
Priority School Monitoring Manual



State School Reform-Redesign Office
October 2014

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I. School Reform Office

Michigan Department of Education Mission

The Michigan Department of Education (MDE) mission is to prepare students for careers, college and community.

History and Summary

The State School Reform-Redesign Office (SRO) was created in 2010 and is under the leadership and general supervision of the State Board of Education. Schools are placed under the supervision of the SRO as a result of being identified as being in the lowest achieving five percent of schools in the state (designated by Michigan's approved Elementary and Secondary Education Act flexibility waiver as "Priority schools.") All Priority schools must submit a Reform-Redesign Plan based on one of four federally defined intervention models: Transformation, Turnaround, Restart, or Closure.

Through MI Excel, Title I Priority schools and districts receive differentiated support focused on building their capacity to develop, implement, and monitor the impact of their Reform-Redesign Plans. Title I Priority schools are also eligible to apply for School Improvement Grants (SIG) to expand the resources to support implementation of their approved Reform-Redesign Plans. All Priority schools with approved Reform-Redesign Plans are monitored and schools that receive SIG funds receive additional monitoring related to fund expenditures. Priority schools are placed under the supervision of the SRO for a minimum of four years, and schools making insufficient progress may be placed in the State School Reform-Redesign District.

Theory of Action

If a school's challenges are accurately diagnosed through data analysis and professional dialogue at the building and district levels, then the implementation of a focused and customized set of interventions will result in school and student success. This approach will result in:

- Consistent implementation of career- and college-ready standards
- Rapid turnaround for schools not meeting annual measurable objectives (AMOs)/proficiency targets
- Reduction in the achievement gap
- Reduction in systemic issues at the district level
- Improvements to the instructional core
- Better understanding/utilization of data
- Improved graduation and attendance rates
- Building of/support for effective teaching
- Building of/support for school leadership capacity
- Effective accomplishment of responsibilities by district leadership

Purpose of Monitoring

The purpose of SRO monitoring is to support school and districts in a data-driven process to implement reform plans, to assist in the diagnosis of barriers to improve school systems, and focus additional resources or supports. The desired outcome of this work is to improve student achievement by supporting schools and districts in

building the capacity necessary to sustain cycles of reform and improvements in the absence of the MDE and other external supports.

In concert with MI Excel and other MDE Units, the SRO's monitoring system for Priority schools will serve three functions:

1. Build school and district capacity to lead a data-driven approach to the implementation of their Reform-Redesign Plans.
2. Inform the focus and intensity of the ongoing support the school receives from external providers (e.g., MDE, MI Excel partners, External Service Providers for SIG Schools).
3. Inform decisions regarding continued funding of SIG recipients.

It is important that all parties understand the importance of balancing and clarifying the capacity building and compliance functions of SRO monitoring. Information collected through monitoring will be used to guide the focus, nature, and intensity of external supports; to customize supports provided by the MDE and MI Excel partners; and to assist both school and district leaders' progress in monitoring adult actions related to the plan implementation. Over time, monitors will develop a record of descriptive data related to plan implementation and the school's and district's efforts to evaluate the implementation and impact of the Reform-Redesign Plan.

Role of Monitors

The SRO/SIG monitor's role is to track and assess the fidelity to which school and districts implement their approved Reform-Redesign Plan. Monitors accomplish this by collecting descriptive data, facilitating collaborative conversations, and helping to broker additional supports based on identified need. All designated monitors will conduct regular site visits with Priority schools to collect descriptive data through discussions with staff and classroom observations. Monitors visiting Priority schools receiving SIG funds will also examine school budgets, procurement procedures, and other related activities.

A list of tools and protocols used to monitor the implementation of Reform-Redesign plan is included below. These tools and protocols, used by schools and SRO monitors, guide the central activities that comprise the monitoring cycle. Each is described in subsequent sections and included as an Appendix.

Tools used by schools/districts:

- Unpacking Tool for Priority Schools
- Quarterly Board Reports (school's local achievement data documented here)
- Common Assessment Data Tool (optional)

Tools used by SRO monitors:

- Organizational Readiness Protocol (guidance for readiness visit)
- Field Note Template (completed on all site visits)
- Interview and Focus Group Protocols (guidance for on-going site visits)
- Implementation Assessment Form (complete twice per year)

For SIG schools only:

- Indicator of Fiscal and Program Compliance Report

The tools listed above will be used throughout the monitoring cycle. The table below represents a general schedule for the focus of implementation monitoring.

Monitoring Timeline and Activities

	Semester 1 (Sept-Jan)	Semester 2 (Feb-June)
Year 1	Plan development & review (Visit non-title if assigned)	Complete plan review Unpacking Tool & Readiness Visit Discussions
Year 2	Field Notes (4-6 wk. cycles) Local Data Presentation IAF*(reqs #4,6,7,9 at end of semester) SIG—FPM Report* (end of semester)	Field Notes (4-6 wk cycles) Local data Presentation IAF (all requirements) SIG—FPM Report (end of semester)
Year 3	Field Notes (4-6 wk cycles) Local data Presentation IAF (all requirements) SIG—FPM Report (end of semester)	Field Notes (4-6 wk cycles) Local data Presentation IAF (all requirements) SIG—FPM Report (end of semester)
Year 4	Field Notes (4-6 wk cycles) Local data Presentation IAF (all requirements) SIG—FPM Report (end of semester)	Field Notes (4-6 wk cycles) Local data Presentation IAF (all requirements) SIG—FPM Report (end of semester)

*IAF—Implementation Assessment Form

*FPM Report—Fiscal & Program Monitoring Report will be completed by SIG monitors at the end of each semester

Other Notes:

- Two monitoring meetings (once per semester) will be extended to include the School Support Team (SST).
- Each quarter, districts will prepare and submit a Quarterly Board Report through the MEGS system.

Once the SRO approves the Reform-Redesign Plan, schools are required to complete the *Unpacking Tool for Priority Schools* (Appendix D) to develop actionable steps for planning, implementing, tracking implementation, and evaluating outcomes of the Reform-Redesign Plan components. The Unpacking Tool is due by May 30th each year. The SRO consultant will schedule a Readiness Visit with each school.

Readiness Visit activities:

- The Central office personnel and Mi-Excel partners are expected to participate
- School should invite members of the school leadership team
- Readiness visit will take approximately 3-4 hours
- Send an electronic version of the *Unpacking Tool Template*, completed example, and the link to the pre-recorded webinar
- Ask the school/district to have multiple copies of the reform plan available
- Ask the school to have a projector and computer to facilitate the completion of the Unpacking Tool
- If schools have not started work on the Unpacking Tool, then begin with the Big Ideas and proceed to reform components 4, 6, 7, & 9.
- If schools have started the Unpacking Tool, then start by asking for clarification of completed sections.
- Document any next steps. Next steps may be to work with the staff to further define what instructional practices will look like in practice or to discuss the timeline of implementation. Next steps may also be related to ways that MI Excel partners will help facilitate the completion of the tool.

Beginning in year 2 of the 4-year cohort, monitors will begin the monitoring cycle of on-site visits. All schools in their 2nd year will be monitored every 4-6 weeks. The frequency of monitoring for schools may be adjusted after an analysis of the Top-to-Bottom rankings and implementation data. During site visits, the monitor will facilitate conversations with the school leadership team (including district representatives) and MI Excel partners. These conversations will focus on implementation progress, installation of systems, and tracking of student achievement and adult implementation data. The monitor will summarize these conversations using the *Field Note Protocol* (Appendix M) and share this information with the school leadership team and MI Excel partners.

Twice per year, schools will collect, organize, and present local student achievement data as part of the monitoring process. This data must be linked to the instructional and/or climate & culture initiatives approved in the Reform-Redesign plan. Achievement data may come from interim assessments from sources such as NWEA, district created common assessments, or classroom formative assessments. In conjunction with the local data discussion, monitors will facilitate a formal assessment using the *Implementation Assessment Form* (Appendix O or P) to document implementation progress. This form is meant to be used over the three years of implementation, used a minimum of twice per year to provide a cumulative record of implementation progress. The school leadership team, district, and MI Excel partners will all provide input for this assessment.

Additionally SIG monitors will prepare and submit a SIG specific *Fiscal and Program Compliance Report* (Appendix N). The program aspects will be reported biannually in January and June as a companion to the *Implementation Assessment Form*. The fiscal report will be completed annually in June.

Finally, all Priority Districts are required to submit a Quarterly Board Report to the MEGS system using a specific template. The Quarterly Board Report summarizes for each school, progress on implementation of the plan, local achievement data, results of data dialogues, and use of Title I set-aside monies.

II. Overarching Questions for Monitoring Visits

The focus of individual site visits will depend on the scope and timeline of implementation, as outlined in the school's Reform-Redesign Plan and *Unpacking Tool*. However, it is critical that monitors remain focused on the activities listed in the *Unpacking Tool* as they related to teachers' classroom practices and their impact on student outcomes. Over the course of a year, however, monitors must collect, analyze and report on data that answers four over-arching questions (five for schools receiving School Improvement Grants). These questions will guide what the monitor focuses on during site visits, as well as the substance of feedback and direction of supports. Each overarching question is listed below, along with related sub-questions, and is reflected in the interview protocols and other data gathering tools described in subsequent sections of the manual. These questions are intended to assist with the overall focus and tone of monitoring conversations (also see the Appendix for more detailed protocols related to discussions with stakeholders).

1) What school-wide instructional strategies is the school implementing?

- What strategies are teachers expected to use? What practices are students expected to use? What is the curriculum being taught?
- What proportions of teachers are using the instructional program? How have teachers incorporated the instructional program into their practice?
- To what extent is the school focused on the implementation and impact of its instructional program?

2) What professional learning opportunities are the school and district providing?

- To what extent does the use of professional time reflect a limited number of instructional priorities? How are the professional learning needs of staff determined?
- How clearly are professional learning activities linked to the instructional program?
- How does the district support professional learning and to what extent is it aligned with the school's instructional program?

3) How are the school and district monitoring the implementation and impact of the instructional program?

- What data on teachers' implementation of the instructional program are collected, analyzed and used? How do school and district leaders use this data?
- What proportion is engaged in the collaborative analysis of individual student data? How is this work supported and monitored? What has been learned through these efforts?
- What data on student learning are collected, analyzed and used?

4) Are the supports the school receives from the district, MI Excel partners, and other providers adequate and reflect identified needs?

- What supports do the various providers offer the school? How is it determined what supports are provided? What additional support would improve the quality and effectiveness of plan implementation?
- How is the effectiveness of external supports assessed?
- What is the relative emphasis placed on providing versus building capacity?

For Schools Receiving School Improvement Grants (SIG)

5) Are SIG funds being used in ways consistent with the school's SIG proposal?

- Is the school spending SIG funds on what it proposed? Why or why not? What, if any, difficulties are the school facing in the spending the grant funds in the manner or timeframe specified in the grant?
 - What, if any barriers exist at the school level?
 - Identify the specific policies or procedures that are causing difficulties.
 - What, if any barriers exist at the district level?
 - Identify the specific policies or procedures that are causing difficulties.
- Is the school allowed sufficient operational flexibility to identify, select, and implement programs and services tied to data-based needs?
- Is extended learning time being implemented in a manner consistent with the approved SIG application?
- How is the school assessing/evaluating the effectiveness of how SIG resources are used? What needs do school leaders anticipate for next year that may differ from what they are using funds for now?
- What aspects of the work will continue after the grant ends? What has the school and district begun to sustain the work when the grant ends?
 - Has the school or district identified any early successes with SIG programs that are likely to sustain long-term student achievement?
 - Does/will the district support the continuation of SIG funded programs that have demonstrated a positive effect on student achievement?
 - What evidence exists to document this commitment?

III. Code of Conduct for Monitors

To ensure fair, equitable, and consistent customer service to all Priority schools, monitors must adhere to the code of conduct for monitors. Schools and districts will be asked to provide feedback on the technical assistance provided by monitors in relation to this code through an on-line survey. The survey will be sent once a year to each Priority school principal and the district liaison (see Appendix C).

Transparency

- Remind everyone of the larger purpose: build capacity for data-driven implementation and focus supports and interventions.
- Maintain focus on collecting descriptive data and facilitating collaborative conversations related to the overarching questions.
- Communicate proactively with school and district leaders, and MI Excel partners.
- Gather, report, and share descriptive data in a timely, clear, and frank manner.

Impartiality

- Maintain objectivity—distinguish between making individual recommendations in the context of collaborative conversation from those the MDE will make based on the consideration of a broad swath of accumulated data and through collaborative conversations.
- Remember and remind people that all SRO decisions are part of a larger process.
- Redirect questions from schools and districts who ask for directives or recommendations.

Integrity

- Respect the privacy and confidentiality of individuals. Avoid judgments about individual teachers and their work.
- Gather and report descriptive data clearly and frankly.
- Listen carefully to those who participate in individual interviews and focus groups. Report what people say, not what you think they meant.
- Fully participate in all collaborative conversations.

Sensitivity

- Be polite and sensitive to the school's needs. Try to minimize stress. Be courteous to all you meet.
- Phrase questions carefully to avoid hidden meaning or judgment.
- Emphasize that the central focus of monitoring is the school and district's implementation of its plan and how it impacts teaching and learning.
- Work to other's convenience whenever possible. Meet appointments as scheduled.
- Do not direct school personnel—you are not their boss and should not act like one.

Authority

- Do more listening than talking.
- Use your expertise to inform the questions you ask and what data you select to share as part of the collaborative conversations. Do not impose your opinions or recommend alternative strategies. Remember and remind others that all SRO decisions are part of a larger process.
- Be cautious of “off the record” conversations, as when you may be invited by school or district staff to offer advice in your area of expertise. Urge schools to discuss and determine possible solutions and next steps to issues that come to light during the monitoring process.
- Hold schools and districts accountable for implementing their approved plans.

V. Conducting a Site Visit

While conducting a site visit, it is important for monitors to remember that this will be an anxiety-producing experience for many. To help reduce anxiety and keep the focus on professional learning, it is important for monitors to establish a business-like tone for the visit. Specifically, it is important that monitors:

1. clearly and succinctly communicate the purpose of the visit,
2. explain what those interviewed and/or observed can expect in terms of confidentiality,
3. collect descriptive data using established protocols, and
4. conduct collaborative conversations that make judicious use of collected data.

Each of these steps is explained below.

Communicating Purpose

School and district people will have a lot of ideas about the purpose of your visit. People are, often and understandably, nervous. Someone invariably asks, "How are we doing?" or "What do you think?" It is important to avoid answering these questions and clearly and succinctly reiterate the purpose of monitoring, the specific focus of the visit, and how the MDE will use the data collected.

Overall Purpose of Monitoring

First and foremost, the purpose of monitoring is to build school and district capacity to use data to improve the quality and depth of implementing their Reform-Redesign Plan. The monitoring process builds capacity through both modeling the use of descriptive data to inform decisions and by providing data that the school and/or district are unlikely to have access. Both of these capacity-building activities are described later in this section. A succinct way to communicate this purpose is to say, "I am here to assist your school in using data to implement your [Transformation or Turnaround] plan."

The second purpose of monitoring is to inform the focus and intensity of additional supports, both from the MDE and from other MI Excel support providers. Through identifying specific implementation challenges and successes, the information collected and analyzed through monitoring will inform both the focus of existing supports and decisions regarding whether additional supports are needed. A succinct way to communicate this purpose is to say, "The data I collect will inform how best to support you and your colleagues implement your [Transformation or Turnaround] plan."

For schools receiving School Improvement Grants (SIG), a third purpose centers on assessing fiscal responsibility. Monitors of SIG schools should not shy away from explaining that part of their job is to develop a portfolio of descriptive data that will inform decisions related to additional data-gathering efforts and/or supports, including those related to the release of funds. Please be sure to explain that decisions about how to improve the quality and depth of implementation, as well as those about the provision of supports and sanctions, will be made by a team of people based on the consideration of multiple sources and types of evidence collected over time. A succinct

way to communicate this purpose is to say, "The data I collect will inform decisions made by the MDE related to your SIG but there are a host of factors and types of evidence that will be considered."

Visit-Specific Purposes

There are three types of monitoring visits: 1) to assess organizational readiness and to facilitate the use of the Unpacking Template, 2) to collect descriptive data ("regular" visits), and 3) to collaboratively assess the depth and quality of implementation using the *Implementation Assessment Form*. The first type of monitoring visit focuses on getting ready to implement and the associated tools are the *Site Visit Protocol – "Readiness"* (Appendix C) and the *Unpacking Tool for Priority Schools* (Appendix D) respectively.

The second type of monitoring visit (or "regular" monitoring visit) focuses on the collection of descriptive data using the *Field Note Protocol* and facilitating collaborative conversations to determine next steps, needed supports, etc. During this type of monitoring visit, at least one visit should be scheduled on the same day that a School Support Team (SST) meeting is being held. SRO monitors should observe the meeting and process, but not conduct the meeting. In a continuous effort to build capacity, the School Improvement Facilitator (SIF) should lead the meeting. The SRO monitor should assume the role of participant in order to add to the collaborative conversation.

The third kind of visit, where the depth of Reform-Redesign Plan implementation is assessed using the *Implementation Assessment Form* happens twice per year. During these visits, schools will present local data on the implementation and impact of the activities outlined in the *Unpacking Tool* and, after the monitor collects other descriptive data, will participate in a collaborate conversation. The collaborative conversation during these visits, which should include school and district leaders as well as MI Excel partners, will focus on determining the depth and quality of Reform-Redesign Plan implementation using the *Implementation Assessment Form*.

Completion of the program and fiscal monitoring tool for SIG schools will take place as part of the biannual implementation assessment process. During other visits, SIG monitors should collect or request pertinent information that facilitates completion of the *Fiscal and Program Monitoring Report*.

Maintaining Confidentiality

To increase the likelihood of collecting high quality data, it is important to communicate to teachers that observations of their teaching and data collected through interviews and focus group will be as anonymous as possible. For example, instead of referring to individual teachers, descriptors such as "classroom 1" will be used. Under no circumstances will monitors provide feedback to individual teachers. School-based and central office administrators are more difficult to disguise as entities, but under no circumstances should individuals' names be included in descriptive data and/or reports. Monitors should communicate these agreements whenever appropriate, and a succinct way to do this is to say, "All of the data collected through monitoring is considered together and no names will be used in any reporting," or "My

role is to monitor the school's implementation of your [Transformation or Turnaround] plan, not as individuals."

Collecting Evidence

Collecting and reporting descriptive data about the quality and depth of the school's implementation efforts is the central responsibility of monitors. Using established protocols for group discussions and classroom observations, monitors should focus on collecting *descriptive* evidence, documenting observable behaviors, and collecting artifacts of the work. Monitors should remain objective and nonjudgmental about the data they collect, and should avoid the use of judgmental generalities such as "good/bad", "sufficient/insufficient", "skilled/unskilled", etc. Data collection efforts should remain focused on the school and district's implementation of its approved Reform-Redesign Plan, as reflected in the overarching questions and outlined in the school's Unpacking Tool.

Facilitating Collaborative Conversations

Monitors should facilitate collaborative conversations. Who will attend, the timing and location of the collaborative conversations should be established as part of the pre-visit scheduling process. Everyone should understand that this is NOT a place or time where the monitor will tell the school how well it is doing or summarize all of the evidence collected thus far. Rather, as a primary purpose of monitoring is to help build the school's and district's capacity to use data to inform and guide implementation efforts, monitors should be exemplary providers and users of implementation-related data, focusing on descriptive data related to the quality and depth of the school and district's implementation of its Reform-Redesign Plan. On-site, monitors should use the collaborative conversations to share descriptive data that informs decisions about school and district resource allocation, additional supports needed, and other ways to improve the quality, depth and impact of plan implementation.

Whereas monitors facilitate collaborative conversations, school and district leaders are responsible for identifying the implications of data gathered and shared at the visit. These may come in the form of action steps for school and district leaders, as well as MI Excel support providers, other MDE units, and/or the monitor him/herself will be documented and included in follow-up communications and in the school's School Profile (see Section VI and Section VII). However, it is the monitor's role to "push" the implementation trajectory. This is where the balance between compliance and support becomes critical. These conversations may be difficult but can be broached with facilitative questions, such as:

- From the data, it is clear that [] is not being implemented with fidelity? What might be the cause?
- Based on this data, what are your next steps?
- Why do you think a focus on [] will get the outcomes that we want?
- Are there other ideas that might bring about the change that we need?
- Given this focus in your [Transformation] plan, what would represent meaningful progress between now and my next visit?
- I have not observed evidence of [e.g., efforts to monitor implementation], what needs to happen to begin?

Some important messages that monitors should communicate during collaborative conversations include:

- *Appreciation and acknowledgement:* Monitors should acknowledge that site visits can be stressful and that a lot of time and energy goes into a successful visit. They should thank the stakeholders present for their work in helping to organize the visit and ask them to relay this appreciation to their colleagues.
- *Purpose:* Monitors should remind stakeholders of the purposes of monitoring and the collaborative conversation—a chance to use the data monitors have collected to collaboratively determine next steps. It is critical to stay focused on the Unpacking Tool and the focus established before the visit.
- *High-level description of evidence:* Monitors should describe how many people participated in interviews/focus groups and how many classrooms the monitor observed. Monitors should carefully weigh confidentiality considerations in making decisions about what details to share.
- *Evidence-based descriptive statements:* Before the collaborative conversation, monitors should identify one to three areas to share/probe further. What monitors select should be driven by the work outlined in the Unpacking Tool and the quality and quantity of descriptive data collected thus far, including the follow-up of action steps identified in the previous visit. Basing a finding on one source or type of data is much less compelling than having multiple instances and/or different types of data.
- *Questions:* Capacity is not built by simply providing data or giving directives. Rather, building capacity happens through the sharing of carefully selected data and asking questions that will help school and district leaders make their own meaning, gain insights into their work, and make decisions about how to improve the quality and depth of implementing their plan. Of paramount importance is for monitors not to lose sight of the fact that this is the school's plan, not their own.
- *Summary of next steps:* At the close of the collaborative conversation the monitor should facilitate a conversation about next steps. The monitor should verbally summarize what the school can expect from the MDE and ask school and district leaders to summarize their understanding of next steps. In addition to any specific actions the monitor commits to, he or she should explain that the principal will receive an email within two business days that summarizes what the school can expect from the MDE.

VI. Responding to Site Visits

What happens after the site visit influences your relationship with the school and district and thus the quality of data collection efforts during your next visit. Being transparent, predictable, and evidence-based will go a long way in establishing a productive working relationship with school and district leaders. Field notes and the *Implementation Assessment Form* should be the primary tools that monitors communicate what they have learned about the quality and depth of plan implementation. This section describes the communication and reporting for monitors after they complete a site visit.

Communication

The chart below illustrates the sequencing and timing of key steps monitors should take after conducting a site visit. A checklist of the same steps, as well as other supporting documents, is included in the Appendices.

Step	Timeline
1. Upload field notes to SharePoint to share with principal, district representative, and MI Excel Partners.	Post on SharePoint within two weeks of visit.
2. Send completed Implementation Assessment Form. Invite principal and district liaison to comment on form.	Two times per year, post on SharePoint within two weeks of visit.

The Implementation Assessment Form

The Implementation Assessment Form is the tool SRO monitors will use to assess the depth of implementation of the school and district’s Reform and Redesign plan. Monitors should complete the Implementation Assessment Form on-site in collaboration with school and district leaders, as well as other MI Excel partners, based on accumulated descriptive data, and collaborative conversations.

After the first semester of year 2, in January or February, the monitor will formally assess the school/district on the school-level requirements: professional learning (#4), instructional program (#6), data-driven instruction (#7), and family/community engagement (#9). At the end of each year, starting in year 2, each school/district will be assessed on all requirements. The completed forms should be driven by the accumulated data included in the school profile and the collaborative conversations between the SRO monitor and school/district leaders. The *SIG Fiscal and Program Compliance* monitoring tool is completed at the same time (June only for fiscal component) to assess compliance and progress with the SIG grant requirements.

As indicated above, within two weeks of completing a site visit, the monitor should send either the formal or interim assessment using the Implementation Assessment Form. The Implementation Assessment Form has a place for the monitor to comment on their assessment of school progress and, just below, a place for school and district stakeholders to do the same. It is important that all stakeholders have the opportunity to provide information about context-specific considerations that may impact implementation. The SIG fiscal program and monitoring tool may be completed and sent to school and district stakeholders within four weeks of the site visit.

VII. Building the School Profile

The following data will be organized and stored for each school:

- Monitor data
 - Field Notes
 - Communications
 - Implementation Assessment Forms
- MI Excel partner data
 - ILC data
 - Intervention Specialist data
- School & district collected data
 - Unpacking tool
 - Quarterly Board Reports
- MDE data reports
 - SIG Benchmarking Reports

While collecting and discussing descriptive data is the central activity of any given monitoring visit, monitors need to, over time, build a School Profile for the school and district. The School Profile is a repository for the descriptive data accumulated over time (from both monitors and other MI Excel partners) the school's key documents (R-R plan, Unpacking Tool, ILC reports), and the monitor's reports.

VIII. Technical Support Contacts

School Reform Office:

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SharePoint:

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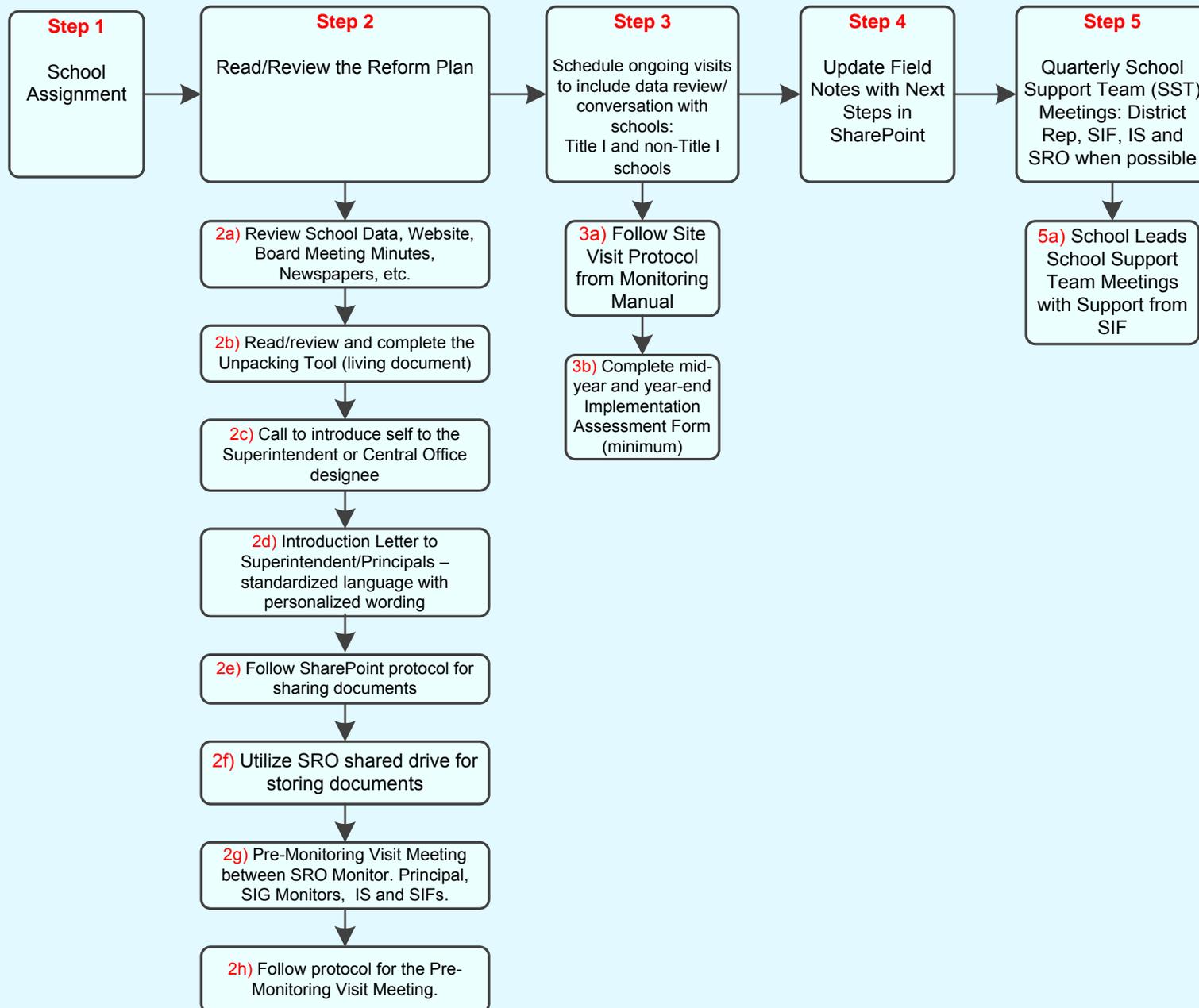
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Appendix A: Monitoring Timeline

Time Frame	Cohort Year	Activity	Documents Required
Aug – Oct	Year 2-4	Pre-Site Visit: Meet with Principal, SIFs, IS and Central Office	<ul style="list-style-type: none"> Unpacking Tool Site Visit Schedule
September 30	Year 2-4	District Submits Quarterly Board Report	Quarterly Board Report Submission
Sept – Jan	Year 1	Plan Development and Review	Reform-Redesign (R-R) Plan
Sept – Jan	Year 2-4	<ul style="list-style-type: none"> Field Notes (4-6 Week Cycle) Local data presentation IAF 	<ul style="list-style-type: none"> Field Notes Collected Data Implementation and Assessment (IAF) Form
Prior to Site Visit	Year 2-4	<ul style="list-style-type: none"> Review School Documents and Data Collected 	<ul style="list-style-type: none"> The Unpacking Tool R-R Plan Previous Site Visit Notes
Jan	Year 2-4	<ul style="list-style-type: none"> Monitor Submits FPM – SIG Only 	<ul style="list-style-type: none"> Fiscal & Program Monitoring Report (FPM)
Jan 15	Year 2-4	<ul style="list-style-type: none"> Districts Submits Quarterly Board Report 	<ul style="list-style-type: none"> Quarterly Board Report
Feb 12, 2015		MI Excel Partnership Meeting Monitor Training	Monitoring Manual
Feb – June	Year 1	<ul style="list-style-type: none"> Complete Plan Review Complete the Unpacking Tool and Readiness Visit 	<ul style="list-style-type: none"> R-R Plan Unpacking Tool Readiness Visit
Feb – June	Year 2-4	<ul style="list-style-type: none"> Field Notes (4-6 Week Cycle) Local data presentation Complete the IAF SIG Only – FPM* Report Field Notes 	<ul style="list-style-type: none"> Field Notes Collected Data Implementation and Assessment (IAF) Form Fiscal & Program Monitoring (FPM) Report
March 16	Year 2-4	<ul style="list-style-type: none"> District Submits Quarterly Board Report 	<ul style="list-style-type: none"> Quarterly Board Report Submission
May 26, 2015		MI Excel Partnership Meeting Monitor Training	Monitoring Manual
June	Year 2-4	<ul style="list-style-type: none"> School team submits the IAF 	<ul style="list-style-type: none"> Implementation and Assessment (IAF) Form
June	Year 2-4	<ul style="list-style-type: none"> SIG Only - Submit FPM 	<ul style="list-style-type: none"> Fiscal & Program Monitoring Report (FPM)
June 30	Year 2-4	<ul style="list-style-type: none"> District Submits Quarterly Board Report 	<ul style="list-style-type: none"> Quarterly Board Report Submission

Appendix B: SRO Monitoring Flow Chart October 2014



Appendix C: 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.
NEXT STEPS: What action steps are needed to increase readiness to implement the instructional program?			

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.
NEXT STEPS: What action steps are needed to ensure professional learning opportunities and support structures are in place?			

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.
NEXT STEPS: What action steps are needed to ensure data and assessment structures and processes are in place?			

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

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5. How will the Intervention Specialist (IS), School Improvement Facilitator (SIF), and District support the school/district to prepare for implementation?

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Appendix D: Unpacking Tool for Priority Schools

Insert Name of School:

School Year:

Big Ideas from Part B: Teaching and Learning Priorities

Key Question: What are the instructional practices outlined in Requirement 6 in your Transformational/Turnaround Plan that will help you implement your big ideas?

Instructional Practices from #6 (Instructional Program). <i>State Big Idea this supports.</i>	Critical Components/ Expected Outcomes <i>How do we operationalize these practices at the classroom level? Who is responsible for implementation? How will we know that this implementation has been successful?</i>	Implementation Timeline <i>When will implementation begin? When is full implementation expected?</i>	Achievement Targets and Assessment Cycle <i>What are the assessment tools/metrics being used to monitor the impact of student achievement? What is the assessment cycle/schedule?</i>	Implementation of Adult Actions <i>How is this being monitored for fidelity of implementation by all responsible adults? What is the cycle/schedule for this monitoring?</i>	Funding <i>How will this be funded? How much will it cost?</i> <i>This will inform the DIP and in turn, the Consolidated Application</i>

Key Question: What are the professional learning activities outlined in Requirement 4, that will support the implementation of the Instructional Practices listed above?					
Professional Learning (#4) to support the Instructional Practices from #6?	Critical Components <i>What outside training might be required? What are the expectations for implementing PL in the classroom? What are the opportunities provided to receive feedback on implementation? What is the evidence that the PL is job-embedded?</i>	Timeline <i>When will implementation begin? When is full implementation expected?</i>	Achievement Targets and Timeline <i>What achievement targets are expected to be impacted by this PL?</i>	Implementation of Adult Actions <i>How do you know that the PL is being implemented as intended?</i>	Funding <i>How will this be funded? How much will it cost?</i> <i>This will inform the DIP and in turn, the Consolidated Application</i>

Key Question: What types of student data are we collecting in order to inform and differentiate instruction as outlined in Requirement #7?

<p>Student achievement data collected (related to #7) to determine the effectiveness of the Instructional Program.</p>	<p>Critical Components <i>What formative, interim and summative student achievement data are you collecting? What is the process for discussing this data and using it to improve teacher practice? What will be done to improve the instructional program when students are not making sufficient academic progress and reducing the achievement gap?</i></p>	<p>Timeline <i>When will data collection begin? When will all types of data be collected?</i></p>	<p>Achievement Targets and Timeline <i>When are teachers analyzing data from common formative assessments for students in his/her own classroom to identify students at or above proficient, students close to proficient, and students far from proficient?</i></p>	<p>Implementation of Adult Actions <i>How do you know that teachers are using the appropriate assessment data to adjust and plan for future instruction?</i></p>	<p>Funding <i>How will this be funded? How much will it cost?</i> <i>This will inform the DIP and in turn, the Consolidated Application</i></p>

Key Question: What is the family and community engagement strategies being used to support student success as outlined in Requirement #9?

Family and Community engagement strategies implemented to support student success (#9)	Critical Components <i>What two-way communication strategies have been implemented? How are we gathering data from families and community to evaluate their perception of our effectiveness in supporting student success?</i>	Timeline <i>When will implementation begin? When is full implementation expected?</i>	Indicators of improved family and community engagement and Timeline <i>What data indicates that the family and community are involved in supporting student success?</i>	Implementation of Adult Actions <i>How are these strategies monitored to ensure they are implemented as planned?</i>	Funding <i>How will this be funded? How much will it cost?</i> <i>This will inform the DIP and in turn, the Consolidated Application</i>

Appendix E: Code of Conduct Survey

School Name:	Date:
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Monitor:	
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Use the indicators below to rate how well the monitor has adhered the code of conduct (1=not at all adhered, 2=somewhat adhered, 3=mostly adhered, 4=completely adhered).

	Rating			
	1	2	3	4
<p>Transparency</p> <ul style="list-style-type: none"> Remind everyone of the larger purpose: build capacity for data-driven implementation and focus supports and interventions. Maintain focus on collecting descriptive data and facilitating collaborative conversations related to the overarching questions. Communicate proactively with school and district leaders, and MI Excel partners. Gather, report, and share descriptive data in a timely, clear, and frank manner. 				
<p>Impartiality</p> <ul style="list-style-type: none"> Maintain objectivity—distinguish between making individual recommendations in the context of collaborative conversation from those MDE will make based on the consideration of a broad swath of accumulated data and through collaborative conversations. Remember and remind people that all SRO decisions are part of a larger process. 				
<p>Integrity</p> <ul style="list-style-type: none"> Respect the privacy and confidentiality of individuals. Avoid judgments about individual teachers and their work. Gather and report descriptive data clearly and frankly. Listen carefully to those who participate in individual interviews and focus groups. Report what people say, not what you think they meant. 				

<p>Sensitivity</p> <ul style="list-style-type: none"> • Be polite and sensitive to the school’s needs. Try to minimize stress. Be courteous to all you meet. • Phrase questions carefully to avoid hidden meaning or judgment. • Emphasize that the central focus of monitoring is the school and district’s implementation of its plan and how it impacts teaching and learning. • Work to other’s convenience whenever possible. Meet appointments as scheduled. • Do not direct school personnel—you are not their boss and should not act like one. 	1	2	3	4
<p>Authority</p> <ul style="list-style-type: none"> • Use your expertise to inform the questions you ask and what data you select to share as part of the collaborative conversations. Do not impose your opinions or recommend alternative strategies. Remember and remind people that all SRO decisions are part of a larger process. • Be cautious of “off the record” conversations, as when you may be invited by school or district staff to offer advice in your area of expertise. Attend to your first task, to gather evidence about the school’s implementation of its plan. 	1	2	3	4
<p>Comments</p>				

Appendix F: Site Visit Checklist

Site Visit Checklist			
School/Year:		Cohort Year:	
Date of Visit:			
Monitor:			
Pre-Visit Steps		Timeline	Complete?
1) Review school documents and evidence collected to date. Identify gaps in descriptive data to help establish focus for visit.		3-4 weeks prior	<input type="checkbox"/>
2) Email principal, district liaison, and Intervention Specialist to: <ul style="list-style-type: none"> • request updated copy of the Unpacking Tool, • schedule visit, • communicate focus and provide sample of internal communication for principal, • identify data collection needs. 		3-4 weeks prior	<input type="checkbox"/>
3) Establish site visit schedule with principal.		2 weeks prior	<input type="checkbox"/>
4) Send reminder email to principal, district liaison, and MI Excel partners that include the site visit focus and schedule.		1 week	<input type="checkbox"/>
Notes:			
Post-Visit Steps		Timeline	Complete?
1) Email communication to principal and other agreed upon stakeholders to express appreciation and outline next steps.		Within 2 business days of visit	<input type="checkbox"/>
2) Send summary of descriptive data and current rating on the Implementation Assessment Form. Invite principal and district liaison to comment on collected data and clarify what will happen to the data collected.		Quarterly, within two weeks of visit	<input type="checkbox"/>
Notes:			



Appendix G: Pre-visit Communication

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

MICHAEL P. FLANAGAN
STATE SUPERINTENDENT

Date

Building Principal
Building
Address
City, MI Zip

Dear Mr./Ms. Principal Last Name:

I would like to introduce myself as your monitor from the State School Reform-Redesign Office (SRO) for the upcoming school year.

<Insert brief bio; should reflect work that relates to school turnaround, urban settings and low performing schools. Limit detail so letter remains on one page.>

The purpose of monitoring is to facilitate data-based conversations about the implementation and impact of your plan, to inform on-going supports, and to develop a portfolio of implementation evidence.

The first step in the monitoring process is to schedule a Pre-Monitoring Visit with you and other stakeholders to review your plan, the Unpacking Tool, expectations, and collaboratively schedule monitoring visits. Please let me know if you are available to meet on <insert date/time> for approximately one hour. If you are not available at this time, please provide an alternative date and time.

Thank you in advance and I look forward to meeting and working with you.

Sincerely,

Name, Title
State School Reform-Redesign Office
Insert contact information

cc: ISD Supt
SIF
IS
Dist Supt

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Appendix H: Sample Site Visit Schedule

- Interviews should last approximately 20 minutes each
- Focus groups should last approximately 30 minutes each

Time	Activity
7:30-8:00	Collaborative conversation (determine focus of classroom observations)
8:00-8:30	Teacher focus group (Need to identify 5 or 6 core subject teachers)
8:35	Bell rings
8:40-9:00	Classroom observation #1
9:05-9:25	Classroom observation #2
9:25-9:45	Gather notes
9:45-10:05	Classroom observation #3
10:10-10:30	Classroom observation #4
10:30-11:00	Gather notes
11:00-11:20	Classroom observation #5
11:25-11:45	Interview SIT member A
11:50-12:30	Lunch
12:30-12:50	Interview SIT member B
12:55-1:15	Classroom observation #6
1:20-1:40	Classroom observation #7
1:45-2:05	Classroom observation #8
2:10-2:30	Classroom observation #9
2:35-2:55	Interview district liaison
3:00-4:00	Collaborative conversation

All visits should begin and end with Collaborative Conversations consisting of the Leadership Team. Leadership teams may be recognized as School Support Teams (SSTs) and/or Instructional Leadership Teams (ILTs). In order to have these conversations benefit the Priority School, the following individuals should be in attendance:

- Principal
- Other School level management (AP, Specialist, Coach)
- District Representative
- ISD Representative (if Title I and/or ISD supports non-title schools)
- IS (Intervention Specialist) if Priority School receives MI Excel Support
- SIF (School Improvement Facilitator) if Priority School receives MI Excel Support
- Two teachers (minimum for collaborative conversation)

What should result from the Collaborative Conversation?

Use Descriptive Data from Collaborative Conversations to Review and Adjust Unpacking Tool to Align with Initiatives, Assessments, and Implementation Levels.

Appendix I: Site Visit Protocol - Principal and Leadership Team

This form is completed by SRO monitors during focus group discussions with the Principal and School Leadership Team during on-site visits (monitors will use template format).

Building-level Requirements		
Plan Requirement	Key Questions	Monitor Notes
Instruction (Relates to Req. #6)	<ul style="list-style-type: none"> • What are the current instructional priorities? • Describe how the leadership team is involved with curriculum planning. • How does the Leadership team monitor the implementation of appropriate instructional strategies? 	Date of Visit:
Professional Learning (Req. #4)	<ul style="list-style-type: none"> • What is the focus of PL activities? • How does the leadership team monitor and evaluate the impact of PL on teacher practices and student learning? 	Date of Visit:
Data Driven Instruction (Req. #7)	<ul style="list-style-type: none"> • Describe how data is gathered, analyzed, and used to plan and implement instructional interventions. 	Date of Visit:
Leadership (Req. #1b)	<ul style="list-style-type: none"> • What is the role of the leadership team (and principal) in the school turnaround process? 	Date of Visit:
Family & Community Engagement (Req. #9)	<ul style="list-style-type: none"> • Describe your current family (and community) engagement activities. 	Date of Visit:
School Climate & Culture	<ul style="list-style-type: none"> • Describe the climate and culture of the building. 	Date of Visit:

Appendix J: Site Visit Protocol - Teacher Focus Group

This form is completed by SRO monitors - during focus group discussions with teachers during on-site visits (monitors will use template format).

Building-level Requirements		
Plan Requirement	Key Questions	Monitor Notes
Instructional Program (Relates to Req. #6)	<ul style="list-style-type: none"> • What instructional strategies are you currently implementing in your classrooms? • How are you involved with curriculum planning? 	Date of Visit:
Professional Learning (#4)	<ul style="list-style-type: none"> • Describe your professional learning activities. • What kind of support do you receive to implement PL? 	Date of Visit:
Data Driven Instruction (#7)	<ul style="list-style-type: none"> • How do you use data to plan for instruction? • Describe the process for determining if students' needs are being met? What kind of data is collected? • Describe what happens when students do not meet academic outcomes. 	Date of Visit:
Leadership (#1b)	<ul style="list-style-type: none"> • How does the principal and leadership team support you in implementing the reform plan? • Describe how you receive feedback on your instructional practice? 	Date of Visit:
Family & Community Engagement (#9)	<ul style="list-style-type: none"> • How do you communicate with parents? • How do you (the school) engage the community in the school reform work? 	Date of Visit:
School Climate & Culture	<ul style="list-style-type: none"> • Describe the working environment. • How do you think students perceive the culture of the school? 	Date of Visit:

Appendix K: Site Visit Protocol - Student Focus Group

This form is completed by SRO monitors during focus group discussions with students during on-site visits (monitors will use template format).

Building-level Requirements		
Plan Requirement	Key Questions	Monitor Notes
Instructional Program (Relates to Req. #6)	<ul style="list-style-type: none"> Describe some of the activities that you do in your classes. Are your classes challenging (hard/easy)? Do you do a lot of group work? Work alone? Do you get to use technology? 	Date of Visit:
Professional Learning (#4)	N/A	
Data Driven Instruction (#7)	<ul style="list-style-type: none"> How does your teacher let you know how you are doing in your classes? 	Date of Visit:
Leadership (#1b)	<ul style="list-style-type: none"> How does the principal and other staff help you succeed? Are the rules in your school clear? 	Date of Visit:
Family & Community Engagement (#9)	<ul style="list-style-type: none"> How does the school communicate with your family? Describe the kinds of activities that you parents have participated in at school. 	Date of Visit:
School Climate & Culture	<ul style="list-style-type: none"> What about your school makes you proud/what is the best thing about your school? What do you like least about your school? 	Date of Visit:

Appendix L: Site Visit Protocol - District

This form is used by SRO monitors during focus group discussions with the District team (monitors will use template format).

Transformation District-level Requirements		
Plan Requirement	Key Questions	Monitor Notes
Build Leadership Capacity (#1)	<ul style="list-style-type: none"> What strategies have been implemented to support building leaders? How is the district monitoring the effectiveness of building leadership capacity? 	Date of Visit:
Teacher & Leader Evaluation (#2)	<ul style="list-style-type: none"> How is the district implementing its evaluation process? What are the aggregated results? 	Date of Visit:
Educator Reward/Removal (#3)	<ul style="list-style-type: none"> How is the district implementing its reward system? In what ways are struggling teachers provided support? How many teachers identified/removed? 	Date of Visit:
Educator Recruitment/Assignment & Retention (#5)	<ul style="list-style-type: none"> What criteria were used to recruit/assign teachers? What strategies have been implemented to retain teachers? Are they working? 	Date of Visit:
Use of Instructional Time (#8)	<ul style="list-style-type: none"> How much time has been added for core (teacher collaboration, and enrichment) How does the district monitor the use and effectiveness of the time (in all areas)? 	Date of Visit:
Operational Flexibility (#10)	<ul style="list-style-type: none"> In what ways has the building been provided operational flexibility? 	Date of Visit:
External Support (#11)	<ul style="list-style-type: none"> Describe the sources of external support that are currently provided to the building. 	Date of Visit:

Turnaround District-level Requirements		
Plan Requirement	Key Questions	Monitor Notes
Build Leadership Capacity (#1)	<ul style="list-style-type: none"> • What strategies have been implemented to support building leaders? • How is the district monitoring the effectiveness of building leadership capacity? 	Date of Visit:
Teacher & Leader Evaluation (#2)	<ul style="list-style-type: none"> • How is the district implementing its evaluation process? What are the aggregated results? 	Date of Visit:
Teacher Recruitment, Assignment, Retention (3)	<ul style="list-style-type: none"> • What criteria were used to recruit/assign teachers? • What strategies have been implemented to retain teachers? Are they working? 	Date of Visit:
Governance Structure & Operational Flexibility (5)	<ul style="list-style-type: none"> • What criteria were used to screen staff? • How many staff was removed and retained? • In what ways has the building been provided operational flexibility? 	Date of Visit:
Use of Instructional Time (#8)	<ul style="list-style-type: none"> • How much time has been added for core (teacher collaboration, and enrichment) How does the district monitor the use and effectiveness of the time (in all areas)? 	Date of Visit:

Appendix M: Field Note Protocol

This report format is to be used for regular site visits (every 4-6 weeks, depending on need). The completed report will be uploaded to SharePoint so that the building, district, and MI Excel partners can access the report.

Progress on Monitoring

Report Elements	Explanation
Current/Planned Implementation	Provide a summary of what is/should be happening in the classroom or processes and structures that should be in place. Much of this should be from the schools up-date of progress on their Unpacking Tool. (Use overarching questions to guide the conversation.)
Observed Implementation	Provide a summary of discussions with various school/district groups and classroom observations. Summaries of classroom observations should align to the following questions: <ul style="list-style-type: none"> • What are students doing/saying? • What are teachers doing/saying? • What is the learning task? ***Note-Classroom observations should include building or district leadership. Also note here any documents that may support evidence of implementation (i.e. PLC protocols).
Reflective Analysis	How does the observed implementation align to the actions described in the unpacking tool?
Next Steps	Provide a summary of next steps that the school and/or district will take and MI Excel/SRO follow-up (if applicable).

Appendix N: School Improvement Grant (SIG) Fiscal and Program Compliance Report

INDICATORS OF FISCAL AND PROGRAM COMPLIANCE

The purpose of this document is to provide schools and districts with a framework for the compliance requirements of the Section 1003(g) Competitive School Improvement Grant. It serves as a guide for monitoring and support activities conducted by the Michigan Department of Education. The key components of the document reflect a comprehensive review and alignment with federal regulations, USDE School Improvement Guidance, and the 2011 OMB Circular A-133 Compliance Supplement. Examples of evidence of implementation at the school-level and at the district-level are provided. Examples of evidence are intended as a “guide” and should not be considered a restricted list.

Programmatic monitoring is ongoing. A comprehensive set of programmatic and fiscal requirements are reviewed annually in January and June to assess progress on implementation of the grant. Decisions about continued funding in years two and three are made based on these reviews.

Fiscal and Program Monitoring

Evidence is provided the school is implementing the required components of their selected intervention model. Some requirements are straightforward (i.e. replacing the principal), while others are based on data and demonstrated need and translate to specific strategies, activities, initiatives, and programs.

The Program portion of this tool will be used in January and June as part of the implementation assessment process. The fiscal review is only required as part of the June implementation process. However, MDE reserves the right, upon advice of the assigned monitor, to move the fiscal review to January instead of June, or to conduct the fiscal review in both January and June.

Transformation Model: Required Components

Transformation Model Required Components	Examples of Evidence	Progress With Comments
<p>The principal has been replaced within the last two years or a plan is in place to replace the principal consistent with this model.</p> <p>The school may retain the prior principal if he or she was replaced in the last two years as part of a broader reform effort, and the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.</p>	<ul style="list-style-type: none"> • Principal Resume • Job Postings • Position Description 	
<p>Plan includes student data in teacher/leader evaluations</p>	<ul style="list-style-type: none"> • Comprehensive Needs Assessment • Unpacking Tool • Examples of Data Used 	
<p>Evaluations are designed with teacher/principal involvement</p>	<ul style="list-style-type: none"> • Union Agreements • Alignment of Evaluation System with State Statute 	
<p>Have removed leaders/staff that have not increased achievement, or a plan is in place to remove them</p>	<ul style="list-style-type: none"> • List of Staff Members Replaced • Written Plan or Description of Process to Replace Staff 	

Transformation Model Required Components	Examples of Evidence	Progress (with comments) (Not Started, In Progress, Complete)
Evidence of providing on-going job embedded staff development	<ul style="list-style-type: none"> • Professional Development Calendar • Professional Development Plan • Student Achievement or Data Indicating 	
Evidence of implementing financial incentives or career growth or flexible work conditions	<ul style="list-style-type: none"> • Documented Process for awarding Financial Incentives • Compensation Schedule for Financial Incentives • Union Agreement • School Calendar • Class Schedule 	
Use of data to identify and implement an instructional program that is research based and aligned from one grade to the next as well as with state standards	<ul style="list-style-type: none"> • Student Achievement Data • Comprehensive Needs Assessment • Unpacking Tool • Scope and Sequence Documents • Pacing Guides • Curriculum Guides 	
Evidence exists of the continuous use of student data to inform instruction and meet individual needs of students.	<ul style="list-style-type: none"> • Individual Lesson Plans • Student Achievement Data • Comprehensive Needs Assessment • Documentation of Differentiated Instruction • Documentation of a Multi-Tiered System of Support in the School 	

Transformation Model Required Components	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p><i>Evidence of increased learning time is provided:</i></p> <p>a. Evidence that extended learning time is in place for all students in the core academic areas</p> <ul style="list-style-type: none"> • Minimum of 300 hours suggested, but is not required 	<ul style="list-style-type: none"> • School Calendar • Daily Schedule 	
<p><i>Evidence of increased learning time is provided:</i></p> <p>b. Instruction is provided in other subjects and enrichment activities are in place that contribute to a well-rounded education</p>	<ul style="list-style-type: none"> • School Calendar • Daily Schedule 	
<p><i>Evidence of increased learning time is provided:</i></p> <p>c. Evidence that teachers collaborate, plan and engage in professional development</p>	<ul style="list-style-type: none"> • Staff Meeting Agendas • Minutes of Staff Meetings • School Improvement Team Meeting Agendas • Meetings of School Improvement Team Meetings • Professional Development Calendar 	

Transformation Model Required Components	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists of ongoing mechanisms for family and community engagement	<ul style="list-style-type: none"> • Communications to Parents and Community • Parent or Community Meeting Agenda • Parent Involvement Plan 	
Evidence exists of operational flexibility (staffing, calendars/time/budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates.	<ul style="list-style-type: none"> • School Calendar • Daily Schedule • Union Agreements • MEGS+ Budgets 	
Evidence exists the school receives ongoing, intensive technical assistance and related support from the LEA, SEA, or designated external leader partner or organization.	<ul style="list-style-type: none"> • External Provider Meeting Agendas • Minutes of External Provider Meetings • Electronic or Written Communications from the State Education Agency • Local District Policy or Guidelines on SIG Implementation or Monitoring • Local District Communications to SIG Schools 	

Transformation Model: Optional Components

Optional Transformation Activities	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists of additional funding to attract and retain staff.	<ul style="list-style-type: none"> • MEGS+ Budgets • Salary Schedules 	
Evidence exists of a system for measuring changes in instructional practices that result from professional development.	<ul style="list-style-type: none"> • Student Achievement Data • Professional Development Calendar • Meeting Agendas • Meeting Minutes 	
Evidence exists the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.	<ul style="list-style-type: none"> • Union Agreements • District Hiring Policy 	
Evidence exists reviews are conducted to ensure that the curriculum is implemented with fidelity and is impacting student achievement.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes 	
Evidence exists a school wide Multi-Tiered System of Supports model has been implemented.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes 	
Evidence exists of professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.	<ul style="list-style-type: none"> • Professional Development Calendar • Professional Development Plan 	

Evidence exists of the use and integration of technology-based interventions.	<ul style="list-style-type: none"> • Technology Plan 	
Optional Transformation Activities	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists of increased rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes 	
Evidence exists of summer transition programs or freshman academies	<ul style="list-style-type: none"> • Summer Program Schedule • Summer Program Description • MEGS+ Budgets 	
Evidence exists of efforts to increase graduation rates through credit recovery, smaller learning communities, and other strategies.	<ul style="list-style-type: none"> • Credit Recovery Program Information • Meeting Agendas • Meeting Minutes 	
Evidence exists of early warning systems to identify students who may be at risk of failure.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes • Student Data • Multi-Tiered Systems of Support 	
Evidence exists of partnerships with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	<ul style="list-style-type: none"> • Partnership Agreements • MiBLISI • PTO/PTA Meeting Agendas or Minutes • Community Organization Agreements 	

Evidence exists of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	<ul style="list-style-type: none"> • School Calendar • Daily Schedule 	
Optional Transformation Activities	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists of the school has implemented approaches to improve school climate, culture and discipline	<ul style="list-style-type: none"> • PBIS or Similar Programs in Place 	
Evidence exists of the school has expanded their program to offer full-day kindergarten or pre-kindergarten.	<ul style="list-style-type: none"> • Daily Calendar 	
Evidence exists of the school has implemented a per pupil school based budget formula weighted based on student needs.	<ul style="list-style-type: none"> • Title I School Selection MEGS+ Application • Student Achievement Data 	
Evidence exists of the school will be run under a new governance arrangement.	<ul style="list-style-type: none"> • Organization Chart • Memoranda of Understanding 	

Turnaround Model: Required Components

<p>Turnaround Model Required Components</p>	<p>Examples of Evidence</p>	<p>Progress (with comments) (Not Started, In Progress, Complete)</p>
<p>The principal has been replaced within the last two years or a plan is in place to replace the principal consistent with this model.</p> <p>The school may retain the prior principal if he or she was replaced in the last two years as part of a broader reform effort, and the new principal has the experience and skills needed to implement successfully a turnaround, restart, or transformation model.</p>	<ul style="list-style-type: none"> • Principal Resume • Job Postings • Position Description 	
<p>Evidence exists the school uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs.</p>	<ul style="list-style-type: none"> • Job Postings • Job Descriptions • Resumes 	
<p>Evidence exists the school has screened all existing staff and rehire no more than 50 per cent.</p>	<ul style="list-style-type: none"> • Job Postings • Job Descriptions • Staff Lists 	
<p>Evidence exists has selected new staff.</p>	<ul style="list-style-type: none"> • Job Postings • Job Descriptions • Staff Lists 	

Turnaround Model Required Components	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists the school has implemented strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions.	<ul style="list-style-type: none"> • Salary Schedules • Union Agreements • School Calendar • Daily Schedule 	
Evidence exists the school will provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff	<ul style="list-style-type: none"> • Professional Development Plan • Professional Development Calendar 	
Evidence exists the school has adopted a new governance structure. (May include turnaround office/turnaround leader who reports to the Superintendent or Chief Academic Officer.)	<ul style="list-style-type: none"> • Organization Chart • SIG Coordinator Position Description • Other Position Descriptions • Resumes 	
Evidence exists that the school uses data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards.	<ul style="list-style-type: none"> • Student Achievement Data • Comprehensive Needs Assessment • Unpacking Tool • Scope and Sequence Documents • Pacing Guides • Curriculum Guides 	
Evidence exists the school promotes continuous use of student data to inform and	<ul style="list-style-type: none"> • Individual Lesson Plans • Student Achievement Data • Comprehensive Needs Assessment 	

differentiate instruction to meet student needs.	<ul style="list-style-type: none"> • Documentation of Differentiated Instruction • Documentation of a Multi-Tiered System of Support in the School 	
Turnaround Model Required Components	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists the school has established schedules and implement strategies that provide increased learning time.	<ul style="list-style-type: none"> • School Calendar • Daily Schedules 	
Evidence exists the school provides appropriate social-emotional and community-oriented services and supports for students.	<ul style="list-style-type: none"> • Partnership Agreements • MiBLISI • PTO/PTA Meeting Agendas or Minutes • Community Organization Agreements 	

Turnaround Model: Optional Components

Optional Turnaround Activities	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists of additional funding to attract and retain staff.	<ul style="list-style-type: none"> • MEGS+ Budgets • Salary Schedules 	
Evidence exists of a system for measuring changes in instructional practices that result from professional development.	<ul style="list-style-type: none"> • Student Achievement Data • Professional Development Calendar • Meeting Agendas • Meeting Minutes 	
Evidence exists the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.	<ul style="list-style-type: none"> • Union Agreements • District Hiring Policy 	
Evidence exists reviews are conducted to ensure that the curriculum is implemented with fidelity and is impacting student achievement.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes 	
Evidence exists a school wide Multi-Tiered System of Supports model has been implemented.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes 	
Evidence exists of professional development to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.	<ul style="list-style-type: none"> • Professional Development Calendar • Professional Development Plan 	

Optional Turnaround Activities	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists of the use and integration of technology-based interventions.	<ul style="list-style-type: none"> • Technology Plan 	
Evidence exists of increased rigor through programs such as Advanced Placement, International Baccalaureate, Science, Technology, Engineering, Arts and Mathematics (STEAM), and others.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes 	
Evidence exists of summer transition programs or freshman academies	<ul style="list-style-type: none"> • Summer Program Schedule • Summer Program Description • MEGS+ Budgets 	
Evidence exists of efforts to increase graduation rates through credit recovery, smaller learning communities, and other strategies.	<ul style="list-style-type: none"> • Credit Recovery Program Information • Meeting Agendas • Meeting Minutes 	
Evidence exists of early warning systems to identify students who may be at risk of failure.	<ul style="list-style-type: none"> • Meeting Agendas • Meeting Minutes • Student Data • Multi-Tiered Systems of Support 	
Evidence exists of partnerships with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.	<ul style="list-style-type: none"> • Partnership Agreements • MiBLISI • PTO/PTA Meeting Agendas or Minutes • Community Organization Agreements 	

Optional Turnaround Activities	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Evidence exists of extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.	<ul style="list-style-type: none"> • School Calendar • Daily Schedule 	
Evidence exists of the school has implemented approaches to improve school climate, culture and discipline	<ul style="list-style-type: none"> • PBIS or Similar Programs in Place 	
Evidence exists of the school has expanded their program to offer full-day kindergarten or pre-kindergarten.	<ul style="list-style-type: none"> • Daily Calendar 	
Evidence exists of the school has will be run under a new governance arrangement.	<ul style="list-style-type: none"> • Organization Chart • Memorandums of Understanding 	
Evidence exists of the school has implemented a per pupil school based budget formula weighted based on student needs.	<ul style="list-style-type: none"> • Title I School Selection MEGS+ Application • Student Achievement Data 	
The school has implemented new instructional model (themed, dual language academy, etc.)	<ul style="list-style-type: none"> • Academic Program Descriptions • Flyers, Bulletins • Parent Communications 	

Fiscal Monitoring

As noted previously, the fiscal review is only required as part of the June implementation process. However, MDE reserves the right, upon advice of the assigned monitor, to move the fiscal review to January instead of June, or to conduct the fiscal review in both January and June.

The following items, at a minimum, should be available for review during the fiscal monitoring visit. (These items will encompass all of the *Examples of Evidence* as noted in the chart below).

- Board minutes
- Copies of approved School Improvement Grant (SIG) application and all related budget amendments
- Personnel information
 - List of SIG personnel
 - Job descriptions
 - Copies of contracts for SIG employees
 - Semi-annual certifications and Personnel Activity Reports (PARS) as appropriate
 - Time and attendance records
 - Payroll Distribution Report
- Evidence of expenditures
 - LEA purchasing policy and procedures
 - District detail budget report
 - Purchase orders, contracts, invoices, etc. available on site
 - Bids for goods and services

Evaluation of bids, contracts, and/or awards

- Proof of advertisements (method of dissemination or posting, and length of posting)
- Evaluation documentation
- Documentation of Board approval of award or contract
- Cash Management
 - Documentation to support request for funds
- Fixed Assets
 - Fixed asset inventory of equipment purchased with SIG funds by building and room location

Fiscal Review Checklist

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>Is it evident that budgets and expenditures for the School Improvement Grant 1003(g) are:</p> <ul style="list-style-type: none"> a. Allocable? b. Reasonable and necessary? c. Meeting program intent and purposes? d. Aligned with the approved application on file at the SEA? e. Obligated and liquidated in accordance with the approved plan within the approved grant period? <p>Authority: OMB Circular A-87</p>	<ul style="list-style-type: none"> • MEGS+ School Improvement Grant 1003(g) program applications • Evidence of expenditures (district detail budget report, purchase orders, contracts, staffing, invoices, etc.) available on-site • Other _____ — 	
<p>Has the LEA submitted amendments to request changes in the School Improvement Grant 1003(g), and was MDE approval granted prior to implementation of program modifications?</p> <p>Authority: 34 CFR 80.30</p>	<ul style="list-style-type: none"> • Approved budget amendments in MEGS • Approved updated SIG plan in MEGS 	
<p>Is it evident that contracts and agreements for products and services are made in accordance with applicable federal, state, and local regulations as well as audit guidelines?</p> <p>Authority: 34 CFR 80.36</p>	<ul style="list-style-type: none"> • Copies of contracts and agreements • LEA purchasing policies and procedures 	

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>Is time and effort documentation available, approved, and signed by appropriate individuals, if applicable?</p> <p>Authority: OMB Circular A-87, Appendix B to Part 225, 8(h)</p>	<ul style="list-style-type: none"> • List of SIG funded personnel/positions • Personnel Activity Reports • Semi-annual certifications • Job descriptions • Payroll records • Work schedules 	
<p>Are there employees that are partially paid (less than 1 full FTE) from SIG funds? If so, how is time documented for those employees?</p>	<ul style="list-style-type: none"> • List of SIG funded personnel/positions • Personnel Activity Reports • Semi-annual certifications • Job descriptions • Payroll records • Work schedules • Financial records • Other _____ 	
<p>For employees paid from multiple funding sources, do timesheets properly reflect worked performed in each cost objective/index code (SIG and Non-SIG)?</p>	<ul style="list-style-type: none"> • Personnel Activity Reports • Job descriptions • Payroll records • Work Schedules 	

Activities Allowed or Unallowed Allowable Cost/Cost Principles	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>If salaries are prorated and not paid from one funding source, are benefits prorated based on the funding ratio? MDE will verify a sample of transactions.</p>	<ul style="list-style-type: none"> • Payroll records • Financial records 	
<p>Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory requirements?</p> <p>Authority: 34 CFR 80.40(a)</p>	<ul style="list-style-type: none"> • LEA-level person assigned to monitor the program(s) • Written records/schedules of monitoring visits • Budget and expenditure reports 	

Cash Management	Examples of Evidence	Comments/Notes Implementation Progress and Comments (0%-100%)
<p>Review of CMS and accounting records to compare actual request for funds that the funds drawn to determine if they were for reimbursement or either for the immediate needs of the district. Immediate need is defined as disbursed within 72 hours of receipt.</p>	<ul style="list-style-type: none"> • LEA Financial records • CMS Drawdown logs and fund requests • Other _____ 	

Matching, Level of Effort, Earmarking - Supplement Not Supplant	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>An LEA that uses SIG funds to serve one or more priority schools may use SIG funds only to supplement the amount of non-Federal funds that the school would otherwise have received if it were not operating a Title I program, including those funds necessary to provide services required by law for students with disabilities and limited English proficient students. However, a school does not need to identify particular children as eligible to participate or demonstrate that SIG funds are used only for activities that supplement those the school would otherwise provide with non-Federal funds.</p> <p>Authority: Sections 1114(a)(2)(A)(ii) and (B) of the ESEA (20 USC 6314(a)(2)(A)(ii) and (B)).</p>	<ul style="list-style-type: none"> • Financial records • Other _____ 	

Accounting and Internal Controls	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>Did the amounts expended during the grant period agree with the activities in the approved application? Was the proper budget amendments made in MEGS+? Were there changes to the SIG plan?</p> <p><i>(Not applicable in January of year 1)</i></p> <p>Authority: EDGAR Section 80.20(b)(4)</p>	<ul style="list-style-type: none"> • SIG Grant Application and Amendments • MEGS Approved Budget • Final Expenditure reports • Purchase orders, invoices, checks, etc. • Other _____ 	
<p>Does the LEA maintain separate accounting records of funds made available under the School Improvement Grant 1003(g)?</p> <p>Authority: EDGAR Section 80.20(b)(2)</p>	<ul style="list-style-type: none"> • LEA Expenditure reports • General Ledger • SIG Specific Ledger • Review and observation of accounting procedures (accounting manual) • Other _____ 	

Procurement and Suspension and Debarment	Examples of Evidence	Implementation Progress and Comments (0%-100%)
Does the LEA have procurement policies in place that are in alignment/agreement with Federal Procurement Standards 2 CFR section 215.43?	<ul style="list-style-type: none"> • Board policies • Other _____ 	
<p>Does the LEA have written procurement policies and procedures that address the following:</p> <ul style="list-style-type: none"> a. Selection procedures require that solicitations incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured, identify all requirements that the contractors must fulfill, and include all other factors to be used in evaluating bids or proposals b. Ethical conduct <p>Authority: Procurement Standards 2 CFR sections 215.44(a)(3) and 215.42).</p>	<ul style="list-style-type: none"> • Board policies • Other _____ 	

Procurement and Suspension and Debarment	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>How does the LEA verify the legitimacy/allowability of transactions related to grant expenditures? MDE will verify that different individuals are initiating and reviewing/approving transactions.</p>	<ul style="list-style-type: none"> • Financial records • Purchase orders • Other _____ 	
<p>How does the LEA ensure contracts or sub-grants are not awarded to suspended or debarred parties?</p>	<ul style="list-style-type: none"> • Financial records • District contracting policies and procedures • Board policy • Other _____ 	

Procurement and Suspension and Debarment	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>A sample of procurement documents will be selected and reviewed for:</p> <ul style="list-style-type: none"> a. the rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis of contract price b. evidence that procurements are secured through full and open competition c. Single source procurement instances – evidence and rationale to limit competition in those cases where appropriate and a determination if the limitation was justified 	<ul style="list-style-type: none"> • Board minutes • Bid files • Evaluations of bids • Other _____ 	

Procurement and Suspension and Debarment	Examples of Evidence	Implementation Progress and Comments (0%-100%)
<p>d. evidence that contract files exist and that appropriate cost or price analysis was performed in connection with procurement actions, including contract modifications and that this analysis supported the procurement action.</p> <p>e. evidence that Federal awarding agency approved procurements exceeding \$100,000 when such approval was required. Procurements (1) awarded by noncompetitive negotiation, (2) awarded when only a single bid or offer was received, (3) awarded to other than the apparent low bidder, or (4) specifying a "brand name" product.</p> <p>f. evidence of compliance with other procurement requirements specific to the award.</p> <p>Authority: ARRA Sections 36(b)(9), 36(c) (1), 36(f), 36 (b) (1), and 36(g)(2); 2 CFR sections 215.45, 215.46, 215.43 and 215.44(e).</p>	<ul style="list-style-type: none"> • Board minutes • Bid files • Evaluations of bids • Other _____ 	



Fixed Assets	Examples of Evidence	Comments/Notes
Evidence of a fixed asset inventory for items purchased with SIG funds.	<ul style="list-style-type: none"> • Fixed asset policies and procedures • Fixed asset inventory of equipment purchased with SIG funds by building and room location • Items bear an inventory or identification tag and are consistent with the fixed asset inventory list. • Other _____ 	

Appendix O: Implementation Assessment Form—Transformation Model

School Name:	
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SRO monitors and the LEA will use this form to assess reform/redesign plan implementation. After the first semester, in January/ February, each school/district will be assessed on the school-level requirements: instructional program (#6), professional learning (#4), data-driven instruction (#7), and family/community engagement (#9). At the end of each year, starting in year 2, each school/district will be assessed on all requirements. Use the monitor and school/district comments sections as needed or if important points are made during the discussion that are not already captured in the field notes from monitoring visits. The completed forms will be driven by the accumulated data collected by SRO monitors and any information that the LEA provides. (Monitors will use template format)

INSTRUCTIONAL PROGRAM (#6)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> Building-wide teaching and learning strategies (Tier I) are defined and expectations for teacher implementation are communicated. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school's enacted curriculum is aligned to state standards (including horizontal and vertical alignment). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Instructional materials, resources, and technology are provided and used for quality instructional design. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> A standard protocol is used to monitor adult implementation of instructional strategies (including curricular alignment, use of curricular resources and technology). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Instructional program outcomes are identified and assessed for impact (through the ILC process, if applicable). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			

<ul style="list-style-type: none"> Tier I, Tier II, and Tier III instruction is intentionally designed to meet the learning needs of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Teachers exhibit instructional flexibility and responsiveness that allows for real time adjustments in instruction based on student needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

PROFESSIONAL LEARNING (#4)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> Professional learning (PL) activities are focused on supporting teachers' implementation of the instructional program (and other components of the reform plan). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Structures and systems are in place for collaborative planning time for learning teams. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Educators collaborate regularly to analyze student data and student work samples to inform instruction and adjust instructional delivery. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Staff members are aware of and adhere to PL implementation expectations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Leadership uses a protocol to evaluate the impact of changed adult instructional practices (may include data collection strategies such as walk-throughs, formal evaluation, lesson plan reviews or evaluation, and analysis of student work). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			

• Staff receives feedback and support to refine their new learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
• Professional learning is differentiated to meet the individual needs of staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

DATA-DRIVEN INSTRUCTION (#7)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
• The school is implementing a balanced assessment system that includes screeners, progress monitor/interim measures, and summative measures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
• Assessment cycle is defined.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
• Assessments are aligned to curriculum, instruction, and instructional program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
• Assessments inform the school's system of tiered interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
• Assessment results are shared and discussed with staff in a timely manner and useful format.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
• Reports of student data are appropriately communicated to students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			

<ul style="list-style-type: none"> Educators collaborate frequently to analyze assessment data (including student work) to reach a shared understanding and make changes to instructional practice in order to differentiate instruction (including subgroup data to identify achievement gaps). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Students get support to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

FAMILY & COMMUNITY ENGAGEMENT (#9)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The school has enacted a communication plan that includes day to day activities, a process for how to handle a school crisis, and regular updates on the reform plan progress). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Communication to family is accomplished through multiple methods of communication. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school is proving multiple opportunities for families to participate in strategies related to the reform plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school is proving multiple opportunities for community partners to participate in strategies related to the reform plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school tracks family and community member participation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Date:			
<ul style="list-style-type: none"> The school continually monitors that community partners activities align with the goals of the reform plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

BUILDING LEADERSHIP CAPACITY (#1)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> Principal can identify the support given by the district personnel. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Can articulate how support is aligned with the big ideas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Leadership is shared between the principal and teacher leaders. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Leadership uses data to hold themselves accountable for monitoring progress implementation of the reform plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Teachers can identify the building leaders and describe their roles and responsibilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Teachers are participating in leadership and or decision making roles. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

TEACHER & LEADER EVALUATION (#2)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district is implementing the educator evaluation program for all instructional staff with fidelity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district is implementing the educator evaluation program for all administrative staff with fidelity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district provides ongoing training and reviews evaluation processes to ensure reliability and fidelity of standardized procedures. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

EDUCATOR REWARD/REMOVAL (#3)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district uses an educator reward process that is based primarily on student achievement (based on state law) and reform plan implementation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district uses an educator removal process. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> District provides for and documents the various supports for struggling teachers to improve their practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

EDUCATOR RECRUITMENT/ASSIGNMENT & RETENTION (#5)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district has systems in place to actively attract and recruit high quality educators. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district uses a process for educator assignment that is based on identified student needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district uses various incentives to retain high quality staff at school. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

USE OF INSTRUCTIONAL TIME (#8)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district (building) has increased learning time in core academic subjects for all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district (building) has increased learning time for enrichment opportunities/time for all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district (building) has provided increased time for teacher collaboration and professional learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district monitors the use of additional instructional (and enrichment) time to ensure it aligns with the reform plan and is innovatively used to improve learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			

<ul style="list-style-type: none"> The district monitors and assesses teacher collaboration time to ensure that it leads to desired outcomes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

OPERATIONAL FLEXIBILITY (#10)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
The building leadership has been granted sufficient operational flexibility to implement the approved reform plan and increase improve student achievement outcomes, including:			
<ul style="list-style-type: none"> staffing 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> calendars/time 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> curriculum 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Budgeting 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> other 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

EXTERNAL SUPPORT (#11)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The school is participating in programs available through the ISD, state, or other organizations that align with major reform efforts outlined in transformation plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

Appendix P: Implementation Assessment Form—Turnaround Model

School Name:	
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SRO monitors and the LEA will use this form to assess reform/redesign plan implementation. After the first semester, in January/ February, each school/district will be assessed on the school-level requirements: instructional program (#6), professional learning (#4), data-driven instruction (#7), and family/community engagement (#9). At the end of each year, starting in year 2, each school/district will be assessed on all requirements. The completed forms will be driven by the accumulated data collected by SRO monitors and information that the LEA provides.

INSTRUCTIONAL PROGRAM (#6)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> Building-wide teaching and learning strategies (Tier I) are defined and expectations for teacher implementation are communicated. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school's enacted curriculum is aligned to state standards (including horizontal and vertical alignment). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Instructional materials, resources, and technology are provided and used for quality instructional design. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> A standard protocol is used to monitor adult implementation of instructional strategies (including curricular alignment, use of curricular resources and technology). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Instructional program outcomes are identified and assessed for impact (through the ILC process, if applicable). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Tier I, Tier II, and Tier III instruction is intentionally designed to meet the learning needs of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Teachers exhibit instructional flexibility and responsiveness that allows for real time adjustments in instruction based on student needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			

<u>MONITOR COMMENTS</u>
<u>SCHOOL/DISTRICT COMMENTS</u>

PROFESSIONAL LEARNING (#4)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> Professional learning (PL) activities are focused on supporting teachers' implementation of the instructional program (and other components of the reform plan). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Structures and systems are in place for collaborative planning time for learning teams. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Educators collaborate regularly to analyze student data and student work samples to inform instruction and adjust instructional delivery. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Staff members are aware of and adhere to PL implementation expectations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Leadership uses a protocol to evaluate the impact of changed adult instructional practices (may include data collection strategies such as walk-throughs, formal evaluation, lesson plan reviews or evaluation, and analysis of student work). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Staff receives feedback and support to refine their new learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Professional learning is differentiated to meet the individual needs of staff. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			

<u>MONITOR COMMENTS</u>
<u>SCHOOL/DISTRICT COMMENTS</u>

DATA-DRIVEN INSTRUCTION (#7)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The school is implementing a balanced assessment system that includes screeners, progress monitor/interim measures, and summative measures. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Assessment cycle is defined. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Assessments are aligned to curriculum, instruction, and instructional strategies outlined in #6. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Assessments inform the school's system of tiered interventions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Assessment results are shared and discussed with staff in a timely manner and useful format. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Reports of student data are appropriately communicated to students and parents. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Educators collaborate frequently to analyze assessment data (including student work) to reach a shared understanding, make changes to instructional practice in order to differentiate instruction, place students in appropriated tiered intervention groups. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Students get support to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

SOCIAL, EMOTIONAL, AND COMMUNITY SERVICE (#9)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The school uses a defined mechanism to identify student needs and math supports. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school is proving multiple supports for students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school is partnering with community partners/agencies to provide multiple supports for students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The school continually monitors that these supports to ensure that student needs are met and that they align with the goals of the reform plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

BUILDING LEADERSHIP CAPACITY (#1)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> Principal can identify the support given by the district personnel. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Can articulate how support is aligned with the big ideas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Leadership is shared between the principal and teacher leaders. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Leadership uses data to hold themselves accountable for monitoring progress implementation of the reform plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Teachers can identify the building leaders and describe their roles and responsibilities. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> Teachers are participating in leadership and or decision making roles. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

TEACHER & LEADER EVALUATION/SELECTION OF NEW STAFF (#2)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district is implementing the educator evaluation program for all instructional staff with fidelity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district is implementing the educator evaluation program for all administrative staff with fidelity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district provides ongoing training and reviews evaluation processes to ensure reliability and fidelity of standardized procedures. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district used defined competencies to screen staff. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district replaced at least 50% of previous staff. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

EDUCATOR RECRUITMENT/ASSIGNMENT & RETENTION (#3)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district has systems in place to actively attract and recruit high quality educators. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district uses a process for educator assignment that is based on identified student needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district uses various incentives to retain high quality staff at school. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			

GOVERNANCE STRUCTURE & OPERATIONAL FLEXIBILITY (#5)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district has implemented a new governance structure. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district has evidence of monitoring for implementation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district has evidence that regular reporting to key stakeholders occurs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
The building leadership has been granted sufficient operational flexibility to implement the approved reform plan and increase improve student achievement outcomes, including:			
<ul style="list-style-type: none"> staffing 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> calendars/time 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> curriculum 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> budgeting 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<p><u>MONITOR COMMENTS</u></p>			
<p><u>SCHOOL/DISTRICT COMMENTS</u></p>			

USE OF INSTRUCTIONAL TIME (#8)

Critical Components	Beginning Implementation	Partial Implementation	Full Implementation
<ul style="list-style-type: none"> The district (building) has increased learning time in core academic subjects for all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district (building) has increased learning time for enrichment opportunities/time for all students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district (building) has provided increased time for teacher collaboration and professional learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district monitors the use of additional instructional (and enrichment) time to ensure it aligns with the reform plan and is innovatively used to improve learning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<ul style="list-style-type: none"> The district monitors and assesses teacher collaboration time to ensure that it leads to desired outcomes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date:			
<u>MONITOR COMMENTS</u>			
<u>SCHOOL/DISTRICT COMMENTS</u>			