

Insert District Name

Priority School(s) Progress Monitoring Report to Board of Education 2016-17 School Year

1st Progress Monitoring Report (September – November)
Due in MEGS+ December 23, 2016

1st Report Shared with Board-Date:

2nd Progress Monitoring Report (December – March)
Due in MEGS+ April 28, 2017

2nd Report Shared with Board-Date:

3rd Progress Monitoring Report (April – July)
Due in MEGS+ August 25, 2017

3rd Report Shared with Board-Date:

Building Name <i>Insert additional rows as needed</i>	BCode	Year First Identified as Priority or PLA	Type of Reform/Redesign Plan <i>Transformation, Turnaround, Restart or Closure</i>	Title I? <input type="checkbox"/> Yes
				<input type="checkbox"/> Yes
				<input type="checkbox"/> Yes
				<input type="checkbox"/> Yes

- **Additional data and documents may be appended to this report. Please upload a single composite document to MEGS+, which includes this report and the additional appendices, including data reports, as a single PDF scan.**
- **The Users' Guide to Submitting Priority and Focus Progress Monitoring Reports is located in MEGS+ under the View/Edit screen of the application.**

All districts—District-Level: Conduct progress monitoring conversations about the system changes required to support Priority schools in rapid improvement. If no progress monitoring conversations occurred, please indicate the reason(s).

Dates of district-level progress monitoring conversations held during the timeframe for this report	Positions/Staff Participating	What did you learn? What changes are you going to make at the district level as a result?

All buildings - School Level: Conduct progress monitoring conversations with stakeholders to examine data and determine changes in teaching/learning and leadership practices capable rapidly increasing student achievement. Provide dates of conversations, positions of staff participating, and summarize what was learned by the conversations held to date. *If no progress monitoring conversations occurred, please indicate the reason(s).*

School Name <i>Insert additional rows as needed</i>	Dates of building progress monitoring conversations held during the time frame of this report	Positions/Staff Participating	What did you learn? What changes are you going to make at the school level as a result?

ALL PRIORITY SCHOOLS

Identify strategies and interventions from the Unpacking Tool or School Improvement Plan implemented during the timeframe of this report and their impact.

<p>Building Name <i>Insert other rows if needed</i></p>	<p>Summary of activities implemented as described in the Unpacking Tool for #6 Instructional Program, #4 Professional Learning or #7 Data Analysis <u>OR</u> in the areas responsible for Priority identification and addressed in the School Improvement Plan during the timeframe of this report <i>You do not have to report on every component every report. Document which components are in beginning or full implementation phases. What has been learned from monitoring the components? What went well? Were there any barriers identified? What are your next steps?</i></p>	<p><i>Include data in each Progress Monitoring Report. Student achievement data reports may be added to this template at the end of the document.</i></p> <p>Describe the building level student achievement data that was impacted by the implementation of these activities. Was there a significant increase in the achievement of all students or certain subgroups of students? <i>Achievement data may come from interim assessments using sources such as NWEA, district created common assessments, or classroom formative assessments. If needed, add data reports to this pdf. The Users' Guide to Submitting Priority and Focus Progress Monitoring Board Reports is located in MEGS+ under the View/Edit screen of the application.</i></p>

<p>Building Name <i>Insert other rows if needed</i></p>	<p>Briefly describe how the implementation data that has been collected verifies that the adults are doing what is described in the activities. <i>Sample implementation data might be walkthrough documentation, demonstration lessons, minutes of grade level/content team meetings, PLC meetings, school support team meetings, etc.</i></p>

Update on the Implementation of a Multi-tiered System of Support (MTSS)

Building Name <i>Insert other rows if needed</i>	What was learned during this timeframe from the implementation of a Multi-Tiered System of Support (MTSS) regarding academic, behavioral and social needs of students?	What practices have changed as a result of implementing MTSS during this time frame?

TITLE I DISTRICTS AND BUILDINGS (complete only if Title I MI Excel schools) How are the partners listed below helping support the work from the Unpacking Tool or School Improvement Plan? *If these partners did not work with the district or school this quarter, please indicate the reason(s).*

Include implementation of the Instructional Learning Cycle and Program Evaluation Tool, as appropriate.

Summary of MI Excel supports provided by partners that are helping the district and school implement the R/R plan, the District Improvement Plan or the School Improvement Plan

Name of Intervention Specialist (IS) at the district level <i>(from the ISD/ESA)</i>	How has the IS helped district staff examine and adjust district systems, procedures or policies to support schools in rapid improvement?

(Insert additional rows for additional schools if needed)

Name of the School Improvement Facilitator (SIF) at the building level <i>(from the ISD/ESA)</i>	Building Name	How has the SIF helped the staff implement its instructional program, MTSS, professional learning and/or data collection and analysis this quarter?

Name of the Instructional/Content Coach <i>(from the ISD/ESA)</i>	Building Name	How have these coaches helped the staff implement its instructional program, MTSS, professional learning and/or data collection and analysis this quarter? How has student achievement been impacted? How do you know?

TITLE I SCHOOLS

The components below are options for Title I Priority Schools. Please complete for this quarter if applicable. Please indicate N/A for any items that have not occurred during this quarter. *(Insert additional rows for additional schools if needed)*

Building Name	Specific MI Excel Component	What was learned from this?	What practices have changed as a result of this implementation?
	Administration of Surveys of Enacted Curriculum <i>(If applicable)</i>		
	Analysis of Surveys of Enacted Curriculum <i>(If applicable)</i>		
	Culture/Climate Intervention		
	Professional Learning		

Building Name	The use of Title I Set-Asides are required in Priority Schools.	Please describe how Title I Set-Aside funds were used.
	Use of District-Level Title I Set-Asides	
	Use of Building-Level Title I Set-Asides	

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Report Completed by: _____
Email Address: _____
Phone Number: _____