



ADMINISTRATOR TOOLKIT:

LEA/District Routines for Improvement

*Every school. Every step.
Every student succeeds.*

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Set
the direction.

Adjust
course.

Assess
needs.



The Purpose of this Toolkit

The guidance provided in this document is grounded in the [Theory of Action for School Improvement](#), provided by the Pennsylvania Department of Education (PDE), which highlights the role of both the State Education Agency (SEA) and the Local Education Agency (LEA) in supporting schools in continuous improvement.

The vision and actions of system leaders and school board members frequently determine the success of each school within the system. In other words, districts matter. PDE is committed to supporting improvement efforts of Local Education Agencies, schools, and their communities.

This toolkit is intended to encourage and empower LEA/district leadership to establish and maintain a focused system for continuous improvement and ensure organizational coherence ([Pennsylvania's District Essential Practice 2](#)). It provides guidance and resources to LEA/district administrators as they develop routines for monitoring the implementation and impact of:

- LEA/district comprehensive plans
- School improvement plans

LEA/district and school teams create meaningful improvement plans based on a significant needs assessment process. Once implementation of the plan is occurring, it is vital to **monitor progress**. Multiple checkpoints are built into the cycle of continuous improvement to inform stakeholders of progress, success, and barriers. High-quality monitoring will allow schools and districts to determine if they are implementing the evidence-based strategies effectively, as well as whether they are on-track to accomplish their established measurable goals.

“The vision and actions of system leaders and school board members frequently determine the success of each school within the system. In other words, districts matter.”

The Purpose of Routines

Routines are an opportunity for a group of people to **collaboratively**:

- **review** the level of action plan implementation,
- **diagnose and solve** challenges to implementation,
- **identify** the impact of the implemented strategies, and
- **determine** future adjustments to their plans.

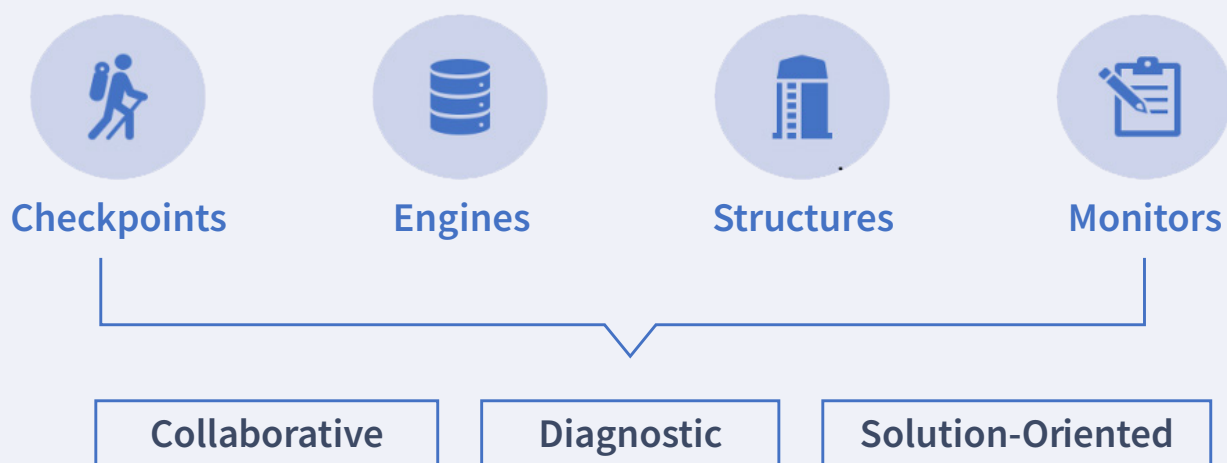
Routines are intended to serve as checkpoints, engines, structures, and monitors of the improvement work.

Checkpoints: Routines are regularly scheduled checkpoints to assess if plan implementation is on track. Routines are scheduled at regular intervals so teams can meet timeframes and address challenges in a timely fashion.

Engines: Routines are the engines that drive implementation forward. The process for each routine supports the forward momentum of implementation. Routines could include planning for upcoming action steps, problem-solving to remove barriers, or creating unique solutions to barriers.

Structures: Routines offer sources of structure and discipline to create order in complex systems (CCSSO, 2019). Each routine has a clear structure so team members know what to expect. There are fewer decisions about what to do during a routine so the focus can be on the content of the work.

Monitors: Routines serve to monitor performance, outputs, and outcomes. Each routine is an opportunity to check in and either determine implementation status OR monitor the impact actions have had. If there are challenges, or if a team isn't seeing the desired impact, there is an opportunity for collaborative problem-solving and decision-making.



3 Types of Routines

Tactical: Implementation teams determine next steps to move the work forward. *Tactical routine includes the people doing the work.*

Status & Solutions: The implementation teams share information about the work being done and the improvement team solves implementation challenges. *These routines include the people doing the work and the people leading the work.*

Impact & Strategy: The improvement team analyzes the impact of the work and adjusts course as necessary. *This routine includes the people doing the work, leading the work, and identified leaders who need to know about the work.*

Developing District Routines

District routines serve two purposes:

1. Monitor the implementation and impact of **comprehensive plans**
2. Monitor the implementation and impact of **school improvement plans**

Types, Timing, and Focus

The table below shows each type of district level routine, the ideal timing of that routine, and the focus of the routine.

Note: Leaders introducing the concept of routines into their organization may be challenged with scheduling yet another time for teams to convene. It is suggested that these routines be a part of a currently scheduled time that leaders are together. Leaders may want to conduct a meeting audit to verify the purpose, time commitment, and outcomes of currently scheduled meetings.

Type of Routine	Timing of Routine	Focus of Routine
Tactical	Monthly	<p>Comprehensive Plan Implementation:</p> <ul style="list-style-type: none"> • <i>What needs to happen? By whom? When?</i> <p>A tactical routine is maintained by each implementation team. An implementation team is the team responsible for implementing a specific set of action steps for a given priority.</p>
Status & Solutions	Quarterly	<p>Comprehensive Plan Implementation:</p> <ul style="list-style-type: none"> • <i>What steps have been implemented?</i> • <i>How do you know?</i> • <i>What challenges must be solved?</i> <p>The status and solutions routine is the opportunity for the leaders of each implementation team to report implementation status to a larger group and for the larger group to collaboratively determine solutions to identified implementation challenges.</p>

<p>Impact & Strategy</p>	<p>Semi-Annually</p>	<p>Comprehensive Plan Impact:</p> <ul style="list-style-type: none"> • <i>Are the strategies having the intended impact?</i> • <i>Why? Why not?</i> • <i>What happens as a result?</i> <p>The impact and strategy routine is where key leaders in the organization review data to determine the level of impact of the selected improvement strategies. During this routine, participants compare targets to actual outcomes. It provides an opportunity to maintain the current implementation or to adjust course.</p>
<p>Status & Solutions</p>	<p>Bi-Monthly</p>	<p>School Improvement Plan Implementation:</p> <ul style="list-style-type: none"> • <i>What is the implementation progress?</i> • <i>What successes can be celebrated?</i> • <i>What challenges must be solved?</i> • <i>What support is needed from the LEA/district?</i> <p>This status and solutions routine is an opportunity for district and school leaders to highlight the successes and problem-solve challenges in implementing school-level plans.</p>
<p>Impact & Strategy</p>	<p>Quarterly</p>	<p>School Improvement Plan Impact:</p> <ul style="list-style-type: none"> • <i>Are the strategies having the intended impact?</i> • <i>Why? Why not?</i> • <i>What happens as a result?</i> <p>This impact and strategy school-level routine is where school improvement teams review data to determine the level of impact of the selected improvement strategies. During this routine, participants compare targets to actual outcomes. It provides an opportunity to maintain the current implementation or to adjust course.</p>

Participants

Determining who to include in any given routine is a way to honor leaders' time and expertise. The following guiding questions may help to determine who to include in each type of routine.

Type of Routine	Focus of Routine	Guiding Questions to Determine Participants
Tactical	Comprehensive Plan Implementation	<ul style="list-style-type: none"> • Who is considered a lead of each priorities' action plan? Who is responsible for ensuring the action steps are implemented? • Who is doing the work? • Is there a virtual platform or system where this information can be reviewed asynchronously?
Status & Solutions	Comprehensive Plan Implementation	<ul style="list-style-type: none"> • Who is leading the implementation of each priority/action plan? • What departments within the organization have an impact on the implementation of each plan? • What departments within the organization are impacted by the implementation of each plan? • Is there a virtual platform or system where this information can be reviewed asynchronously?
Impact & Strategy	Comprehensive Plan Impact	<ul style="list-style-type: none"> • Who will collect, organize, and analyze data for each target? • Who is accountable for targets/goals being met? • Who are the decision-makers if adjustments need to be made? • What departments in the organization directly or indirectly support the plan?
Status & Solutions	School Improvement Plan Implementation	<ul style="list-style-type: none"> • Who serves as a district point of contact for each school leader? • What content areas are a focus of school level plans? • Is there a virtual platform or system where this information can be reviewed asynchronously?
Impact & Strategy	School Improvement Plan Impact	<ul style="list-style-type: none"> • Who serves as a district point of contact for each school leader? • What content areas are a focus of school level plans? • What district leaders have been supporting the implementation of school level planning? • Is there a virtual platform or system where this information can also be reviewed asynchronously?

Tools for Establishing Routines

LEAs/districts range in size and structure. Therefore, there is no one strategy or tool that will fit all organizations. The tools below serve as a starting point for LEA/district teams to adopt or adjust as needed to fit their organizational structure. Most importantly, the routines have a consistent structure and cadence over the course of the school year. Some routines may be incorporated into previously established meetings, others may need to have time devoted specifically to this work. The tools below serve to spark ideas that leaders may use to systemize these routines.

Calendars

For something to be considered a routine, it needs to happen on a consistent basis. It is recommended that the LEA/district leader organizing this work creates a calendar ([Appendix A](#)) and/or implements a Routine Roadmap ([Appendix B](#)) and a Routine Member Tracker ([Appendix C](#)) to ensure members are clear on who is leading and/or participating in each routine.

Agendas

To focus on action and performance, team leaders should develop an agenda prior to each meeting. The idea of a rolling agenda (one document with all agendas in reverse chronological order) allows members to:

- easily **locate** the agendas,
- **access** notes and next steps, and
- **review** the history of conversations, challenges, solutions, and work.

Clear agendas ensure that the majority of the time together is focused on a deep dive into specific issues. While agendas will vary based on need, sample agendas for tactical, status and solutions, and impact and strategy routines can be found in [Appendix D](#), [Appendix E](#), and [Appendix F](#).

Trackers

Implementation of a high-quality plan is more likely to lead to impact. An implementation tracker is a project management tool that allows team members to be explicit in what is happening, by whom, and by when. A sample implementation tracker is available in [Appendix G](#) and in [the Google Sheet here](#).

Dashboards

Dashboards are helpful for leaders to stay informed of levels of implementation as well as target and goal attainment. Since district leaders are accountable for the implementation and impact of both district and school-level plans, it is recommended that a dashboard include data on both. Consider including the following data points on a dashboard:

- Percent of action steps rated as “Complete”, “In Progress”, “Behind” for each school
- Percent of action steps rated as “Complete”, “In Progress”, “Behind” for district plans
- Percent of quarterly targets met per school and across all schools
- Percent of semi-annual targets met by district
- Percent of annual goals met per school and across all schools

Examples of dashboards can be found in [Appendix H](#). While these examples have been built in Excel and/or Google Sheets, multiple project management tools are available.

Resources

General Information:

- [Pennsylvania System for LEA/School Improvement](#)
- [Theory of Action for School Improvement](#)
- [Pennsylvania's Essential Practices for Districts- 1 pager:](#)
 - [Essential Practices for Districts Rubric](#)
 - [Essential Practices for Districts Quick Reference Guide](#)
 - [Indicators of Operational Implementation-District Essential Practices](#)

Routines:

- [PA Continuous Improvement Resources – LEA/District Routines](#) – Website includes samples of agendas, routine planning resource, short informational video
- [PA Continuous Improvement Resources – Monitor and Adjust Course](#) – website includes implementation tracker, sample routine agendas, and more.
- [PA Cycle of Improvement-Team Structures](#)
- [Three Steps to Selecting Your Superhero Strategic Planning Team](#)
- [Creating Strategic Planning Teams](#)

Appendix

Appendix A: Sample Routine Calendar

This sample calendar identifies the days that each type of routine is scheduled. This allows teams to routinely review implementation and impact of comprehensive plans.

23-24 School Year Calendar							
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Routines
7/2/2023	7/3/2023	7/4/2023	7/5/2023	7/6/2023	7/7/2023	7/8/2023	Priority 1 Tactical 2nd Monday
7/9/2023	7/10/2023	7/11/2023	7/12/2023	7/13/2023	7/14/2023	7/15/2023	Priority 2 Tactical 2nd Tuesday
7/16/2023	7/17/2023	7/18/2023	7/19/2023	7/20/2023	7/21/2023	7/22/2023	Priority 3 Tactical 2nd Thursday
7/23/2023	7/24/2023	7/25/2023	7/26/2023	7/27/2023	7/28/2023	7/29/2023	Status & Solutions
7/30/2023	7/31/2023	8/1/2023	8/2/2023	8/3/2023	8/4/2023	8/5/2023	Impact & Strategy
8/6/2023	8/7/2023	8/8/2023	8/9/2023	8/10/2023	8/11/2023	8/12/2023	
8/13/2023	8/14/2023	8/15/2023	8/16/2023	8/17/2023	8/18/2023	8/19/2023	
8/20/2023	8/21/2023	8/22/2023	8/23/2023	8/24/2023	8/25/2023	8/26/2023	
8/27/2023	8/28/2023	8/29/2023	8/30/2023	8/31/2023	9/1/2023	9/2/2023	
9/3/2023	9/4/2023	9/5/2023	9/6/2023	9/7/2023	9/8/2023	9/9/2023	

Appendix B: Sample Routine Roadmap

This roadmap provides the opportunity to identify the type and frequency of each routine along with the day and time that the routine will be held. Participants know what routines they engage in and can see the schedule in one location. This roadmap helps to eliminate overlapping routines.

(This Routine Roadmap was developed in collaboration with [Education Elements](#))

LEA/District Level Routines							
Step in Cycle of Continuous Improvement	Routine Type	Frequency of Routine	Participants	Date/Time	Location	Duration	Status
Monitor & Adjust	Status & Solutions	Quarterly	Oversight & Implementation Lead				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Monitor & Adjust	Status & Solutions	Quarterly	Oversight & Implementation Lead				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Monitor & Adjust	Status & Solutions	Quarterly	Oversight & Implementation Lead				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Monitor & Adjust	Impact & Strategy	Semi-Annual	Oversight & Implementation Lead				NOT SCHEDULED
Monitor & Adjust	Status & Solutions	Quarterly	Oversight & Implementation Lead				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Implementation	Tactical	Monthly	Implementation Lead & Implementation Team				NOT SCHEDULED
Monitor & Adjust	Impact & Strategy	Semi-Annual	Oversight & Implementation Lead				NOT SCHEDULED

Appendix C: Sample Team Member Tracker

This member tracker document aligns each priority to team members and clarifies the role of each member. With this explicit team list, members understand the priorities they are associated with as well as their role in the implementation of each priorities plan.

Oversight: the person to whom progress of the plan may be reported but is not active in the details of implementation

Implementation Lead: leads the team in the tactical routine and reports at status and solutions routines

Implementation Member: implements action steps and may be involved for the duration of the plan implementation or only during a period of time when their expertise is necessary

(This Routine Roadmap was developed in collaboration with [Education Elements](#))

Team Member Tracker			
Priority Challenge	Name	Title	Function on Team
		Superintendent	Oversight
2-Establish and maintain a focused system for continuous improvement and ensure organizational coherence.		Assistant Superintendent	Implementation Lead
2-Establish and maintain a focused system for continuous improvement and ensure organizational coherence.		Director of Education	Implementation Member
2-Establish and maintain a focused system for continuous improvement and ensure organizational coherence.		Principal	Implementation Member
2-Establish and maintain a focused system for continuous improvement and ensure organizational coherence.		CFO	Implementation Member
2-Establish and maintain a focused system for continuous improvement and ensure organizational coherence.		HR specialist	Implementation Member
6-Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning		Superintendent	Oversight
6-Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning		Professional Learning Coordinator	Implementation Lead
6-Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning		HR specialist	Implementation Member
6-Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning		Business Dept representative	Implementation Member
6-Build the capacity of central office and school building administrators as instructional leaders to effectively monitor, supervise, and support high-quality teaching and learning		principal	Implementation Member
9-Recruit and retain fully credentialed, experienced and high-quality teachers		HR specialist	Implementation Lead
9-Recruit and retain fully credentialed, experienced and high-quality teachers		principal	Implementation Member

Appendix D: Sample Tactical Routine Agenda

This tactical routine agenda guides implementation teams to review previous tasks, identify successes, and problem-solve challenges to implementation. In addition, it guides the team to review upcoming tasks and determine their next steps to ensure implementation.

	<p>Objective 1: Review tasks from previous meeting. <i>(Bi-weekly Template Updater updates the bi-weekly template as appropriate based on this update.)</i></p> <table border="1" data-bbox="363 491 1399 680"> <thead> <tr> <th>What will happen</th> <th>By Whom</th> <th>By When</th> <th>Status?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>1. What successes have we had?</p> <p>2. What challenges are we experiencing?</p> <p style="margin-left: 40px;">a. Do we have solutions to those challenges?</p> <p style="margin-left: 40px;">b. Do we need input from others in order to solve those challenges?</p> <p>(Next Step Tracker adds next steps to the table below)</p> <p>Notes:</p>	What will happen	By Whom	By When	Status?												
What will happen	By Whom	By When	Status?														
	<p>Objective 2: Review the Bi-Weekly template to determine upcoming tasks.</p> <p>1. What is coming up next?</p> <p>2. What do we need to do in order to accomplish these steps? (Refer to the Task Breakdown document)</p> <p>Notes:</p>																

Next Steps

What will happen	By Whom	By When	Status?

Appendix E: Sample Status & Solutions Agenda

During the status and solutions routine, there is an opportunity for each implementation team to add the status of their action steps to the agenda (section B). This streamlines the conversation and provides the opportunity to share successes and determine what is needed to support future work. The end of the agenda (section C) provides a table for clearly articulating next steps. The next steps table can be copied and pasted to the top of an upcoming agenda to review status during the next routine.

SECTION A

Attendees:		
School Vision:		
To Prepare For This Meeting Please:		
Schedule xx minutes		
TIME	MINUTES	ACTIVITY
8:00-8:05	5	Check-in <ul style="list-style-type: none"> ● Meeting Objectives: <ul style="list-style-type: none"> ○ ● Review Norms <ul style="list-style-type: none"> ● Take an inquiry stance ● Ground statements in evidence ● Assume positive intentions ● Start and end on time ● Stick to protocol ● Be here now ● Roles: <ul style="list-style-type: none"> ○ Facilitator: ○ Note Taker: ○ Next Steps Tracker: ○ Timekeeper:

SECTION B

Objective 1: Review progress on each priority to determine successes, challenges, and next steps			
Priority:			
Implementation Team:			
Reporter:			
# of Steps Not Yet Started	# of Steps Behind	# of Steps On Time	# of Steps Complete
What was the most impactful accomplishment with respect to your strategies?			
Outputs Completed			
What technical assistance has been helpful?			
Challenges to Implementation			
Steps the School Leader can Take to Reduce the Challenges			
What technical assistance is needed from others to support the work?			

SECTION C

Next Steps

What will happen	By Whom	By When	Status?

Appendix F: Sample Impact & Strategy Routine Agenda

Additional roles are added for an impact and strategy routine (section A).

- The **facilitator** maintains the flow of the meeting and ensures that everyone is prepared and included.
- **Analysts** are individuals who prepare, understand, and explain the data that is shared during the routine.
- **Accountable owners** are individuals who are knowledgeable about the work being done. They can offer information and answer questions regarding the implementation.

The agenda could include a table to capture information for each target (section B). It could also be organized by priority (section C) and include points to guide the discussion of the impact that each plan is having as well as upcoming adjustments that may be needed.

SECTION A

Review Role Assignments

Facilitator:

Analysts:

Accountable Owners:

Note Taker:

Timekeeper:

Next Step Tracker:

Chat Box Monitor:

Meeting Norms:

- Take an inquiry stance
- Ground statements in evidence
- Assume positive intentions
- Start and end on time
- Stick to protocol
- Be here now

SECTION B

10 min per goal	Review of Benchmark Goals and Data	
	<ul style="list-style-type: none"> • Come to an understanding about the benchmark data 	
	Goal 1 <i>(pre-populate)</i>	Actual Data <i>(enter data here)</i>
	Accountable Owner	
	Noticings and wonderings about the data.	
	Additional related data	
	In what ways has the action plan impacted this data? How might you know?	
	Requests for Technical Assistance from LEA, IU, or others	

SECTION C

15-30 min per Dilemma (There is no minimum number of dilemmas to discuss. What must be addressed in order to move forward?)	Priority #1 <ul style="list-style-type: none"> • Barriers • Next Steps/Proposed Solutions • LEA Supports & Follow-up Needed • IU Supports & Follow-up Need Priority #2 <ul style="list-style-type: none"> • Successes • Barriers • Next Steps/Proposed Solutions • LEA Supports & Follow-up Needed • IU Supports & Follow-up Need Additional Notes:											
	5	Review next steps from this meeting <table border="1" style="width: 100%;"> <thead> <tr> <th>Next Step</th> <th>By Whom?</th> <th>By When?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Next Step	By Whom?	By When?					
Next Step	By Whom?	By When?										

Appendix G: Sample Implementation Tracker

An implementation tracker is a project management tool that includes the action steps for each priority and that allows the implementation team members to document progress on each step (section A). Below the area to track action step status is a table that summarizes action step status and calculates the percent of scheduled action steps that have reached completion (section B). The bottom portion of the tracker provides space for team reflection and preparation for the status & solutions routine (section C.)

SECTION A

Priority Statement: By developing and implementing practices for clear communication with students and parents we'll create an inclusive, welcoming, and supportive environment and as a result our students' attendance will increase.				
Evidence-Based Strategy: Positive Messaging (Attendance Works Playbook)				
Action Steps	Person(s)/Position Responsible	Anticipated Start Date	Anticipated Completion Date	Action Step Status
Create Attendance Committee that consists a sample of teachers, parents/guardians, and students	Attendance Lead	July 2021	September 2021	Complete
Create a consistent school-wide attendance procedure that encompasses criteria for daily / regular attendance for students with in-class and independent study statuses.	Attendance Lead & Department Heads	July 2021	August 2021	Complete
Determine what constitutes presence in a classroom, engagement, and absences	Attendance Lead & Department Heads	July 2021	August 2021	On Time
Update attendance handbook and share with	Attendance Lead & Department Heads	July 2021	September 2021	Complete

SECTION B

	Number of Action Steps	Percentage of Action Steps	Percentage of Started Action Steps "On Time" or "Complete"
Not Yet Started	5	20.8%	58.%
Behind	8	33.3%	
On Time	5	20.8%	
Complete	6	25.0%	

SECTION C

Action Steps Rated as "On Track" or "Completed"		Action Steps Rated as "Behind"	
How do we know these steps are on track or complete (i.e., evidence of implementation)?		What are the challenges and barriers to accomplishing the anticipated output(s) on time?	
		What additional resources or support are needed to complete the action step on time?	
		Should/how should the timeline be adjusted?	

Appendix H: Sample Dashboard

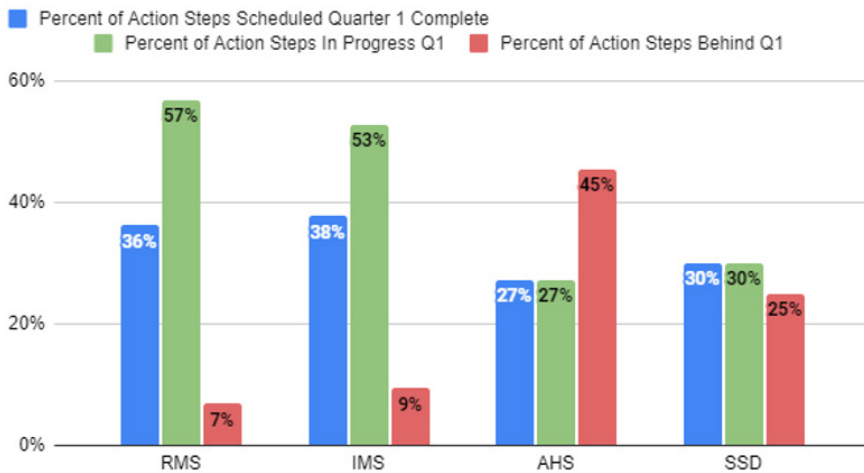
A dashboard offers a “one-stop-shop” for any leader to view the priorities for the district overall and for each school (section A), the status of action step implementation (section B) and percent of goals reached (section C).

SECTION A

Superb School District Dashboard School Improvement Plans and Progress			
Summary of Priorities			
	Priority A	Priority B	Priority C
LEA/District	2-If Superb School District establishes and maintains a focused system for continuous improvement and ensures organizational coherence, both comprehensive and school level plans will be implemented with fidelity and targets and goals will be met.	6-If Superb School District builds the capacity of central office and school building administrators as instructional leaders who effectively monitor, supervise, and support high-quality teaching and learning, teachers will receive meaningful feedback, instructional strategies will meet the needs of all students.	9-If Superb School District recruits and retains fully credentialed, experienced and high-quality teachers, student growth and achievement will increase.
RMS	If Reinhart Middle School works to collaboratively align all curriculum and assessments to meet the needs of all students, then we will foster a culture of high expectations for success for all students, educators, families, and community members to ensure all students are reaching proficiency targets.	If Reinhart Middle School works to promote and sustain a positive school environment, then all members feel welcomed, supported, and safe in school, socially, emotionally, intellectually, and physically.	
IMS	Using restorative practices as a school wide initiative with student services supports, staff, students, and families will have access and opportunity to engage in helpful and meaningful conversations, groups, and resources to benefit the social and emotional well being of all community members.	By using a variety of assessment data, teaching teams will reflect, review, and construct learner-centered problems and provide changes to instructional practices to increase student growth on standards-based assessments.	
AHS	If we create structures/opportunities to build positive and strong relationships in a more consistent, intentional way, then learners and staff will feel safe, valued, affirmed, respected, and included. These opportunities will enhance a sense of belonging and will have an impact on safety, connections, communication, and school climate in general. These opportunities include exposure to different post-graduation options and connections with staff or activities (clubs, sports, etc).	Leaders will engage in regular feedback cycles centered around sustained and reciprocal conversations that are embedded in rigorous grade-level content. Teachers will regularly plan and implement instructional strategies to promote sustained and reciprocal conversations that are embedded in rigorous grade-level content. This will lead our learners to be more engaged in instruction, increase their mastery of the rigorous grade-level content, and promote on-track attainment of credits for graduation.	

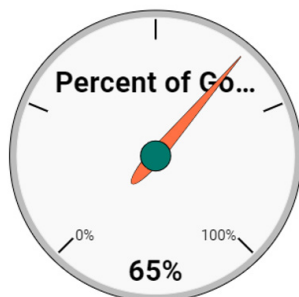
SECTION B

SSD School & District Implementation Progress



SECTION C

Percent of District Goals Met January 2024



Percent of School Goals Met Quarter 1



Appendix I: District Leader Checklist

The following checklist is provided to guide LEA/district leaders in establishing a system of routines. While this is not a comprehensive “to do” list, it will guide leaders as they initiate a system of routines.

Comprehensive Plan Routines

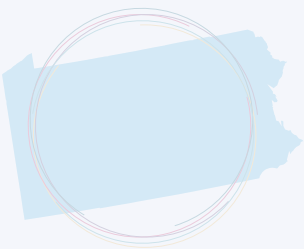
- Work with team members to develop a common understanding of the types of routines to be established to monitor implementation and impact of the **comprehensive plan**.
- Review the “Participants” table in this toolkit and determine who will be included in each of the routines.
- Determine what materials each team is expected to use (calendars, agendas, trackers, dashboards, etc.)
 - Develop** the materials.
 - Clarify and communicate expectations** for use of the materials.
 - Establish a shared location** for the materials.
 - Provide training** for individuals to be successful in using the materials.
- Create a schedule of all routines to monitor implementation and impact of the **comprehensive plan**.
- During the first Status & Solutions routine provide an opportunity to review the Tactical routine and answer any questions about that routine.
- Before the first Impact & Strategy routine:
 - Ensure** the data analyst is clear about what data to collect, analyze, and organize.
 - Create and share the agenda** with all individuals who will be participating in the routine. Establish roles for the routine.
 - Share data** with participants at least 3 days prior to the routine.

Routines for Supporting School Improvement Implementation

- Clarify which member/s of the district administrative team will be responsible for holding bi-monthly **Status & Solutions** routines with school leaders.
- Determine the structure of the Status & Solutions routine. Options may include:
 - LEA/district representative **joins a status & solutions routine** at the school
 - LEA/district representative **schedules a time** to gather school leaders and facilitate a status & solutions routine with several school leaders
 - LEA/district representative **meets with school leaders 1:1** to review status & solutions
- Determine what materials are expected to be used for the Status & Solutions routine (calendars, agendas, trackers, dashboards, etc.) and where those materials will be shared/accessed.
- Make a plan for sharing the status or need for support with appropriate district leaders.
- Create a schedule and send calendar invitations for all routines.

Routines for Supporting School Improvement Impact

- Clarify which member/s of the district administrative team will be responsible for holding/joining quarterly **Impact & Strategy** routines with school leaders.
- Determine the structure of the **Impact & Strategy** routine. Options may include:
 - LEA/district representative **joins the school team** as the leader facilitates this routine
 - LEA/district representative **schedules a time** for school leaders and designated team members to facilitate the Impact & Strategy routine
- Determine what materials are expected to be used for the Impact & Strategy routine (calendars, agendas, trackers, dashboards, etc.) and where those materials will be shared/accessed.
- Make a plan for sharing data or to provide support with data analysis.
- Create a schedule and send calendar invitations for all routines.



For more information about Continuous Improvement in Pennsylvania,
contact the Statewide Team for School Improvement at **pdecsi@iu13.org**.
