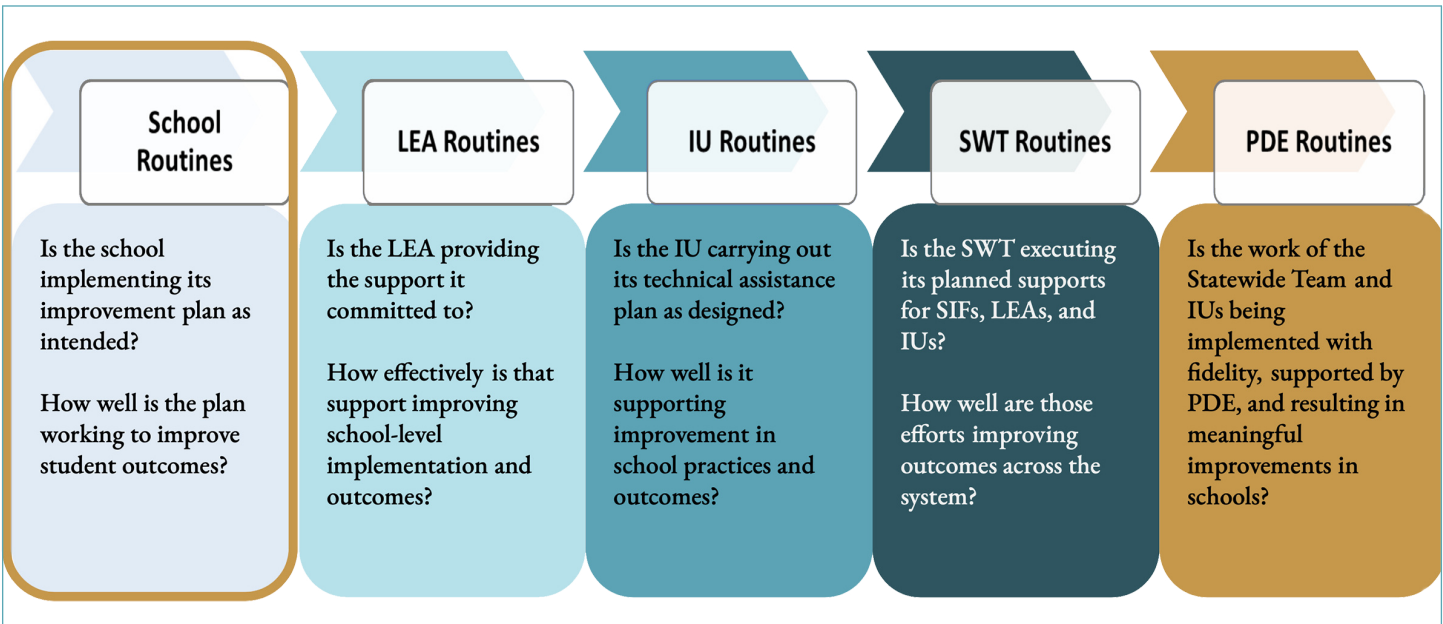




An intentional structure designed to enable **implementation**, measure **impact**, and foster **accountability** at every level.



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 improvement 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

Schools that engage in a consistent cadence of three routine types are better equipped to understand the implementation of their strategies, assess their impact, and make timely, informed adjustments.



BIWEEKLY

Biweekly routines are designed to maintain momentum in day-to-day improvement work. This routine builds habits of follow-through, ensuring that strategies and actions are being carried out as planned. Strategy teams meet separately.

The people doing the work specific to the strategy



- Focuses on **implementation** of the strategy—what the adults are doing
- Helps teams quickly identify where things are getting stuck
- Promotes team discipline via tight cycles of review, reflection, and recalibration

MONTHLY

Monthly routines are designed to go deeper, to understand why implementation may or may not be going as planned. These sessions shift from surface-level status checks to identifying system-level issues that require leadership attention.



The people doing the work + leading the work

- Focuses on fidelity and conditions of **implementation**—what's helping or hindering progress
- Encourages adaptive thinking—what do we need to do differently to get better results
- Builds coherence between strategies, supports, and outcomes

QUARTERLY

Quarterly routines serve as formal checkpoints to assess whether the school is making meaningful progress toward its goals. This routine connects implementation to impact, and informs decisions about scaling, shifting, or sustaining practices.

The people doing the work and leading the work + LEA leaders who need to know about the work



- Focuses on **impact**—how daily efforts are shaping outcomes
- Supports recalibration of action plans and technical assistance, using data to inform adjustments aligned with school goals
- Creates a formal opportunity for alignment, engaging LEAs, IUs, and other partners in shared accountability and next steps

TIPS FOR ROUTINES

- **Schedule routines** for the year and keep them prioritized.
- **Incorporate process data** in implementation routines.
- **Include outcome data** in impact routines.
- **Develop concise headlines** to summarize insights.
- **Utilize data displays** to communicate evidence of effectiveness.
- **Use a rolling agenda** to capture the story of improvement.

QUESTIONS?

Michael Imburgia

State Project Director for K-12 Continuous
LEA/School Improvement
Executive Director's Office | Statewide Projects Team
Lancaster-Lebanon Intermediate Unit 13 |
michael_imburgia@iu13.org

November 2025