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# School Annual Checklist Items

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## Performed Monthly

### **Schedule, plan, and facilitate monthly leadership meetings**

Establishes team meeting best practices and foundations.

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### **Share relevant data with staff**

Provides understanding and evidence for school improvement/action planning and professional development. Celebrate successes!

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### **Provide and assess ongoing professional development and coaching**

Builds capacity and supports staff to implement evidence-based practices aligned to school goals. Be sure to assess professional development to ensure it is impacting outcomes.

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## Tasks For July

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### **Develop/update communication plan**

Establishes feedback loops with staff, families, students, and communities.

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### **Establish system assessment coordinators for Tiered Fidelity Inventory (TFI—behavior) and School-wide Implementation Review (SIR—academics)**

Coordinates assessments and updates school improvement/action plan to carry out improvements.

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## **Finalize fall kickoff to teach school-wide expectations**

Teaching expectations makes environments more positive and predictable. We can't expect staff, students, families, and bus drivers to know something we haven't taught them.

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## **Tasks For August**

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### **Ensure family voice on your leadership team**

Embraces, engages, and empowers families as authentic partners.

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### **Finalize annual school improvement/action plan, meeting dates, and system self-assessment calendar**

Increases likelihood of system self-assessment completion and system fidelity. Regularly scheduled meetings are essential for strong implementation.

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### **Plan new and returning staff professional development**

Keeps staff informed of systems in place for consistent implementation.

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### **Review data from prior year to ensure your school's universal system addresses identified students' needs**

Provides timely opportunity to improve the system and student supports.

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## **Tasks For September**

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### **Complete academic universal screeners**

Timely data to support instructional decisions. Ensure instructional time is maximized.

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## **Hold fall kickoff to teach school-wide expectations**

Teaching expectations makes environments more positive and predictable. We can't expect staff, students, families, and bus drivers to know something we haven't taught them.

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## **Support staff in teaching classroom expectations**

Ensures classroom expectations are tied to school-wide expectations.

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## **Review instructional framework and establish coaching cycles**

An articulated instructional framework supports teacher planning and collaboration, academic and behavior-social learning, and ensures that all students receive high quality, standards-aligned instruction.

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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## **Identify students/groups receiving interventions and additional support based on new data**

Data should always guide and drive what practices you select to support each student.

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# **Tasks For October**

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## **Identify students in need of additional supports**

Looking at the data, we can see which students are in need of additional supports and begin providing that support.

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## **Analyze, share, and action plan from all system self-assessment results and student outcome data**

Provides evidence for where staff are along the journey. Data drives improvement/action planning and professional development. Reveals strengths and opportunities that determine system fidelity. Celebrate successes!

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## **Monitor/teach all adults about behavior and academic systems**

Builds consistency across all adults (substitute teachers, bus drivers, cafeteria/office personnel, and more) in the building.

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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# **Tasks For November**

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## **Plan for and conduct school-wide celebration of success**

Provides consistent acknowledgement of expected behaviors.

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## **Plan mid-year booster training**

Environments change throughout the year. Now's a good time to revisit what further teaching is needed for behavioral expectations (playground with snow, slippery sidewalks and roads, bus, etc.) .

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## **Acknowledge the adults in your building; they're working hard**

Keeps adults energized, which is important for sustaining the work.

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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# **Tasks For December**

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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## **Enjoy winter break and reflect on practices that worked well**

Take time for you and refuel for the second half of the year.

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## **Tasks For January**

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### **Conduct a mid-year review of school improvement/action plan and adjusts as appropriate**

When the leadership team monitors line items related to school improvement/action plan goals, they are more likely to move to the next level of implementation. Review universal/tier 1 practices and student outcomes.

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### **Share progress with staff and the community**

Data drives school improvement/action planning and continuous improvement. Celebrate successes!

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### **Evaluate staff needs for professional development related to the goals**

Helps adjust professional development on your plan.

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### **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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## **Tasks For February**

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### **Open system self-assessment windows**

This step is a requirement to access the assessments.

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## **Gather all data sources (evidence) for Tiered-Fidelity Inventory (TFI—behavior) and/or Schoolwide Implementation Review (SIR—academics) completion**

Creates efficiency when your school's data is prepared ahead of time.

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## **Clarify language and vocabulary used on Tiered-Fidelity Inventory (TFI—behavior) and/or Schoolwide Implementation Review (SIR—academics)**

Aligns everyone's understanding and responses around the line items.

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## **Schedule Tiered Fidelity Inventory (TFI—behavior) walkthroughs**

Captures student and staff voice to be used during the TFI assessment as data.

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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# **Tasks For March**

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## **Complete system self-assessments for reading and/or math via School-wide Implementation Review (SIR)**

Measures implementation progress, identifies areas of growth in adult practices, and determines system fidelity.

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## **Complete system self-assessments for behavior via Tiered Fidelity Inventory (TFI)**

Measures implementation progress, identifies areas of growth in adult practices, and determines system fidelity.

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## **Begin gold or platinum Recognized Schools program application (by invitation)**

Affirms the dedication and hard work schools and districts invest.

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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# **Tasks For April**

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## **Complete assessments and close assessment windows by April 30 for the Recognized Schools program**

Qualifications of the Recognized Schools program.

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## **Complete gold or platinum Recognized Schools program application (by invitation)**

Affirms the dedication and hard work schools and districts invest; Recognized Schools program applications and evidence are due April 30 and assessment windows must be closed.

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## **Analyze system self-assessment results**

Measures implementation progress, identifies areas of growth, and determines system fidelity. Celebrate successes!

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## **Complete school improvement/action plan based on system self-assessment results and relevant data (student outcomes data, walkthrough data, etc.)**

Provides direction and focus to move toward or sustain implementation.

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## **Determine professional development needs for next year and allocate time and resources for completion**

As part of the school improvement/action plan, systematically address gaps and opportunities for stakeholder professional development.

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## **Share Tiered Fidelity Inventory (TFI—behavior) and/or Schoolwide Implementation Review (SIR—academics) results with staff**

Provides understanding and evidence for school improvement/action planning and professional development. Celebrate successes!

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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# **Tasks For May**

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## **Aligned with district leadership, schedule system self-assessment dates for next school year**

Assessing provides schools with a complete understanding of their implementation.

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## **Schedule all monthly leadership meetings for next school year**

Establishes team meeting best practices and foundations.

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## **Start planning next fall's kickoff to teach school-wide expectations**

Teaching expectations makes environments more positive and predictable. We can't expect staff, students, families, and bus drivers to know something we haven't taught them.

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## **Monitor universal/tier 1 practices and student outcomes**

Links impact of adult practices to student outcomes.

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# Tasks For June

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## **Continue planning fall kickoff to teach school-wide expectations**

What gets calendared; gets done. Teaching expectations makes environments more positive and predictable. We can't expect staff, students, families, and bus drivers to know something we haven't taught them.

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## **Present end of the year data to all staff and celebrate successes**

Establishes feedback loops with staff (across teams), families, students, and communities.

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## **Assess teaming structures and times from current year to adjust for next year**

Prepares team for changes in staff and the opportunity to make adjustments to optimize the team.

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