

# PLANNING TOOL: Effective Grading and Reporting to Support Learning

**How to use this document:** *This tool provides a structured planning format for buildings/districts to strategically plan for implementation of a specific strategy or initiative in their district. It helps to support a focus on planning to identify specific action steps with the individuals responsible for each action step. Considering the actions needed in each of the phases, especially when working with the team of individuals that will be helping to lead the implementation, helps to create understanding and ownership of the action plan that will be undertaken prior to the launch. Planning for monitoring and evaluating at the onset helps to ensure follow through and implementation with fidelity. This tool can be used in concert with a Strategy Implementation Guide for the identified strategy.*

Preparation/Installation	Implement	Monitor the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
<p><b>QUESTIONS:</b>            How will we ensure <b>READINESS</b> for implementation?            How will we ensure that staff and administrators obtain or have the <b>KNOWLEDGE and SKILLS</b> to implement?            How will we ensure <b>OPPORTUNITY</b> for high quality implementation of the strategy?</p>	<p><b>QUESTIONS:</b>            How will we ensure <b>HIGH QUALITY IMPLEMENTATION</b> of the strategy?            What are the activities during implementation?</p>	<p><b>QUESTIONS:</b>            How will we ensure the strategy is <b>MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION</b>?            How will we ensure the strategy is <b>MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT</b>?</p>	<p><b>QUESTIONS:</b>            How will we ensure that the <b>FIDELITY OF ADULT IMPLEMENTATION</b> of the strategy <b>IS EVALUATED</b>?            How will you ensure the strategy's <b>IMPACT ON STUDENT ACHIEVEMENT IS EVALUATED</b>?</p>
<p><b>POSSIBLE ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>Identifying scale of implementation, including first practitioners</li> <li>Creating stakeholder understanding of the need and shared vision and purpose for the strategy; understanding of how the strategy integrates with current work</li> <li>Designing initial and long-term professional learning for staff and administrators</li> <li>Creating a Strategy Implementation Guide, including identifying the “non-negotiables” of strategy implementation</li> <li>Purchasing materials</li> <li>Employing staff</li> <li>Removing barriers to implementation</li> <li>Identifying and ensuring reliability of data systems for monitoring implementation fidelity and impact</li> <li>Conducting a survey to determine current teacher practices and beliefs</li> </ul>	<p><b>POSSIBLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Providing coaching to support implementation</li> <li>Implementing instructional rounds</li> <li>Implementing Tier 1, Tier 2 and/or Tier 3 Activities</li> <li>Implementing a Behavioral Support Program</li> <li>Implementing relevant Whole Child activities</li> <li>Incorporating technology</li> <li>Implementing parent involvement activities</li> <li>Implementing community engagement activities</li> </ul>	<p><b>POSSIBLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Identifying the monitoring mechanism(s) and protocol(s) to collect implementation fidelity and impact data</li> <li>Implementing interim target monitoring system(s)</li> <li>Identifying walkthroughs/learning walk monitoring process</li> <li>Structuring PLC/CASL meetings to review implementation and impact data and possibly make adjustments</li> <li>Communicating monitoring data with staff</li> </ul>	<p><b>POSSIBLE ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Analyzing and summarizing strategy implementation data</li> <li>Analyzing and summarizing end target data</li> <li>Repeat the same or similar survey from the first stage to determine current teacher practices and beliefs to identify changes in practices and beliefs and areas of strength and areas that need improvement.</li> </ul>

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<p><b>ACTIVITY:</b>  <b>Leadership:</b> Administration and staff have identified the implementation of effective grading practices as an initiative to be implemented as part of the ongoing continuous improvement process.</p>	<p><b>ACTIVITY:</b>            Administration has included the implementation of effective grading and reporting practices in the district and/or building improvement plan for the next 2 – 3 years and has planned for the needed resources in the plan and budget.</p>	<p><b>ACTIVITY:</b>            The timeline for implementation as designated for the activities within the continuous improvement plan is monitored during implementation by the leadership team and reported to the district improvement team. Metrics for both impact and implementation, as designated by the leadership team are gathered and monitored.</p>	<p><b>ACTIVITY:</b>            The leadership team identifies evaluation checkpoints at least 2 – 3 times throughout the year to determine both impact of the initiative and status of the progress for implementation. Collection of data is completed and evaluated in order to make decisions regarding “next steps” for implementation, expansion, modification and/or abandonment of various components of the implementation process.</p>
<p><b>ACTIVITY:</b>  <b>Leadership:</b> A leadership team/task force has been identified to lead the implementation process to ensure successful implementation. Members could include District and Building Administration, Staff, Parents, Technology Staff, Curriculum Specialists, Students (if appropriate), board member, Union representative.</p>	<p><b>ACTIVITY:</b>            The leadership team for this initiative has been identified and notified. A schedule of required meetings has been developed to monitor implementation and make needed adjustments.</p>	<p><b>ACTIVITY:</b>            The leadership team monitors attendance and engagement in the ongoing meetings for all team members and adjustments made, as needed. If changes in membership are needed, those are discussed and implemented.</p>	<p><b>ACTIVITY:</b>            Overall effectiveness of the team is discussed and evaluated by the leadership team and other district staff (superintendent, HR, etc.) based on feedback received throughout implementation and changes made in preparation for the next implementation period.</p>

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<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team, administration and/or staff have determined the vision for implementation of effective grading practices, including critical components for implementation with fidelity.  <a href="#">Strategy Implement Guide: Effective Grading and Reporting</a></p>	<p><b>ACTIVITY:</b>            The leadership team and site leadership have communicated the vision and have been provided training in the critical components for effective grading and reporting as designated in the <a href="#">Strategy Implementation Guide</a>.</p> <p>Standardized materials for each of the stakeholder groups have been developed and dates for communication and training have been identified and a calendar developed. Training includes the district vision.</p> <p>Coaches that will provide ongoing support have been identified by leadership and participate in training, as well as receive as training in coaching techniques (i.e. Cognitive Coaching).</p>	<p><b>ACTIVITY:</b>            Completion of the activities identified in the training calendar and attendance of the identified staff is completed. Make-up sessions are held, as needed to ensure the opportunity for training for all individuals responsible for implementation and/or leadership.</p> <p>Identification of the specific elements that will be implemented has occurred by the leadership and site teams and successful implementation is monitored through walk through observations, analysis of artifacts such as gradebooks/software. Ongoing training and coaching is provided, as needed at each site.</p>	<p><b>ACTIVITY:</b>            Effectiveness of the training program, as implemented is evaluated and changes made for the upcoming implementation period. Additional resources, if needed, are allocated.</p>
<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team, administration and/or staff have identified and collected baseline data that will be monitored to determine success/challenges and to adjust implementation, as needed. This might include: Course completion, Graduation Rate, Drop our Rate, Assessment Outcomes, Grade Distributions, Performance of alumnae in post-secondary education including number of remedial courses required, first year failure rate, percentage of degree/diplomas received, years taken to graduate, etc.</p>	<p><b>ACTIVITY:</b>            The leadership team determine the process for collection of baseline data and how it will be collected and stored to provide access to staff involved in the initiative. Timelines for collection are identified as well as the individuals responsible designated for each site and at the district level. The identified data has been collected and organized.</p>	<p><b>ACTIVITY:</b>            The leadership team has collected and analyzed the baseline data to determine the current status of the district in the area of effective grading and reporting practices. Specific strengths (assets) and challenges have been identified.</p>	<p><b>ACTIVITY:</b>            Using the data collected throughout the year and in the final collection, a final evaluation of the impact of the changed practices is conducted. Additional data that may be needed is identified for the upcoming implementation period.</p>

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<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team, administration and/or staff have completed a District/Building needs assessment to determine “current reality” around grading and reporting and status as to the readiness for implementation of new practices. Consideration is given to the critical components of effective grading practice and the conditions needed for successful implementation in each of the identified implementation sites.  <a href="#">Strategy Implement Guide: Effective Grading and Reporting</a></p>	<p><b>ACTIVITY:</b>            A self-assessment is completed and analyzed for each of the implementation sites to determine current reality and to determine the next steps for each of the implementation sites.             Current attitudes toward grading and reporting as well as existing practices will need to be considered as implementation is planned.</p>	<p><b>ACTIVITY:</b>            Ongoing focus groups will be convened for various stakeholders to gather perception data as well as implementation feedback for consideration throughout the implementation process. These groups could include:</p> <ul style="list-style-type: none"> <li>• Administration</li> <li>• Staff</li> <li>• Parents</li> <li>• Students</li> <li>• School Board</li> <li>• Community Members</li> <li>• Coaches</li> </ul>	<p><b>ACTIVITY:</b>            Final interviews will be held and surveys completed to determine at least annually to determine impact and progress for implementation to determine “next steps” for implementation and sustainability.</p>
<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team, administration, and/or staff have identified the sites (location, grades, content areas) and personnel that will be initial implementers and these personnel are represented on the leadership team. These sites are notified and training scheduled.</p>	<p><b>ACTIVITY:</b>            The leadership team, working collaboratively with implementation site teams, schedules and conducts initial communication to each of the sites and a calendar developed for ongoing meetings to monitor and evaluate impact and implementation.</p>	<p><b>ACTIVITY:</b>            Ongoing monitoring by the leadership team and site teams of the activities in the communication calendar occurs to ensure consistent communication and ongoing opportunities for discussion and feedback throughout implementation for the sites involved.</p>	<p><b>ACTIVITY:</b>            The leadership team and site teams conduct a final evaluation of the communication process and structure including opportunities for feedback and/or communication and changes identified for the upcoming year.</p>
<p><b>ACTIVITY:</b>  <b>Organization:</b> Alignment of the work of the effective grading practices team with the overall district improvement team and processes for open communication and collaboration are identified by both teams’ leadership.</p>	<p><b>ACTIVITY:</b>            The leadership team, working with other district teams, identifies a process and schedule for ongoing communication and feedback from existing teams within the district that may be impacted to ensure alignment and prevent unforeseen consequences of changes.</p>	<p><b>ACTIVITY:</b>            Consistent meetings and attendance at the meetings to ensure intra-district communication is monitored and adjusted, as needed.</p>	<p><b>ACTIVITY:</b>            The leadership team conducts a final evaluation to determine the ability to maintain communication pathways and alignments between various teams/initiatives and makes the needed changes prior to the next implementation period.</p>

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<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team, administration and/or staff have developed a multi-year timeline for implementation and expansion of the initiative.</p>	<p><b>ACTIVITY:</b>            The leadership team and site administration share the timeline for implementation with implementation sites and adjustments made, as needed, for each site.</p>	<p><b>ACTIVITY:</b>            The leadership team monitors the completion of identified interim targets and goals in the timeline.</p>	<p><b>ACTIVITY:</b>            The existing status of the activities in the current timeline is evaluated and changes made to support the upcoming implementation period.</p>
<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team has identified a Communication Plan with timelines and opportunities for input/communication for each of the stakeholder groups including Staff, School Board, Parents, Students.</p>	<p><b>ACTIVITY:</b>            The leadership team, working in collaboration with other departments, implements the communication plan activities, as written.</p>	<p><b>ACTIVITY:</b>            The leadership team monitors the successful completion of the activities identified in the communication plan is monitored and adjusted, as needed, based upon feedback from participants.</p>	<p><b>ACTIVITY:</b>            The status of the current communication plan is evaluated, and adjustments made for the upcoming implementation period.</p>
<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team ensures that effective resources for communication and a comprehensive plan for communicating student achievement to students, parents, teachers, and other stakeholders, i.e. report cards, informal communications, and conferencing is part of the overarching communication plan.</p>	<p><b>ACTIVITY:</b>            The leadership team helps to facilitate the development and implementation of communication to all of the identified stakeholders, working to ensure readability and voice is considered for each communication, especially in the area of grading and reporting to ensure understanding.</p>	<p><b>ACTIVITY:</b>            The leadership team monitors the successful completion of the activities identified in the communication plan is monitored and adjusted, as needed, based upon feedback from participants.</p>	<p><b>ACTIVITY:</b>            The status of the current communication plan is evaluated, and adjustments made for the upcoming implementation period.</p>
<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team has identified the appropriate sequence for communication and the various sources of information that will need be addressed as part of the communication plan (i.e. web page, social media, newsletters, common presentations for all sites, etc.)</p>	<p><b>ACTIVITY:</b>            The leadership team working collaborative with other departments, if needed, implements the communication plan activities, as identified.</p>	<p><b>ACTIVITY:</b>            The successful completion of the activities identified in the communication plan is monitored and adjusted, as needed by the leadership team, based upon feedback from participants.</p>	<p><b>ACTIVITY:</b>            The status of the current communication plan is evaluated, and adjustments made for the upcoming implementation period.</p>

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<p><b>ACTIVITY:</b>  <b>Leadership:</b> The leadership team has included technology staff responsible for the district SIS/Grading Program in initial conversations and/or the leadership team to determine alignment and capabilities of the adopted software to support the initiative.</p>	<p><b>ACTIVITY:</b>            Technology staff are involved in ongoing planning on a regular basis and provide feedback to the leadership team members regarding the capability of existing technology systems to support the changes in grading and reporting that are being implemented.</p>	<p><b>ACTIVITY:</b>            Technology staff monitors the technological components and changes needed for successful implementation and provide ongoing feedback to determine “next steps” and timelines for needed changes/upgrades to hardware and/or software.</p>	<p><b>ACTIVITY:</b>            The leadership team, in collaboration with the technology staff, conducts a final evaluation of the effectiveness of the current technological systems to support the ongoing implementation and determines next steps, including timelines and expenditures that may be needed.</p>
<p><b>ACTIVITY:</b>  <b>Organization:</b> The leadership team in collaboration with administration and staff review district policies and procedures to determine modifications that will be needed as the initiative moves forward.</p>	<p><b>ACTIVITY:</b>            The leadership team develops and implements a schedule for review of current policies and procedures is developed and followed by the individuals responsible the review.            Recommendations for changes needed are brought to the leadership team and shared with district leaders to determine those that may need Board action. A communication timeline to share changes, if any, is developed and followed.</p>	<p><b>ACTIVITY:</b>            The leadership team ensures that a review of policies and procedures has occurred, and changes recommended. Status of these changes and/or the needed Board action are monitored closely.</p>	<p><b>ACTIVITY:</b>            The leadership team conducts a final evaluation of the policies and procedures is conducted and any additional changes and/or incomplete action steps are identified and included in planning for the next implementation period.</p>
<p><b>ACTIVITY:</b>  <b>Organization:</b> The leadership team in collaboration with administration and staff review district curriculum to determine enhancements needed at the selected implementation sites/grade levels/content areas for success. This will include the identification of content area topics by grade as well as proficiency scales for each of these topics that will be included in changed grading/reporting practices. Work teams are identified, and resources allocated.</p>	<p><b>ACTIVITY:</b>            The leadership team and site teams support the work groups for each of the identified content areas and grade levels that will be impacted by the change in grading practice. A timeline and resources needed for curriculum work is developed and followed.</p>	<p><b>ACTIVITY:</b>            Completion of the identified curriculum work is monitored and adjustments made during implementation to ensure the work is supported and completed effectively. Adjustments in resources are made, as needed, based on feedback from the teams.</p>	<p><b>ACTIVITY:</b>            At the conclusion of the initial implementation period the status of the identified curriculum areas and grade levels impacted by the first phase of implementation is evaluated by the leadership team, site teams and work groups. Planning for the upcoming implementation period is conducted and resources allocated.</p>

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<p><b>ACTIVITY:</b>  <b>Organization:</b> The leadership team identifies the resources needed at the district and site level for successful implementation and allocates the needed resources (time, personnel, funding, technology, etc.). District staff works to secure these resources.</p>	<p><b>ACTIVITY:</b>            The leadership team, working collaboratively with other district staff, works to ensure the identified resources are available during implementation. Inclusion of this initiative in district continuous improvement goals as well as the various funding sources will be done to help ensure support.</p>	<p><b>ACTIVITY:</b>            Inclusion of this initiative in identified district goals and funding sources will be monitored and adjusted by the leadership team and additional district staff (Budget and Finance, Human Resources, etc.).</p>	<p><b>ACTIVITY:</b>            A final evaluation will be conducted by the leadership team and additional district staff to determine deficits/strengths in available resources and adjustments made for the upcoming implementation period.</p>
<p><b>ACTIVITY:</b>  <b>Competency:</b> The leadership team, working in collaboration with administration and staff, develop a comprehensive professional learning plan for the initial implementers which includes selected staff and specific topics to support implementation.</p>	<p><b>ACTIVITY:</b>            Leadership team members and/or outside providers that will provide the training are identified and have been trained using the district materials and the Strategy Implementation Guide.</p>	<p><b>ACTIVITY:</b>            Leadership and site teams monitor the completion of the activities delineated in the professional learning plan, as well as attendance at the activities. Follow up with attendees to support implementation of the effective practices taught will be conducted and need for ongoing training identified to support implementers.</p>	<p><b>ACTIVITY:</b>            Leadership and site teams evaluate the completion of the activities delineated in the professional learning plan, as well as attendance at the activities. Follow up with attendees to support implementation of the effective practices taught will be conducted and need for ongoing training identified to support implementers. If expansion of the initiative is going to occur, planning for professional learning for the new cohort of implementation sites will be included in this discussion.</p>
<p><b>ACTIVITY:</b>  <b>Competency:</b> The leadership team, working in collaboration with administration and staff, have determined a coaching structure to ensure ongoing support for implementation and have identified staff and other resources needed to support the coaching.</p>	<p><b>ACTIVITY:</b>            Leadership team members and/or outside providers that will provide the coaching are identified and have been trained using the district materials and the Strategy Implementation Guide.</p>	<p><b>ACTIVITY:</b>            Leadership and site teams monitor the completion of the activities delineated in the professional learning plan, as well as attendance at the activities. Follow up with attendees to support implementation of the effective practices taught will be conducted and need for ongoing coaching identified to support implementers.</p>	<p><b>ACTIVITY:</b>            Leadership and site teams evaluate the completion of the activities delineated in the professional learning plan, as well as attendance at the activities. Follow up with attendees to support implementation of the effective practices taught will be conducted and need for ongoing coaching identified to support implementers.</p>

This template is one example of an implementation process to help guide district and school collaborative planning for strategy implementation. Monitoring and evaluation activities for schools inform the district evaluation process embedded in the MICIP platform.