

Systemic Improvement Practices Review (SIPR) District Discussion Guide: Practice Profile (Part 1)

STRATEGY 1: PROMOTE SYSTEM-WIDE LEARNING		
Districts, schools, and instructional teams engage in continuous learning through inquiry processes involving formative assessment, thoughtful reviews of data, and on-going monitoring of agreed-upon actions and their desired outcomes. In other words, they promote system-wide learning through assessment, data use, and monitoring.		
Characteristics of Effective Practice by Districts and Their Schools	Acceptable IMPLEMENTATION	Acceptable SCALE
1. Develop focused improvement strategies	<ul style="list-style-type: none"> • There is one district plan. • At any point in time, it includes no more than three strategies. • All of the strategies fit together coherently. 	<ul style="list-style-type: none"> • Each school has a plan that fits in a coherent way with the one district plan.
2. Monitor the degree of implementation of focused improvement strategies across the system	<ul style="list-style-type: none"> • There is a monitoring tool for each strategy (e.g., a practice profile or rubric). • Acceptable levels of implementation (as measured on the monitoring tool) are set as fidelity benchmarks. • Fidelity of implementation is measured according to a pre-determined schedule. • The DLT reviews findings from measures of implementation fidelity. 	<ul style="list-style-type: none"> • All TBTs use district monitoring tools to measure fidelity of implementation. • All TBTs follow the district schedule for measuring implementation fidelity. • All TBTs share their implementation fidelity data with the BLT. • All TBTs use their implementation fidelity data to improve their use of evidence-based practices. • All BLTs use data from fidelity measures to plan for school-wide PD and other supports.
3. Use data well	<ul style="list-style-type: none"> • Action steps for using data are incorporated into the one district plan. 	<ul style="list-style-type: none"> • All TBTs collect and use data in the ways specified in the one district plan.

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	<ul style="list-style-type: none"> Needs assessments are specified in the data use part of the district plan. Root cause analyses are specified in the data use part of the district plan. The plan specifies indicators for determining improvement in performance. The plan specifies indicators for determining improvement in equity. 	<ul style="list-style-type: none"> All BLTs collect and use data in the ways specified in the one district plan.
<p>4. Select and implement evidence-based instructional practices and monitor their impact</p>	<ul style="list-style-type: none"> The district monitors student progress according to plan. The DLT examines student progress data in consideration of fidelity of implementation data. 	<ul style="list-style-type: none"> All TBTs examine student progress data in consideration of fidelity of implementation data. All BLTs monitor student progress according to plan. All BLTs examine student progress data in consideration of fidelity of implementation data.
<p>5. Involve all educators in the use of a systematic and collaborative inquiry process such as the Ohio Improvement Process</p>	<ul style="list-style-type: none"> The district ensures that all educators understand the steps involved in using a systematic and collaborative inquiry process. The district holds regular meetings of the DLT. The DLT structures its meetings to follow the sequence of steps 	<ul style="list-style-type: none"> All educators serve on one or more inquiry teams. All schools hold regular meetings of their BLTs. All schools hold regular meetings of their TBTs. The BLT and TBTs in all schools structure their meetings to follow the sequence of steps in the in

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