Monthly topics and tasks

IL-EMPOWER

	Topics and tasks	Essential questions
May	• End-of-year data review. • Survey staff on SMART goals (feedback on what staff needs for professional development specific to the SMART goals). • Complete annual program survey.	• 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 the cause of areas of need? • What are the needs of the staff and how do they need to be supported for success with the SMART goals? How are these needs determined?
June	Analyze and update the following elements within the School Improvement Plan: • SMART goals (modify based on end-of-year data review). • Key activities, milestones, timelines, funding sources, and people responsible for implementation. • Local assessment(s) to measure academic progress. • Monitoring plan that Includes all SMART goals. Update action plan based on survey from staff in May for supporting the School Improvement Plan: • Action needed, by whom, by when. • Resources to support action (professional development needs, learning partner matches). • Budget allocation and expenses. • Measures to monitor implementation of action plan. Map out professional development topics and focus for the upcoming school year	SMART goal questions: • What do we want our students to learn? (based on data review in May) • 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? How will the SMART goals and supporting data be shared with staff?
July	• Evaluate School Improvement Team. • Develop a timeline for district and school leadership meetings. • District and building administration review state assessments and plan for sharing of data. • Review engagement and communication with families. • Review engagement and communication with Stakeholder Advisory Group.	How are you evaluating the team's effectiveness? Does the state assessment data correlate to the local assessment data? • If not, what does the data tell you? • Do modifications need to be made to the School Improvement Plan. How is the district engaging and communicating with families?

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August	• Prepare for benchmark testing. • Review school improvement goals with staff. • Prepare state assessment data relevant to SMART goals that will be shared with staff in September.	Who is administering the benchmark tests?
September	• Complete benchmark testing by the end of the month and analyze data. • Share state assessment results and analyze data with school staff.	• What does the benchmark data tell us? • Based on the benchmark data, what needs to be progress monitored (student progress and staff practice progress) relevant to the SMART goals? • Who will be collecting this data?
October	Revisit and reflect on School Improvement Plan and action steps.	• 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 the cause of areas of need? • What are the needs of the staff and how do they need to be supported for success with the SMART goals? How are these needs determined?
November	Reflect on learning partner match relevant to the needs of the school at this time of the year.	• Is the intervention provided by the learning partner working? • What learning partner would best support the needs of the school at this time?

	Planning year	Years 1–3	Planning year Essentials Questions	Years 1–3 Essentials Questions
December	Identify local needs by using multiple measures of data and completing the local system needs assessment (School Level Needs Assessment: IQFSR/SEF).	Prepare for benchmark testing.	• What do you believe to be your school's greatest assets in relationship to address this need? • What do you believe to be your school's greatest challenge in relationship to address this need?	Who is administering the benchmark tests?
January	Select relevant, evidence-based practices and interventions.	Revisit and reflect on School Improvement Plan and action steps	Describe how the evidence-based practice/intervention is aligned with need — or matched the need	• 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 the cause of areas of need? • What are the needs of the staff and how do they need to be supported for success with the SMART goals? How are these needs determined?

	Planning year	Years 1–3	Planning year Essentials Questions	Years 1–3 Essentials Questions
February	Develop SMART goals. • Develop action plan. • Determine professional learning needs.	Complete benchmark data review meetings by the middle of February.	SMART goal questions: • 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 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 the cause of areas of need?

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March	Reflect on learning partner match relevant to the needs of the school at this time of the year.	• Is the intervention provided by the learning partner working? • What learning partner would best support the needs of the school at this time?
April	Prepare for benchmark testing.	Who is administering the benchmark tests?