




2014-15 District-Level Implementation of Agenda 2017 Initiatives

Purpose

This checklist for **district-level leaders** provides a cross-cutting view of several key Wisconsin initiatives within [Agenda 2017](#) and how they fit together for maximum impact on student learning in the 2014-15 school year. The use of this checklist is voluntary—it has been designed as an optional tool to assist leaders in leading efforts at the local level. District leaders may use this tool however they wish. For example, administrators might separate out the action items listed below for a planning team, including district staff responsible for implementation of EE, CCSS, and assessment, to focus on. Others might use the downloadable (Excel) [Planning Tool](#) and sort action items by responsible party. As always, administrators will delegate as appropriate to fit their local context.

Process




Use this checklist, organized by action items to be completed during phases of a school calendar year, to specifically address the implementation of:

-  Common Core State Standards (CCSS) and their aligned instruction and assessments;
-  Continuous data use for school improvement; and
-  Wisconsin Educator Effectiveness System (EE).

Cross-Cutting Practices

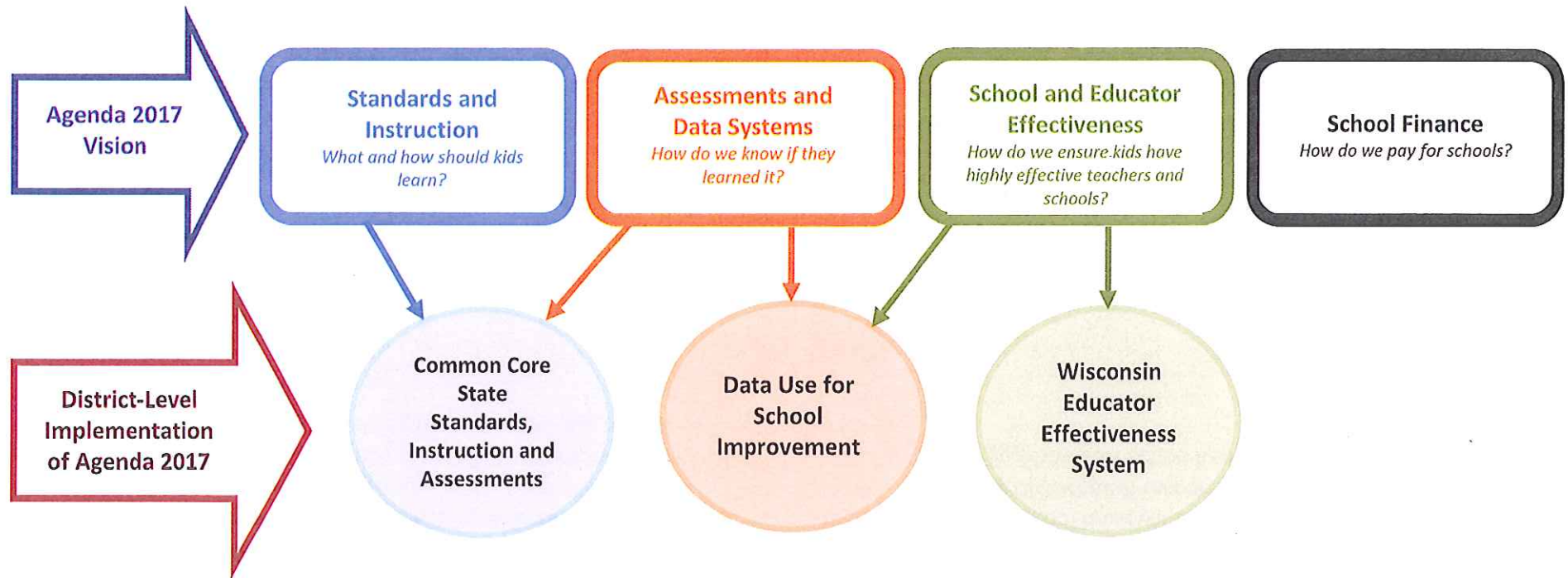
All action items in the checklist are grounded in **five enduring, recurring, cross-cutting practices** that are the foundation to accelerate change across the broad Agenda 2017 areas of standards and instruction, assessments and data systems, school accountability, educator effectiveness, and beyond. The cross-cutting practices are:

- **collaborative leadership, communication, and goal setting;**
- **integrated assessment planning;**
- **integrated technology planning;**
- **integrated job-embedded professional development; and**
- **building assessment literacy, data literacy, and using data deliberately.**

KEY:  CCSS, Instruction and Assessments  Data Use for School Improvement  Wisconsin Educator Effectiveness System

State-to-District Level Implementation of Agenda 2017

Wisconsin is advancing education reforms to ensure every child graduates ready for further education and the workplace. To achieve these goals, we must focus on four simple but powerful ideas. These ideas, depicted below, make up Wisconsin's Agenda 2017 Vision.



KEY:
△ CCSS, Instruction and Assessments
 □ Data Use for School Improvement
 ○ Wisconsin Educator Effectiveness System

Summer 2014: Action Items

At this phase, establish your implementation planning team, develop goals and systems for success, and plan for ongoing, job-embedded professional learning.

- Review preliminary deductions from the 2013-14 School/District Accountability Report Cards, and complete the [inquiry process](#) if applicable.
- Ensure principals have reviewed preliminary deductions from the School/District Accountability Report Cards as well.
- Review the [report card resources](#) to ensure a thorough understanding of your 2013-14 School/District Accountability Report Cards.
- Review the yearly staff Professional Development (PD) calendar to ensure principals and schools have adequate time to address professional learning needs for the upcoming school year, paying particular attention to the [EE training plan](#).
- Complete the [Educator Effectiveness District Readiness Tool](#) and use results to develop and carry out a detailed implementation plan tailored to your district's needs.
- Ensure everyone serving as an evaluator has access to Teachscape.
- Ensure everyone serving as an evaluator completes training (Focus Certification Test in Teachscape).
- Assess the technology readiness of the district to administer Smarter Balanced and ACT Suite assessments, using the [guidelines provided by DPI](#). Develop a plan for addressing any identified gaps. Submit technology readiness status to DPI via the [Technology Readiness Survey](#).
- Communicate district goals, assessment plan, and District Accountability Report Card results to parents, community, district staff, and school board.
- Ensure there is a plan for training on new assessments for Fall 2014 (PALS Grade 2, ACT Aspire Early High School Grade 9).
- Schedule meetings regularly throughout the year to ensure systematic implementation of Agenda 2017 initiatives.
- Within the district's strategic plan, use data to develop 2-4 district-level instructional, measurable goals (i.e., SMART goals) for the year, ensuring connections to EE, CCSS, and accountability measures and record these in tools such as [WISEExplore fillable forms](#).
- Create a district assessment plan that maps a balanced assessment year for staff.
 - [Incorporate Wisconsin Student Assessment System \(WSAS\) tests, Phonological Awareness Literacy Screening \(PALS\), and ACCESS for ELLs.](#)
 - Evaluate technology needed to complete all required assessments using the [guidelines provided by DPI](#).
 - Ensure staff is familiar with online testing environments (i.e., using [Smarter Practice](#) tests).
 - Ensure the team is fluent in the DPI [WISEExplore eLearning modules](#).
 - Build assessment literacy, using the principles in the DPI [Wisconsin Balanced Assessment System](#) and Wisconsin RtI Center materials (e.g., [Balanced Assessment chart](#), [RtI Center Balanced Assessment modules](#), and the [assessment timeline](#)).
- Identify key district roles for Educator Effectiveness Implementation (e.g., evaluators, effectiveness coaches).
- Begin drafting a specific Educator Effectiveness Implementation Plan for 2014-15, including dates to deliver required state training.
- Revise school schedules to allow for Professional Learning Community (PLC) collaboration time.
- Ensure members of your implementation planning team participate in the [DPI WISEExplore eLearning modules](#) and/or training.

KEY: CCSS, Instruction and Assessments Data Use for School Improvement Wisconsin Educator Effectiveness System

Summer 2014: Action Items *(continued)*

- △ Use the [DPI District-Wide CCSS Professional Development tool](#) and explore relevant [Wisconsin Professional Learning on Demand \(WPLD\) modules](#) to plan for whole-staff professional development for the upcoming school year.
- Read the [Principal Evaluation Process Manual](#), and learn the Principal EE evaluation process, including the key steps and timelines.
- Communicate with your district or [CESA Implementation Coach](#) to receive any support needed in implementing the EE System.
- Use the [Wisconsin Administrator's Communications Toolkit](#) to communicate about the EE System, including:
 - communicating with staff about the [purpose](#) of the system in order to build trust and inform all staff about EE 2014-15 full implementation; and
 - developing and disseminating consistent communications to all staff, parents, and community members to increase understanding of the EE System purpose and processes.
- Determine who can help with district management tasks (e.g., budgeting, school calendar) to protect adequate time for Principal EE evaluations.
- Ensure evaluators complete Teachscape training and certification.
- Provide any necessary professional development and/or identify any necessary resources to support principals in transition from a building manager focus to an instructional leader focus.
- Plan for full implementation year activities according to the Fall Deep Dive Module planning document.

Fall 2014: Action Items

At this phase, plan to review data to monitor strategic planning goals and engage in ongoing formal and informal evaluation of staff.

- Provide staff updates on goals and key accountability areas throughout the year and at key points in the EE cycle.
- △□ Ensure principals and district staff have an understanding of the [School/District Accountability Report Cards](#) and any changes in the current report card.
- Develop strategies for [communicating with families](#) and the community about district strengths and areas needing improvement based on report card data.
- △□ Ensure schools that fall into the [Alternative Accountability](#) process are developing achievement goals and select data to track during the year that will serve as their 2014-15 accountability indicators.
- △ Confirm that high school(s) have completed training to be ACT administration sites.

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Fall 2014: Action Items *(continued)*

- Ensure schools are accommodating a PLC structure that is focused on critical work:
 - Analyze universal screening data and student work to differentiate instruction, leverage an instructional framework (e.g., [Universal Design for Learning](#), [Gradual Release of Responsibility](#)), and plan interventions.
 - Write and/or align [performance tasks](#) and [lesson/unit plans](#) that align to standards and SMARTER claims for [ELA](#) and [mathematics](#).
- Train staff on Wisconsin Balanced Assessment System approach using [DPI](#) and [Wisconsin RtI Center materials](#) (e.g., Balanced Assessment chart, RtI Center Balanced Assessment modules).
- Ensure principals are using the [CCSS District-Wide Professional Development tool](#) to deliver CCSS professional development in a logical and sequential manner as aligned to school needs. Ensure principals are offering PD on data tools, such as [WISEdash](#) using [WISExplore](#), for the purpose of
 - using and examining data (e.g., summative, formative, and interim student data) as part of every whole school and/or PLC meeting, and
 - providing guidance on the various types of data that staff should consider in making data-driven decisions and providing the various technology tools to assist staff in using data.
- Ensure that principals agree on support roles for EE Coaches, and review progress toward school goals and team SLOs.
 - Determine the appropriate stage of evaluation (rating or non-rating year) for each educator. *Note that the law has not changed regarding frequency of evaluation. At a minimum, educators must be evaluated in their first year of employment and every third year thereafter. Approximately 1/3 of your educators should be in a rating year in 2014-15. Everyone else should be in a non-rating year.*
 - Participate in district-wide [training for EE full implementation](#) in 2014-15 and ensure all staff completes the DPI orientation modules.
 - Ensure all staff has access to their Teachscape licenses and are beginning to complete the training modules on the Danielson Framework embedded in Teachscape.
- Ensure the accuracy of data being reported to DPI. These data will affect School/District Accountability Report Cards, EE calculations, and assessment results.
 - Assure that the Individual Student Enrollment System (ISES) coordinator has a process to verify that “all students enrolled” accurately reflects all students enrolled in the district at the time of Wisconsin Student Assessment System (WSAS) testing.
 - Carefully review the accuracy of [ISES Progress and Summary Reports](#) by November 15.
- Plan for full implementation year activities according to the Winter Deep Dive Module planning document.
- Hold meetings regularly with your implementation team to develop deep knowledge and understanding of district goals and to continuously monitor them by:
 - building data literacy through [WISExplore](#);
 - understanding accountability measures such as the [District Report Card](#); and
 - understanding the [EE System](#) and the [Danielson Framework](#).

KEY:

 CCSS, Instruction and Assessments

 Data Use for School Improvement

 Wisconsin Educator Effectiveness System

Winter 2014-15: Action Items

At this phase, continue reviewing data to monitor strategic planning goals and engage in ongoing formal and informal evaluation of staff.

- Provide staff updates on goals and key accountability areas throughout the year and at key points in the EE cycle.
- Ensure that principals are using the DPI CCSS [mathematics](#) and [English language arts](#) walk-through tools when visiting classrooms to identify evidence of CCSS instructional shifts, connections to EE domains, and whole school goals.
- Encourage educators to use Teachscape Learn and [WPLD](#) for professional learning.
- Provide principals updates on goals and key accountability areas throughout the year and at key points in the EE cycle.
- Ensure that principals are carrying out the EE process for each educator in his or her rating year. This includes:
 - evaluation Planning Session;
 - observation and evidence collection (with ongoing feedback to teachers); and
 - mid-year or mid-cycle review.
- Administer ACCESS/ELL 2.0 online field test within the [test window](#).
- Plan for full implementation year activities according to the Spring Deep Dive Module planning document.
- Evaluate the success of the 2014-15 implementation team, make any necessary changes to the group's membership, and schedule a summer retreat for 2015-16 planning.
- Hold meetings regularly to review data toward positive impact on district goals using a standard process (e.g., [WISExplore](#)).

Spring 2015: Action Items

At this phase, begin evaluating strategic planning goals, continue to engage in ongoing formal and informal evaluation of staff, and look ahead to a summer planning retreat.

- Provide staff updates on goals and key accountability areas throughout the year and at key points in the EE cycle.
- Ensure the district assessment coordinator (DAC) is facilitating assessment administrations.
 - PALS K-2
 - Smarter Balanced in Grades 3-8
 - DLM in Grades 3-11, as appropriate
 - Aspire in Grades 9-10
 - ACT and WorkKeys in Grade 11

KEY: <input type="checkbox"/> CCSS, Instruction and Assessments <input type="checkbox"/> Data Use for School Improvement <input type="radio"/> Wisconsin Educator Effectiveness System

Spring 2015: Action Items *(continued)*

- Ensure that evaluators are carrying out and completing the EE process for each educator in his or her rating year. This includes:
 - additional observation and evidence to ensure adequate evidence for subsequent rating is gathered;
 - rating of professional practice and SLOs; and
 - final evaluation conference.
- Evaluate progress of the 2-4 district-level instructional, measurable goals (e.g., SMART goals) set at the beginning of the year and begin planning for the 2015-16 school year.
- Reflect on data related to 2014-15 school goals, make any necessary changes to the implementation planning team membership, and schedule a summer retreat for 2015-16 planning.

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