources. Select “Intensive School” and “Plan for School Improvement” for sample School Improvement Plans and a downloadable template.</p>	<ul style="list-style-type: none"> • What do we want our students to learn? • How will we know they have learned it? • How will we respond when they are having difficulty? • How will we respond when they already know it? • What are the needs of the staff and how do they need to be supported for success with goals that are specific, measurable, achievable, relevant, and time-bound (SMART)? How are these needs determined? • What needs to be progress monitored (student progress and staff practice progress) relevant to the SMART goals? • Who will be collecting this data? • How do we ensure all stakeholders are aware of our school improvement goals and activities?
July	<ul style="list-style-type: none"> • Monthly meeting with School Improvement Coordinator to discuss implementation grant, BOE SIP approval, approved learning partner selection, BOE approved learning partner contract. • Finalize and submit implementation year grant. • Interview/identify approved learning partners. • Local BOE approval of learning partner contracts. <p>Visit the Continuous School Improvement website for more resources. Select “Intensive School” and “Select Relevant Evidence-Based Practices” for additional resources about Approved Learning Partners.</p>	<ul style="list-style-type: none"> • How can the implementation grant support SMART goal and key activities outlined in the SIP? • What learning partner(s) would best support the needs of the school at this time? • Review the Learning Partner Selection Rubric. How will this tool help you to evaluate the service proposals from the potential learning partners