
School Annual Checklist Items

Performed Monthly

Schedule, plan, and facilitate monthly leadership meetings

Establishes team meeting best practices and foundations.

Share relevant data with staff

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

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.

Tasks For July

Develop/update communication plan

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

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.

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.

Tasks For August

Ensure family voice on your leadership team

Embraces, engages, and empowers families as authentic partners.

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.

Plan new and returning staff professional development

Keeps staff informed of systems in place for consistent implementation.

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.

Tasks For September

Complete academic universal screeners

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

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.

Support staff in teaching classroom expectations

Ensures classroom expectations are tied to school-wide expectations.

Prepare staff for perception assessments: Self-Assessment Survey (SAS—behavior) and/or All Staff (academics)

Clarifies language and vocabulary for staff system self-assessments.

Complete staff perception assessments: Self-Assessment Survey (SAS—behavior) and/or All Staff (academics)

Strategic use of staff perception assessment data drives action planning.

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.

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

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.

Tasks For October

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.

Share staff perception assessments: Self-Assessment Survey (SAS—behavior) and/or All Staff (academics) results with staff

Opens communication and equity of voice back and forth from the leadership team to staff and staff to the leadership team. It's important to share identified needs, celebrate progress, and let staff know the team is using their data for continuous improvement.

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!

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.

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Tasks For November

Plan for and conduct school-wide celebration of success

Provides consistent acknowledgement of expected behaviors.

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.) .

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

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

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Tasks For December

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Enjoy winter break and reflect on practices that worked well

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

Tasks For January

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.

Share progress with staff and the community

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

Evaluate staff needs for professional development related to the goals

Helps adjust professional development on your plan.

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Tasks For February

Open system self-assessment windows

This step is a requirement to access the assessments.

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.

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.

Schedule Tiered Fidelity Inventory (TFI—behavior) walkthroughs

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

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Tasks For March

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.

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.

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

Affirms the dedication and hard work schools and districts invest.

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Tasks For April

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

Qualifications of the Recognized Schools program.

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.

Analyze system self-assessment results

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

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.

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.

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!

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Tasks For May

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

Assessing provides schools with a complete understanding of their implementation.

Schedule all monthly leadership meetings for next school year

Establishes team meeting best practices and foundations.

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.

Monitor universal/tier 1 practices and student outcomes

Links impact of adult practices to student outcomes.

Tasks For June

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.

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

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

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.
