

Insert District Name

**Focus School(s) Quarterly Report to Board of Education
2015-2016 School Year**

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|---|--|
| <input type="checkbox"/> 1 st Quarter Report (September-November)
Due in MEGS+ January 15th | 1st Quarter Report Shared with Board-Date: _____ |
| <input type="checkbox"/> 2 nd Quarter Report (December-February)
Due in MEGS+ March 16th | 2nd Quarter Report Shared with Board-Date: _____ |
| <input type="checkbox"/> 3 rd Quarter Report (March-May)
Due in MEGS+ June 30th | 3rd Quarter Report Shared with Board-Date: _____ |
| <input type="checkbox"/> 4 th Quarter Report (June-August)
Due in MEGS+ September 30th | 4th Quarter Report Shared with Board-Date: _____ |

Building Name <i>Insert additional rows as needed</i>	BCode	Year First Identified as Focus	Title I?
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes
			<input type="checkbox"/> Yes

- **Additional data and documents may be appended to this report. Please upload a single composite document to MEGS+ , which includes this report and the additional appendices, including data reports, as a single PDF scan.**
- **Do not overwrite the previous quarterly report. The Users' Guide to Submitting Priority and Focus Quarterly Reports is located in MEGS+ under the View/ Edit screen of the application.**

All districts—District-Level Professional Dialogues: Conduct professional dialogue about the system changes required to support their Focus schools in closing the gaps identified in building-level dialogues. If no Professional Dialogues occurred, indicate N/A (Not Applicable.)

Dates of District-Level Data Dialogues this Quarter	Positions/ Staff Participating	What did you learn? What changes are you going to make as a result?

All buildings - School Level “Diagnostic Data Dialogues” with stakeholders conducted to examine data and determine changes in teaching/ learning practice capable of closing the student achievement gaps. Provide dates of data dialogues, position of building level persons participating, and summarize what was learned by the data dialogues held to date. If no Diagnostic Data Dialogues occurred, indicate N/A.

Building Name <i>Insert additional rows as needed</i>	Dates of Building Data Dialogues this Quarter	Positions/ Staff Participating	What did you learn? What changes are you going to make as a result?

ALL SCHOOLS

Identify strategies and interventions from the Teaching and Learning Priorities in the Focus School Diagnostic (from ASSIST) implemented during the quarter and their impact upon classroom, building, and student achievement this quarter.

<p>Building Name <i>Insert other rows if needed</i></p>	<p>Summary of Action Steps implemented from your School Improvement Plan (SIP) directly related to closing the gap for your bottom 30% of students <i>What components are in beginning or full implementation phases? What went well? Were there any barriers identified? What are your next steps?</i></p>	<p><i>Include data in each Quarter Report. Data reports should be added.</i></p> <p>How did the student achievement data that has been collected at the school or classroom level show the impact of these Action Steps from the SIP? On decreasing the gap between the top 30% and the bottom 30% of students, or, on increasing the achievement of the bottom 30% of students. How does the implementation data that has been collected show that the adults are doing what the Action Steps describe. Achievement data may come from interim assessments using sources such as NWEA, district created common assessments, or classroom formative assessments. Evidence for adult implementation might include minutes of grade level/content team meetings, walkthrough data, demonstration lessons, etc. Add data reports to this PDF. The Users' Guide to Submitting Priority and Focus Quarterly Reports is located in MEGS+ under the View/Edit screen of the application.</p>

<p>Update on the Work that Supports the Superintendent's Dropout Challenge (SDC)</p>		
<p>Building Name <i>Insert additional rows if needed</i></p>	<p>What was learned from the SDC during this quarter as part of a behavioral social support in Multi-Tiered System of Support (MTSS) or as a stand-alone initiative?</p>	<p>What practices have changed as a result of implementing the SDC during this quarter?</p>

Update on the Work that Supports the Superintendent's Dropout Challenge (SDC)		
Building Name <i>Insert additional rows if needed</i>	What was learned from the SDC during this quarter as part of a behavioral social support in Multi-Tiered System of Support (MTSS) or as a stand-alone initiative?	What practices have changed as a result of implementing the SDC during this quarter?

TITLE I DISTRICTS AND BUILDINGS (complete only if Title I MI Excel schools)

MI Excel Supports	Summary of Supports Provided by Partners that are Helping the District and School Close the Achievement Gap
District Improvement Facilitator (DIF) at the district level	How has the DIF helped district staff examine and adjust district systems, procedures or policies to support schools in closing the achievement gap?

Title I Set Asides	Specific MI Excel Component	What was learned from this?	What practices have changed as a result of this implementation?
District Level	District-Level Title I Set-Asides <i>Describe what the district is doing with its set-asides if appropriate:</i>		<i>At the district level:</i>
Building Name <i>Insert additional rows as needed</i>	Building-Level Title I Set-Asides <i>(If appropriate)</i>		
	<i>Describe what this school is doing with its set-asides:</i>		<i>At the school level:</i>
	<i>Describe what this school is doing with its set-asides:</i>		<i>At the school level:</i>

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Report Completed by: _____
Email Address: _____
Phone Number: _____