

Introduction 1

Strategy/ Program/ Initiative Description 2

1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?

4

2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the

strategy/ program/ initiative? 8

3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative? 11

4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?

15

Impact: What was the impact of the strategy/ program/ initiative on students? 18

Impact Conclusion 19

Report Summary 21

Introduction

Evaluation of strategies, programs, and initiatives to accelerate achievement and close achievement gaps is a key step in the continuous school improvement process. In addition, all federal programs (Title I Part A, C, and D; Title II, and Title III) require annual evaluation, especially when federal and/or state funds are used to support such efforts. More importantly, evaluation represents good practice and will likely improve outcomes. The Program Evaluation Tool can be used both during implementation to make mid-course corrections as well as following implementation to identify why results turned out as they did and how to improve implementation that will lead to increased student achievement.

Strategy/ Program/ Initiative Description

What is the name of the strategy/ program/ initiative being evaluated?

Balanced Assessment Practices and Instructional Learning Cycles. This is a district-wide, holistic initiative.

Provide a detailed description of the strategy/ program/ initiative being evaluated.

A balanced assessment system is the strategic use of assessment that informs decisions at the classroom, school, district, and state levels. A balanced assessment system is composed of formative, interim, and summative assessments. This researched-based strategy was initially implemented in January of 2013 and has become a focal point of instructional practice at Lincoln Middle School as well as our Van Dyke district.

All students utilize this strategy within their Tier 1 and 2 classrooms. Teachers create instructional learning units based upon essential learnings and student comprehension. Formative (daily) and interim assessment are embedded throughout the lessons per unit. This critical data allows teachers to create needed intervention based on student response and comprehension. Our current enrollment is 458 students in grades 6th, 7th and 8th. 97 (20%) of the 458 students receive special education services. 6th grade - Enrollment is 155 students (Asian American 5, African American 110, White 20, Latino 1, Multiracial 19) 7th Grade - Enrollment is 147 students (Asian American 2, African American 106, White 30, Hispanic/Latino 0, Multiracial 9) 8th Grade - Enrollment is 156 students (Asian American 4, African American 97, White 35, Hispanic 0, Multiracial 20)

What is the need being addressed by the strategy/ program/ initiative?

Statewide assessment data and NWEA data showed a significant gap between grade level expectations and student performance. Balanced Assessments and the ILC process was a strategy adopted to increase student achievement by improving student understanding of content across all disciplines.

NWEA Fall 2019 Scores:

6th Grade Reading - 204.6 (comparable to a 4th grade end of year national NWEA mean)

7th Grade Reading - 205.4 (comparable to a 5th grade mid year national NWEA mean)

8th Grade Reading - 206.3 (comparable to a 5th grade end of year national NWEA mean)

6th Grade Math - 205.8 (comparable to a 4th grade mid year national NWEA mean)

7th Grade Math - 207.9 (comparable to a 5th grade beginning of year national NWEA mean)

8th Grade Math - 208.8 (comparable to a 5th grade mid year national NWEA mean)

Our entire school population is comprised of 20% of students receiving some sort of special education services or accommodations.

What is the reason for selecting the strategy/ program/ initiative including intended results?

By working closely with the Macomb ISD, this research based initiative was selected because of it's ability to address weaknesses in the district related to consistent, coherent, rigorous, data-driven instruction. At the middle school level, the goal is for each department to have implemented balanced common assessments and Instructional Learning Cycles by the start of the 2016-2017 school year. Once the initiative was fully implemented, the following measurable goal will be utilized: 70% of students will reach a proficiency level of 70% or higher on all balanced assessments at the culmination of the ILC.

Cite the research supporting the strategy/ program/ initiative, including a brief summary of research findings and targeted population.

The Balanced Assessment Practices Manual created by Dr. Thomas Many of Solution Tree, Inc. provides thorough research consisting of scholarly articles and research studies."The key to improved student achievement was moving beyond an individual teacher looking at his classroom data. Instead, it took getting same-grade teacher teams to meet, analyze the results of each interim assessment to understand the concepts in the curriculum were posing difficulty for students, share ideas, figure out the best interventions, and actually follow up in their classrooms" (Christman et al., 2009).

"As we look to the future, we must balance annual, interim or benchmark, and classroom assessment. Only then will we meet the critically important information needs of all instructional decision makers." (Rick Stiggins, 2007)

1) Readiness: What is the readiness for implementing the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy/ program/ initiative?

Response:

Meeting agendas/minutes
Books/papers about the program
Staff surveys
School Improvement Plan elements
Professional development materials
Conference/workshop attendance
Data collection plan; data analysis work
Stakeholder survey results
Suggestion box ideas collected
School improvement team agendas
Focus group interviews

We have created staff professional development for teams to create their instructional learning cycles together with support of district and/or MISD trainers.

What does the evidence show regarding stakeholder (staff/ students/ parents) understanding of the need as well as stakeholder ability to articulate the reason for the choice of the strategy /program/ initiative?

Stakeholders understood the need for improved and aligned instruction and assessments based on persistently low test scores and based on building level assessments that did not match the rigor level of state and national tests. The district, in partnership with the MISD, began pilot groups who utilized Thomas Many's Instructional Learning Cycles (ILC) and Balanced Assessment. These pilot groups saw success in student growth, so the remaining stakeholders gained a belief that this system would work to meet our needs. Throughout our time of integration, we have updated and accommodated both staff and students in this process, to continually meet the needs of all involved. Reviewing NWEA and common assessment data, staff, parents, and students have witnessed an increase in student achievement as well as adopting a new common language. Students are assuming more ownership of their learning and their NWEA scores and goals. Students are showing an increase in content proficiency through formative and interim assessments using smaller and more balanced assessments.

Statement or Question:b) What is the evidence regarding stakeholders (staff/ students/ parents) having a shared vision and strong commitment to the strategy/ program/ initiative?

Meeting agendas/minutes
Books/papers about the program
Staff surveys
School Improvement Plan elements
Professional development materials
Conference/workshop attendance
Data collection plan; data analysis work
Stakeholder survey results
Suggestion box ideas collected
School improvement team agendas
Focus group interviews

What does the evidence show regarding stakeholders (staff, parents, students) having a shared vision and strong commitment to the strategy/ program/ initiative?

It is clear that the district is committed to this strategy based on the time that is spent for the professional learning and development of lessons and assessments. The student growth is evidence of the stakeholders having commitment to the strategy. Early release for students is designated every other week in order for staff to participate in Professional Learning Community time where ILC and Balanced

Assessment data is reviewed. Aside from PLC time, central and building level administration, along with a member of the MISD have worked with a majority of the instructional staff narrowing our focus on essential standards to improve instructional strategies and assessment development. A database has been created to store, share and analyse data and information gathered throughout the process.

Statement or Question:c) What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

Response:

Meeting agendas/minutes
Books/papers about the program
Staff surveys
School Improvement Plan elements
Professional development materials
Conference/workshop attendance
Data collection plan; data analysis work
Stakeholder survey results
Suggestion box ideas collected
School improvement team agendas
Focus group interviews

What is the evidence regarding how stakeholder (staff, parents, students) concerns were identified and addressed?

The biggest concern was the time needed to fully implement this strategy as a full staff. This concern has been addressed by providing teachers with release time to prepare the lessons and assessments and PLC time to analyze results. Individual departmental concerns were addressed with the help of Thomas Many, as he came in to meet with each department separately to discover solutions to the specific concerns each had. As we have evolved in this critical process, one of our focuses has been to train each staff member in the ILC process, along with support of a trainer and team members.

As the Balanced Assessment and ILC process continues, the main concern of teachers still revolves around the time it takes to complete the requirements of the process. District level administration has continued to address this concern by providing additional time and support for teachers and by streamlining some of the process to make it more efficient and beneficial.

Statement or Question:d) What is the evidence regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

Response:

Meeting agendas/minutes
Books/papers about the program
Staff surveys
School Improvement Plan elements
Professional development materials
Conference/workshop attendance
Data collection plan; data analysis work
Stakeholder survey results
School improvement team agendas
Focus group interviews

What does the evidence show regarding the ability of staff and administrators to integrate the strategy/ program/ initiative with existing work?

Our staff utilizes Common Core State Standards to create essential standards. The ILC strategy allows for those essential standards to be prioritized into focused, attainable targets to better reach our student need. Teachers currently display the unwrapped standards in target format in the form of "I Can" statements. These targets are routinely displayed in classrooms utilizing the BBC (Black Board Configuration) format and discussed within each unit lesson for student understanding and ownership.

What action steps are needed to increase readiness to implement the strategy/ program/ initiative?

Current action steps include preparing set-aside time for this work to continue into the coming school year. Also, the district is seeking out additional resources to support teachers and students to meet the established learning targets. Due to a continuous high turnover amongst instructional staff and administration, ILC's need to be organized in a manner where new staff can easily adapt to the instructional process. A system has been developed to allow for a smoother transition for new teachers. All teachers have access to ILC units, resources and assessments as they are created. PLC's and team planning time also support the work and the staff readiness of this critical strategy.

2) Knowledge and Skills: Did staff and administrators have the knowledge and skills to implement the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

Overall Rating: 4.0

Statement or Question:a) What is the evidence regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

Response:

Minutes of professional conversations
Self-assessment checklists
Staff surveys
Superintendent or administrator observations/walkthroughs
Professional learning agendas, sign-in sheets
Program simulations, administrator observations

What does the evidence show regarding staff and administrators' plan for how practice would change as a result of the strategy/ program/ initiative?

The evidence shows that teachers gained focus and knowledge on teaching the essential standards. They worked as teams to unwrap and prioritize standards and create balanced common assessments with higher Depth of Knowledge (DOK) questions. Teachers are now frequently seeking mastery of content rather than completion of lessons, which is a key attribute of this strategy. The evidence also shows a more coherent alignment to standards across grade levels in every content area.

Statement or Question:b) What is the evidence regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Response:

Minutes of professional conversations
Self-assessment checklists
Staff surveys
Superintendent or administrator observations/walkthroughs
Professional learning agendas, sign-in sheets
Program simulations, administrator observations

What does the evidence show regarding administrator knowledge of and ability to monitor and assess the effectiveness of the strategy/ program/ initiative?

Working together, the teachers and administrators created strategy implementation guides that defined how each content classroom should run. These SIGs are utilized by both teachers and administrators to plan and observe the work that is happening in the classrooms.

We have created staff professional development for teams to create their instructional learning cycles together with support of district and/or

MISD trainers.

Statement or Question:c) What is the evidence regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

Response:

Minutes of professional conversations
Self-assessment checklists
Staff surveys
Superintendent or administrator observations/ walkthroughs
Professional learning agendas, sign-in sheets
Program simulations, administrator observations

What does the evidence show regarding the sufficiency of opportunities for staff to learn the knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/ program/ initiative?

The professional learning for this strategy has been extensive. It is not only utilized at the building level, but is used throughout the entire district and is supported by the MISD. Professional learning has occurred in a multitude of settings - whole district, whole building, departmentally and even one on one. A plan is also in place to train new staff members in the basics of the initiative. We have created staff professional development for teams to create their instructional learning cycles together with support of district and/or MISD trainers.

Statement or Question:d) What is the evidence regarding staff ability to apply the acquired knowledge and skills?

Response:

Minutes of professional conversations
Self-assessment checklists
Staff surveys
Superintendent or administrator observations/walkthroughs
Professional learning agendas, sign-in sheets
Program simulations, administrator observations

What does the evidence show regarding staff ability to apply the acquired knowledge and skills?

Observations during classroom walkthroughs, staff meetings and professional learning experiences show that staff was prepared to implement the strategy. By 2020, almost every staff member has taken part in a school support team cycle, which provides an in-depth dive into the ILC process. This cycle allows for specific content teachers to have flexible time to create and implement an instructional learning cycle within their classrooms. Support is given from the building academic coach. The culminating activity is reviewing and discussing the ILC process, student success and next steps as a full team. Each staff member works closely with administrators, the academic coach and a representative from the MISD and are guided through the process. The successful student growth data shows that the strategy continues to be effective for our students.

What action steps are needed to improve participants' knowledge and skills?

Targeted support and professional learning for those who may not have participated in all of the opportunities that already occurred, which includes resource room and cognitively impaired teachers. Also, ensuring adequate time is available for continued preparation of ILCs, Balanced Assessments and Data Analysis, along with proper support and resources

3) Opportunity: Was there opportunity for high quality implementation of the strategy/ program/ initiative?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding the sufficiency of administrative support to achieve the intended results?

Response:

Agendas/minutes
Action plans
Email correspondence
Focus group and/or anonymous surveys
Logs, school schedules
Curriculum pacing guides
Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)
Staff meeting results
Protocols for reviewing formative assessment

What does the evidence show regarding the sufficiency of administrative support to achieve the intended results?

Administration is willing to change scheduling and provide pull-out time as needed for teachers to accomplish the goals of the strategy.

Administrators will continue to utilize walk-throughs with the SIGs and appropriate feedback for those who need support. Administrators will continue to provide the support of the team cycle which allows for specific content teachers to have flexible time to create and implement an instructional learning cycle within their classrooms

Statement or Question:b) What is the evidence regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

Response:

Agendas/minutes

Action plans

Email correspondence

Focus group and/or anonymous surveys

Budget sheets

Logs, school schedules

Curriculum pacing guides

Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

Staff meeting results

Protocols for reviewing formative assessment

What does the evidence show regarding the sufficiency of opportunities for on-going professional learning, including modeling and coaching?

The building employs a full-time Academic Coach who has been fully trained in ILC and Balanced Assessments. The district also employs a

Secondary Turnaround Director who facilitates the initiative in collaboration with building administration and the Academic Coach to oversee the process and carry it out with fidelity. They are always available to assist teachers who need modeling or coaching. Administrators and department chairs, as well as teacher leaders, are available for these opportunities as well. The district will continue its partnership with the MISD for further professional learning for the future.

Statement or Question:c) What is the evidence regarding the sufficiency of resources - including financial, time and personnel - to achieve the intended results?

Response:

Agendas/minutes

Action plans

Email correspondence

Budget sheets

Logs, school schedules

Curriculum pacing guides

Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

Staff meeting results

Protocols for reviewing formative assessment

What does the evidence show regarding the sufficiency of resources - including financial, time, and personnel - to achieve the intended results?

The district strives to provide ample time for teachers to complete the work necessary for this strategy and is very willing to support the strategy financially. Time is created for teachers to meet and work several times a year during the school day, in which substitutes are provided if needed and available. Professional Learning Community time is also made available throughout the year for staff to collaborate with each other or to complete tasks. The MISD provided many free or discounted resources including consultants, technical help and professional learning experiences.

Statement or Question:d) What is the evidence regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/program/initiative?

Response:

Agendas/minutes

Action plans

Email correspondence

Focus group and/or anonymous surveys

Logs, school schedules

Inventories

Curriculum pacing guides

Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

Staff meeting results

Protocols for reviewing formative assessment

What does the evidence show regarding the sufficiency of opportunities for staff collaboration to support implementation of the strategy/ program/ initiative?

Our bi-monthly PLC meetings provide teachers with time to collaborate. In addition, each department has been allowed pull-out time to focus on the strategy requirements. By 2020, almost every staff member has taken part in a school support team cycle, which provides an in-depth dive into the ILC process. This cycle allows for specific content teachers to have flexible time to create and implement an instructional learning cycle within their classrooms. Support is given from the building academic coach as well as the MISD. The culminating activity is reviewing and discussing the ILC process, student success and next steps as a full team.

Statement or Question:e) What is the evidence regarding structures being in place to collect and review implementation data?

Response:

Agendas/minutes

Action plans

Email correspondence

Focus group and/or anonymous surveys

Logs, school schedules

Inventories

Curriculum pacing guides

Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

Staff meeting results

Protocols for reviewing formative assessment

What does the evidence show regarding structures being in place to collect and review implementation data?

There was initial Professional Learning provided to instruct staff on the various models for data collection and analysis. Once each department was comfortable with using one of these models, PLC time has been made available bi-monthly to analyze data. Teachers use

Mastery Connect as a standards-based data collection program to effectively assess and monitor students progress. It is used to measure student proficiency in relation to the ILC and Balanced Assessment work being done.

4) Implementation with Fidelity: Was the strategy/ program/ initiative being implemented as intended?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined protocols to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data while maintaining the integrity of results.

Overall Rating: 3.0

Statement or Question:a) What is the evidence regarding a process being in place to monitor fidelity of implementation of the nonnegotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

Response:

Principal's walkthroughs

Number of staff implementing with fidelity

Model lessons

Surveys

Coaching schedule

Agendas and minutes of common planning time/meetings

Record of funds used

Lists of acquired resources

Focus group interviews

Debriefing following model lessons

Collegial observations/visits

Training agendas & material

Program Time Line

SST meetings, ILC documents

What does the evidence show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?

The evidence shows that the program is being implemented with fidelity, although not all departments are as far along in the process of using the strategy as others. The timeline for this strategy is over multiple years, so we are at an appropriate place with implementation now. Our

PD team cycles allow for specific content teachers to have flexible time to create and implement an instructional learning cycle within their classrooms along with support from the Academic Coach and administration. As a staff, we continue to revise this process to best meet the needs of our staff and students.

Statement or Question:b) What is the evidence regarding positive or negative unintended consequences that may have occurred, if any?

Response:

Principal's walkthroughs

Number of staff implementing with fidelity

Surveys

Agendas and minutes of common planning time/meetings

Lists of acquired resources

Focus group interviews

Debriefing following model lessons

Collegial observations/visits

Training agendas & material

Program Time Line

SST culminating meetings

What does the evidence show regarding positive or negative unintended consequences that may have occurred, if any?

The unintended consequences include: less content being "covered" as teachers work toward mastery instruction, the strategy not being as fully developed yet as it is taking longer than expected to implement with fidelity, and an increase in student passing rates for courses that utilize the ILC process. Teacher turnover in core content areas have caused minor unintended setbacks related to the progression of being able to implement the program with fidelity. Although the program has a solid foundation within the school and a process is in place to train new teachers, constantly starting over with new staff impacts the fidelity in which the program is implemented at the instructional level.

Statement or Question:c) What do implementation data and student achievement results suggest for implementing/modifying the strategy/ program/ initiative?

Response:

Principal's walkthroughs

Number of staff implementing with fidelity

Model lessons

Coaching schedule

Agendas and minutes of common planning time/meetings

Focus group interviews

Debriefing following model lessons

Collegial observations/visits

Training agendas & material

Program Time Line

How might these affect the integrity of the results?

Within the classrooms where the strategy is being used with fidelity, the results are very positive. All teachers are somewhere within the process of ILC implementation. As we continue our work in Balanced Assessment, we are seeing results within the classroom as well as our local and state assessment data. Teachers are able to assess student comprehension and reteach and retest to better support their students using formative/daily

What action steps are needed to ensure faithful implementation of program plans?

An increase in administrative walk-throughs with valid feedback will lead the process for continued implementation. Based on walk-throughs, protocol data and student growth data, appropriate coaching and professional learning will occur as needed. A continued dedication to creating process to inform and train new teachers to the ILC process will ultimately lead to faithful implementation of the program. By 2020, almost every staff member has taken part in a school support team cycle, which provides an in-depth dive into the ILC process. This cycle allows for specific content teachers to have flexible time to create and implement an instructional learning cycle within their classrooms. Support is given from the building academic coach as well as the MISD support person. The culminating activity is reviewing and discussing the ILC process, student success and next steps as a full team.

Impact: What was the impact of the strategy/ program/ initiative on students?

IN AN IDEAL STRATEGY/ PROGRAM/ INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) What is the evidence and what does it show regarding achievement of the measurable objective for all students when compared to baseline state and local data?

Student data is showing movement toward the measurable objective. Our students are given opportunity for reteaching and retesting in areas where they need more comprehension. The Instructional Learning Cycle allows for best practices and strategies to be implemented into the process of learning and assists teachers in building an understanding of each student's learning level.

b) What is the evidence and what does it show regarding achievement of the measurable objective for subgroups and their counterparts when compared to baseline state and local data?

Subgroups and the general population are moving toward attainment of goals at a similar pace. More integration of the subgroups is part of our next steps as we continue to build impactful results overall. Results of the ILC show students mastery at a higher rate than before implementation. When implemented as intended, students have great opportunity for growth.

c) What is the evidence and what does it show regarding stakeholder (staff/ students/ parents) satisfaction with the results?

Results show that all stakeholders are satisfied with the strategy. Many opportunity for dialogue and discussion is centered around this critical process. There are still specific changes that need to be addressed, but overall, educators within our building and our district, understand the need and benefits of Balanced Assessment and ILC Process.

Impact Conclusion

Statement or Question:Should the strategy/ program/ initiative be continued or institutionalized?

Response:

Yes

a) What is the evidence and what does it say regarding whether this was the right strategy/ program/ initiative to meet your needs?

As we continue to implement this process with fidelity, we can see a notable change in comprehension. As a staff, this process ensures that we are all involved in a process that keeps student comprehension at the center, but based on essential standards. Teachers understand the impact of this process when completed with fidelity.

b) What is the evidence and what does it say regarding whether the benefits of the strategy/ program/ initiative are sufficient to justify the resources it requires?

The MISD and the district have both been supportive in making the resources to continue this initiative manageable. Much of the whole staffs professional learning has already taken place and will continue to now be scaled back to focus on specific staff members for time and support. The MISD, Turn Around Director, Administration Team and Academic Coach supports each team within the School Support Team cycle (SST). They also supports the need for collaborative time for teachers to create their units, implement the lessons and assessments and analyze data to inform their instruction.

c) What adjustments, if any, might increase its impact while maintaining its integrity?

Most teachers are implementing the ILC process and understanding the impact that it has on student learning overall. As we move into the

2020-21 year, we will focus on making more efficient choices for teacher collaboration and dialogue to better impact their classroom learning and opportunity to work in teams. Flexibility in scheduling and teacher input will support this adjustment for the ILC process as a whole.

d) What is needed to maintain momentum?

Continued support from the district with a deeper understanding of teacher needs and expectations will maintain momentum. This, along with MISD support, Academic Coach support, time to create and collaborate, and time for data analysis ,will allow for continued success.

e) How might these results inform the School/District Improvement Plan?

This strategy affects many parts of our School Improvement Plan.It is the basis for many of our goals and objectives and we continue to build strategies and resources to support the success of our plan. ILC units are the basis of our Tier One instruction. Budget allocations keep the ILC/Balanced Assessment work as a priority in the SIP.