

## Site Visit Protocol-“Readiness”

This document is for use by SRO monitors when conducting the “readiness” visit during Year 1 after schools have completed the Unpacking tool. The purpose of this protocol is to guide the school through a “readiness” discussion to ensure the necessary structures, processes, and protocols are in place to support implementation of the reform plan requirements. The findings (or notes) will be shared with the school, district, and MI Excel partners.

### 1. What is the readiness for implementing the instructional program (initiative, strategy, activity) outlined in the reform plan?

- Is the unpacking tool complete?
- Is a curriculum in place?
- How have the expectations for implementing the instructional program been communicated to staff (Tier I instruction)?
- Has staff been coached on the fidelity of implementation of the instructional program using provided implementation guides (i.e. do they have a shared understanding of what full implementation looks like)?
- Do you have a timeline for implementation?
- Do you have a tool to track the implementation?

What is the level of readiness for implementing the instructional program?			
Stakeholders are fully prepared to implement the instructional program.	Some steps have been taken to define and communicate expectations for implementation of the instructional program.	Necessary elements are in the planning stage.	Elements have not been considered.
<b>NEXT STEPS: What action steps are needed to increase readiness to implement the instructional program?</b>			

### 2. What knowledge, skills, and supports does staff need to implement the instructional program?

- Does staff have the knowledge and skills to implement the instructional program?
- Have gaps been identified?
- Does planned professional learning focus on a limited number of instructional priorities?
- How will teachers be supported in implementing the instructional program?
- Has collaboration time been built into the schedule?

What is the level of readiness related to professional learning needs?			
Participants have sufficient knowledge & skills and appropriate structures and supports are in place.	Professional learning is underway and most structures and supports are in place.	Necessary elements are in the planning stage.	Elements have not been considered.
<b>NEXT STEPS: What action steps are needed to ensure professional learning opportunities and support structures are in place?</b>			

**3. What data/assessment structures and processes must be put in place to understand effectiveness of the instructional program?**

- How and when will teachers meet around data?
- What data will be collected? How will it be collected?
- How will these meetings be facilitated and supported?
- What will the school do when students are not making insufficient academic progress (MTSS structure)?
- What formative data related to the instructional program will be collected? How often?

What is the level of readiness related to data/assessment structures and processes?			
All structures and processes are in place.	Some data/assessment structures and processes are in place.	Necessary elements are in the planning stage.	Elements have not been considered.
<b>NEXT STEPS: What action steps are needed to ensure data and assessment structures and processes are in place?</b>			

**4. What other components (if any) of the plan are you getting ready to implement?**

**5. How will the IS, SIF, and District support the school/district to prepare for implementation?**