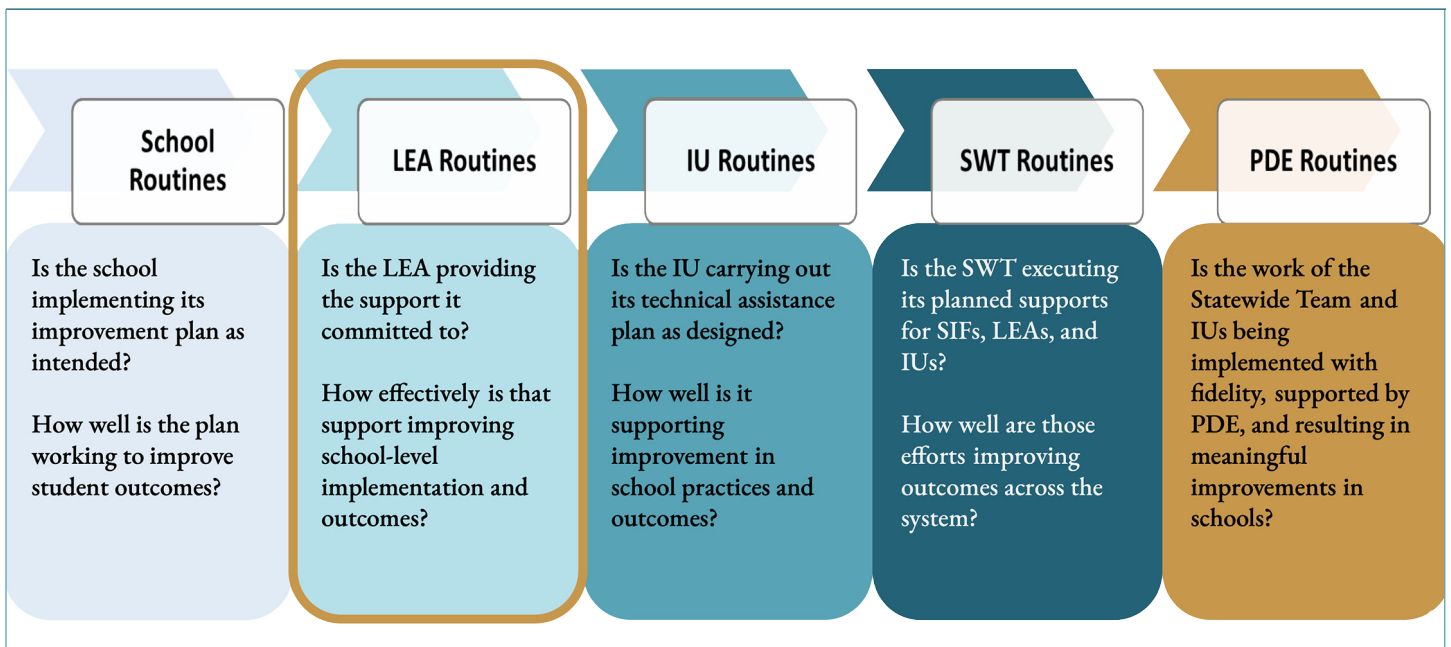




A SYSTEM OF MONITORING ROUTINES

An intentional structure designed to enable **implementation**, measure **impact**, and foster **accountability** at every level.



ROLES DURING ROUTINES

LEADER: Key stakeholder with a vision. May provide direction for the work ahead. Holds others accountable.

FACILITATOR: Designs an agenda, keeps the meeting on track, focuses on the process.

ANALYST: Prepares and understands data points, both quantitative and qualitative.

ACCOUNTABLE OWNERS: Team members closest to the work and responsible for the results. Accountable for the implementation and impact of the TA plan.

HOLDING OTHERS ACCOUNTABLE

- Be clear on what is to be achieved
- Ask questions that challenge and support
- Engage self and others in problem solving

BEING HELD ACCOUNTABLE

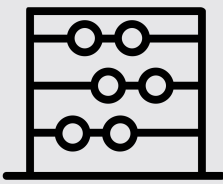

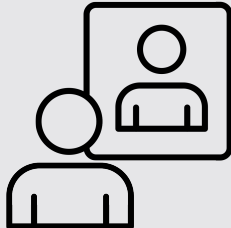
- Implement plans and decisions
- Ask for support or clarification when needed
- Track progress using agreed-upon measures



MONITORING ROUTINES

By creating regular checkpoints, collaborative teams can review implementation, study impact, solve challenges collectively, and make timely adjustments that keep **school improvement plans** moving forward.



Bimonthly	<p>Bimonthly routines are opportunities for the LEA team to meet with school leadership to build a culture of responsiveness and momentum. Structured, every-other-month touchpoints promote coherence and timely problem-solving, keeping district efforts aligned with school needs.</p>		<ul style="list-style-type: none">• Tracks school-level implementation progress• Highlights bright spots and uncovers barriers affecting momentum• Clarifies specific supports or decisions needed from the LEA
Quarterly	<p>Quarterly routines, part of the school's monitoring system, allow the LEA and school team to review outcome data together and explore why certain results are occurring. This routine helps the LEA recalibrate its support, ensure resources are producing results, and prioritize decisions that directly affect school performance.</p>		<ul style="list-style-type: none">• Uses data to examine early signs of impact at the school level• Deepens the LEA's understanding of what's needed to improve student outcomes• Helps the LEA adapt resources and strategies based on emerging needs
How Are We Doing	<p>How Are We Doing (HAWD) routines shift from tracking school progress to monitoring the LEA practices that enable it. In this routine, the LEA focuses inward to evaluate how well its systems, supports, and leadership are driving improvement and enabling schools to succeed.</p>		<ul style="list-style-type: none">• Creates a formal space for reflection on systems, conditions, and leadership• Reinforces shared accountability, coherence, and continuous learning• Explores the effectiveness of supports from the perspective of schools

TIPS FOR LEA ROUTINES

- Schedule routines for the year and keep them prioritized.
- Incorporate implementation data to assess progress on strategies.
- Include outcome data to examine strategy impact on schools.
- Develop concise headlines to summarize insights and guide decisions.
- Utilize data displays to communicate evidence of effectiveness.
- Use a rolling agenda to capture the improvement story.

QUESTIONS?

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