Systemic Instructional Review Guidebook

JANUARY 2021

ccee
California Collaborative
for Educational Excellence

Table of Contents

ccee
California Collaborative
for Educational Excellence

Purpose of the SIR Guidebook

The Systemic Instructional Review (SIR) Guidebook is a resource for Professional Content Experts at California Collaborative for Educational Excellence (CCEE) who take part in Systemic Instructional Reviews. It provides an overview of what the SIR process entails and provides guidance on the roles of members who take part in the review.

The guidebook begins by providing context about the CCEE-DTA (Direct Technical Assistance) approach to the technical assistance provided to LEAs. The guidebook then dives into each phase of the Systemic Instructional Review (SIR) and provides information on key resources for professional content experts who will be on a SIR team. A checklist of activities is located in the appendix.

How the CCEE Approaches Direct Technical Assistance

If the CCEE...

Collaborates with partners, professional and content experts to build individualized solutions.

Builds capacity in addressing chronic instructional performance and system challenges.

Maximizes resources and leverage expertise to support quality implementation.

Utilizes continuous improvement to attain immediate and long-term impact.

THEN...
We will be able to attain sustainable growth among the districts we serve as they prepare each and every student to be 21st century-ready.

CCEE Signature Practices

As a key partner in California's System of Support, we embrace the opportunity to serve alongside other leaders on behalf of the students of California. We are committed to the following CCEE Signature Practices:

- Approach everyone and every situation with **generosity of spirit.**
- **Be proactive in building relationships** through collaboration and identify solutions together to improve and increase opportunities for student success.
- **Create trust** through listening, being open minded, keeping commitments, exhibiting consistent positive behavior, and communicating often.
- **Leverage each other's strengths** and collaboratively work to overcome challenges.
- Focus our actions and **build capacity** to support improved student outcomes.

The following section provides guidelines, templates, and resources for Content and Professional Experts who may partner with CCEE in providing DTA and SIR support for LEAs. Each phase will follow with a section of key resources. A Phase 1-3 checklist is located in the appendix.

CCEE Systemic Instructional Review

The Systemic Instructional Review (SIR) an instructional comprehensive assessment (academic and social-emotional) of an LEA's instructional systems, progress of state requirements, and implementation of teaching and learning practices in order to successfully meet the needs of all learners, pre-K through 12.

The Systemic Instructional Review is broken down into three phases, as shown in Figure 1, that culminate in SIR recommendations that will receive ongoing progress monitoring and support from the CCEE as needed by the LEA.

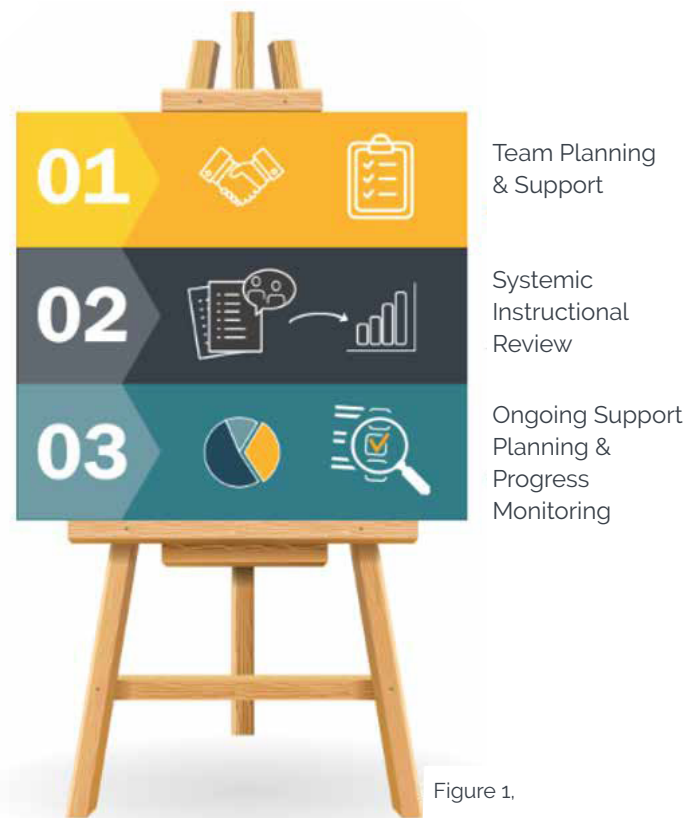## How is it determined that an LEA will embark on the SIR process?

LEAs may be eligible for CCEE DTA-SIR support through two avenues, AB 1840, and combination of education codes, the two main educational codes are 52074, and 52064.5. (SIR 2+ Educational Codes 52071, 52072, 52074, 52064.5)

DTA Wrap Around Support

Under AB 1840 the California Collaborative for Educational Excellence shall conduct a systemic review of the school district to identify needs and strategies to improve pupil academic achievement, including, but not limited to, needs identified pursuant to Sections 52052, 52064.5, and 52071.

Based on the results of the systemic review, the California Collaborative for Educational Excellence shall coordinate and facilitate the assistance provided to the school district by governmental agencies to provide coherent and effective support consistent with the purpose of the statewide system of support specified in Section 52059.5.

The 3 Phases of SIR

Team Planning & Support

Systemic Instructional Review

Ongoing Support Planning & Progress Monitoring

Figure 1,

Continuum of Support: Educational Code 52072

The LEA meets the criteria established by Section 52072 and pursuant to subdivision (g) of Section 52064.5 (CA School Dashboard) whereby three or more pupil groups identified pursuant to Section 52052 did not make progress based on the CA School Dashboard. If the LEA, COE, GEO Lead, and CCEE enter into partnership:

- The California Collaborative for Educational Excellence may provide advice and assistance to the school district

- CCEE, along with the COE and GEO Lead, will report on ongoing progress on the implementation of recommendations

- Systemic Instructional Review and Differentiated Assistance Support coming together in service of the school district

Phase 1
Team Planning & Support

Approximately 4 weeks

In this first stage the CCEE, LEA, COE, and GEO Lead will identify the core team that will work together in the Systemic Instructional Review support activities. This core team will collaborate to understand the LEA's student learner needs, instructional focus areas, and the supports currently being utilized. This includes the Differentiated Assistance support the LEA has participated in with the COE. To ensure ongoing communication and coordination of Systemic Instructional Review support, this core team will initially meet regularly. Since immediate planning and support may be needed within the LEA, this core team will be engaged to identify supports and ongoing progress monitoring.

Activities the Core Team (LEA, COE, GEO Lead, and CCEE) could participate in:

- Crosswalk of existing reports and documents for themes and priority identitification

- Review the LCAP for connections to district and student areas of need

- Engage in stakeholder empathy interviews to gain perspective on the impact of the LEAs instructional outcomes. (Empathy Interview Questions and Protocols)

- Develop data profiles of performance (e.g., Academic, Suspensions, Attendance, EL, SWD), LEA Data Profile PPT Sample

Phase 1 Get to Know the Team	Listen & Learn: LEA, COE, State Agencies engage as a team	▶	The LEA, COE, State Agencies team identifies priorities & coordinate support	▶	The team establishes targets & monitors progress	▶

To launch SIR work the following will need to be initiated and in many cases completed by the CCEE team members:

CCEE Lead to initiate contact with the COE, LEA, and GEO Lead (members contacted as needed dependent on situation) to inform the LEA of the SIR and provide initial context. The SIR background information will be revisited during the initial convening of the core team.

- The SIR Handout and the SIR Instructional Components are key CCEE artifacts to be shared with core team members during the initial contact. To provide overall context of the SIR in relation to CCEE DTA the DTA handout may be shared as well.

The project manager will lead the compilation of the LEA data profile.

The LEA may be asked to bring data to the initial meeting as well to help deepen the data discussion with local data results such as: grade level benchmark data or other local assessment data.

From the data profile analysis and discussion with the core team, the CCEE and the LEA will go through a SIR planning meeting.

- The purpose of this planning meeting is to build relationships with the LEA core team members to better understand the instructional systems present at the LEA and to plan the timeline for the SIR to be conducted

- From this meeting, the design of the SIR will emerge (e.g., dates for stakeholder sessions, site and classroom visits, and artifacts to be collected will be identified, see Data Collection Methods section for more information on this)

- *It is important to note that not all artifacts will be identified as some may emerge while the SIR school visits and stakeholder sessions are conducted*

Team Planning & Support

Customization for each LEA will occur as the CCEE SIR team adapts and addresses the needs of the LEA. Here are some templates to use and customize as needed for the LEA for the first stage of work.

Resource	Use
LEA Data Profile Powerpoint	With the assistance of a data specialist, a data profile will need to be created at the initiation of the partnership to help guide conversation of the LEA needs and discover potential foci for the SIRE. The data profile may include additional data points that an LEA is asked to share during the initial meeting.
SIR Planning Meeting Powerpoint	This template will be used by the CCEE SIR team to provide background on the SIR and gather information from the LEA regarding the desired timeframe and dates of the SIR. • Purpose: Introduce SIR Team to the district leadership and show support for process. • Your role: Meet the LEA team, listen and learn to gain insight into district culture and priorities.
Decisions to be Made: Data Gathering Outline	During the SIR planning meeting the LEA will complete this activity to identify a point person, artifacts to review, etc. Use this template to help guide the LEA and to document the information needed for the project manager to complete the SIR design and timeline. • To guide this conversation use the Artifacts list to show LEA members artifact samples. Have the point person you are working with think about other LEA members that can provide access to, or copies of the artifacts. **Don't forget the data questions at the end.**
LEA SIR Communications Plan	LEAs will be provided access to this communication plan that provides template language and materials that can be used to communicate with stakeholders on the SIR process.

Phase 2
Dive Deep into the Organization

| Design process and data collection begins | SWOT Analysis of instructional components conducted | Action steps and problem of practice priorities identified in collaboration with the LEA & COE |

Phase 2:

Systemic Instructional Review

Approximately 8 weeks

In the second phase the LEA, COE, and CCEE team will work together to design the Systemic Instructional Review (SIR) or comprehensive instructional assessment. CCEE will identify the SIR team that will complete the SIR and will work with the LEA to identify the artifacts that will be reviewed, stakeholder individuals and groups to be interviewed, and the focus of school site visits. The Systemic Instructional Review is a Pre-K to 12 instructional comprehensive assessment (academic, behavioral, and social-emotional) of an LEAs strengths, weaknesses, opportunities, and threats (SWOT) to more effectively design and implement multi-tiered instructional systems. Based on the results of the SIR, an action plan is developed to support implementation of SIR findings to guide district and school actions to successfully meet the needs of all learners.

Phase 2 Activities:

- Gather insight into LEA's areas of strengths and needs during SIR planning meetings

- Design and complete SIR data collection, complete analysis, and identify professional experts for SIR process and ongoing support

- Draft and finalize the SIR Report for review with LEA & COE

- Compile the Initial SWOT analysis to support the final SIR report

- Create recommendations/action items designed to assist districts in creating coherence throughout the system by supporting a strong focus on instruction, developing collaborative cultures, enhancing deeper learning, and establishing accountability throughout the system

CCEE SIR Team

In order to launch a successful SIR, CCEE SIR team will comprise of at least a CCEE lead, project manager, part-time professional expert (PTPE) lead, and PTPE support. In addition, team members may receive support from CCEE administrative assistants.

The following matrix explains the roles for each team member. Additionally, a matrix of activities and resources is provided with an explanation of purposes, uses, and suggested participants. These resources are intended to be adaptable depending on the district priorities and goals developed as a result of the initial and extended conversations.

CCEE Lead

Role	Has the primary responsibility of ensuring the quality and completion of the Systemic Instructional Review. Is the main communicator with the COE and the LEA. Leads the collaborative inquiry process to systematically examine the school and district educational practices aligned with the SIR components.
Activities	• Identifies and coordinates the CCEE SIR team • Contacts the COE to get background and support provided to the LEA • Coordinates with the COE and GEO Lead - Collect signatures for referral letter • Leads the initial meeting with COE and LEA • Communicates with the core team during the SIR process • Participates in the school visits and stakeholder interviews • Leads the SIR draft and final review process • Leads the progress monitoring and support conversations and meetings • Responsible for meeting with the CCEE SIR team on a regular basis to monitor SIR progress and timelines • Responsible for finalizing the SIR timelines
Decision Making	When questions arise that would lead to modifying the SIR process, the CCEE lead is consulted and makes the final decision.

PTPE Lead

Role	Has the responsibility of reviewing artifacts and requesting additional artifacts from the project manager. Has the responsibility as main writer to compile the body of the report and recommended actions. Collaborates as a team member to build trust with the district and school teams and create a safe, problem-solving environment.
Activities	• Reviews all of the artifacts to find patterns and compiles additional probing questions as needed • Participates in the school visits, classroom observations, and stakeholder focus group and individual interviews • Triangulates data from multiple points to surface SWOTs, patterns, and root causes aligned with the 12 instructional components • Works with other PTPE members to compile recommended actions with time frames; then works with CCEE members to finalize the report and actions

Project Manager

Role	Has the primary responsibility of scheduling the SIR project timelines and communicating with internal and external members about deadlines, progress, and needs. Is responsible for project managing the CCEE SIR team. Collaborates as a team member to build trust with the district and school teams and create a safe, problem-solving environment.
Activities	• Supports the CCEE Lead with the initial meeting with the COE and LEA • Creates and updates Powerpoints (PPT), handouts, and agenda • Works with PTPE/specialist to create LEA data profile • Works with CCEE administrative assistant and program specialist to update LEA Google folder with initial documents from the LEA website (e.g., LCAP, Org. chart, Mission & Vision, school list, CA Dashboard reports) • Coordinates the LEA school visits (i.e., reviews master schedules and bell schedules) and works with the LEA to finalize school visit and stakeholder • Coordinates with a CCEE administrative assistants and program specialist to schedule SIR school site visits and stakeholder sessions with the SIR team • Compiles master binder and works with the CCEE admin to create binders for CCEE SIR team • Participates in the school visits and stakeholder interviews • Works with CCEE program specialist to format SIR drafts and final report, action plan, and executive summary report • Assist in LEA-CCEE 1st draft review meeting by creating presentation materials as needed (e.g., PPT slides, handouts) • Coordinates the material preparation for the Final Review of the SIR Report (e.g., executive summary, PPT, handouts) • Is primary contact and support for the PTPEs
Decision Making	When questions arise in the scheduling of SIR activities, the project manager is consulted and makes the final decision.

PTPE Support

Role	Has the responsibility of reviewing artifacts, and requesting additional artifacts from the project manager. Has the responsibility as secondary writer to assist in writing the SIR report and compiling recommended actions. Collaborates as a team member to build trust with the district and school teams and create a safe, problem-solving environment.
Activities	• Reviews all of the artifacts to find patterns and compiles additional probing questions as needed • Participates in the school visits, classroom observations, and stakeholder focus group and individual interviews • Triangulates data from multiple points to surface SWOTs patterns, root causes according to the 12 instructional components • Assists PTPE lead in the compilation of recommended actions and works with CCEE team members to finalize the SIR report and actions

Conducting the Systemic Instructional Review

The SIR is designed to guide district teams to change organizational priorities and implement sustainable educational practices grounded in a continuous improvement model of strong conditions for student learning continuum of evidence-based systematic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making" (Title IX). Previously known as RtI and PBIS, MTSS provides the umbrella under which both live. MTSS consists of six critical components: Leadership, Communication/ Collaboration, Capacity/Infrastructure, Data-based Problem Solving, Three-Tiered Instruction/Intervention, and Data Evaluation. The foundational work of the SIR has MTSS at its core. success and the Multi-Tiered System of Support (MTSS) framework. Every Student Succeeds Act (ESSA) defines MTSS as "a comprehensive

The SIR process and the district guidance produced from it are individualized to the needs of the LEA. During the SIR, the 12 instructional components below are reviewed.

Culture, Coherence & the Planning Processes	Curriculum, Learning & Support	Instructional Practice & Strategies	Student & Family Engagement
Assessment & Accountability	Professional Learning & Coaching	Data Management & Use & Student Information Systems	District & Leadership Capacity
School-based Instructional Leadership Teams (ILTs)	Administrative Coaching & Leadership	Social-Emotional & Behavioral Health & Development	Governance Support with Instruction

View the characteristics of each instructional component in the Appendix X. SIR Instructional Component Characteristics.

Data Collection Methods

CCEE professional experts review and collect multiple data types in order to draw conclusions, sustain findings, and make recommended actions for the LEA's SIR report. Data is gathered from multiple sources such as LEA and school educational websites, and LEA self-reported and created documents.

Data and other information are essential elements of the research and analysis required to produce a credible report that will be useful to the LEA. Research data, such as information gleaned from other districts or counties, statistics gathered from sources such as the CA Dashboard, and the California Assessment of Student Performance and Progress may be helpful to the district. Data extracted from district records and documents is helpful to sustain findings and recommendations to draw conclusions about the organization. In addition, the information presented as factual should be correct and the source verifiable.

Data is to be verified using more than one source and differing review functions when possible. For example, you may notice something in a document you reviewed, and then during an interview, you ask a question to verify the information gathered in the document review. Another method includes observing something within the organization that is consistent with what you have learned through the interview and document review process.

There are some cases when it is not possible to verify data from multiple sources to be factual. In these cases, CCEE will depend on your professional and expert judgment to make decisions regarding the viability of information and data. Sometimes another SIR Team member may have confirming information that is uncovered or confirmed during collaborative conversations. Additionally, it should be noted in your report or findings that limited sources were available.

Empathy Interviews

Focus group interviews of stakeholders

Instructional Crosswalks

Data Dialogues

Targeted school deeper dives, outliers (high + low)

Community Convenings

Instructional walks Classroom observations

LEA Self-Assessment (district)

Document Review (including external reports)

Fidelity Integrity Assessment (school)

Stakeholder Shadowing Stakeholder Meeting Observations

Further LCAP review

Guidelines and Expectations for Report Writing and Deliverables

Reports and deliverables should contain findings and analyses as well as resulting recommendations/actions. They should be submitted to the CCEE Lead according to the timeline provided in the scope of work.

When compiling reports and products follow these points:

1 Data and information contained in reports should be the best available.

2 Recommendations/actions should be logical, warranted by the findings, and explained thoroughly, with appropriate caveats.

3 Recommendations/actions are to be specific and actionable.

4 Recommendations and next steps are rooted in data and findings.

5 Reports should be accurate, understandable, well structured, and temperate in tone. Use of neutral language for descriptors is important. .

6 Reports should be compelling, useful, and relevant to decision-makers.

7 Reports should be objective, independent, and balanced.

8 Keep the confidentiality of the subjects interviewed or observed in report writing.

Example:

" The district has started to make **amazing** changes in **their dated** curriculum, instruction and assessment that will **ensure the much-needed** change in culture within the system. "

VS.

" The district has started to make **positive** changes in curriculum, instruction and assessment that will **support** a change in culture within the system. "

Components of the SIR Report

Below is an outline of the report, along with a description of what needs to be included in each section:

Report Section Outline

What is a Systemic Instructional Review?
In this section, we describe what the SIR is and the purpose behind it (see description above).

The California Collaborative for Educational Excellence
This paragraph is the general explanation of what the CCEE does as part of the System of Support.

Project Inception
This section narrates the process and steps that were taken for a LEA and the CCEE to establish the partnership.

Data Collection
A detailed section that narrates the different data and methods used to collect said data.

Report Features and Layout
This paragraph narrates any preexisting LEA documents that were considered and make an impact on the document. This section will also include an outline of the report.

Summary of Findings
A summary of the findings according to what was determined most prevalent and high leverage. This includes an overall SWOT.

Body of Report
These sections are repeated for each Instructional component reviewed

Findings
A detailed paragraph(s) of the findings based on data collection methods taken.

Discussion
A descriptive and factual account of what was observed and gathered as pertinent to the instructional components analyzed.

Strengths • Weaknesses • Opportunities • Threats (SWOT)
Strengths: Identify the specific instructional systems, structures, strategies, and practices that show evidence of student growth or potential for student growth.

Weaknesses: Identify instructional systems, structures, strategies, and practices that are missing and/or could be limiting student performance at an optimal level.

Opportunities: Identify opportunities, both external and internal, that should be leveraged to address instructional quality and student performance.

Threats: Identify obstacles that have the potential to keep the organization from meeting goals in instructional quality improvement and student performance.

Appendices of the SIR Report

Appendix A:
CCEE Systemic Instructional Review Components
A copy of the CCEE Instructional Review Components

Appendix B:
Action Matrix
A matrix of the recommended actions found in the report

Appendix C:
Other supporting documents as needed
Any additional documents that are referenced or used as part of the SIR

Strengths, Weakness, Opportunities, and Threats (SWOT) Analysis

When a SWOT analysis is composed for the client LEA, it is important that we are specific without losing anonymity, meaning we do not use the names of individuals when referring to stakeholder input that.

The identified strengths, weaknesses, opportunities, and threats should be based on current data gathered through various collection methods. When identifying each SWOT component, it is critical that data is triangulated as you guide yourself with the following:

Strengths

- Identify the specific instructional systems, structures, strategies, and practices that show evidence of student growth or potential for student growth.
- What are the assets of the organization?
- What are the practices, protocols, procedures, actions, engagements, etc. that are being done well?

Weaknesses

- Identify instructional systems, structures, strategies, and practices that are missing and/or could be limiting student performance at an optimal level.
- What are consistent patterns that can be targeted to turn around and make gains (high leverage moves)?

Opportunities

- Identify opportunities, both external and internal, that could leverage and address instructional quality along with student performance.
- Are there any current or possible partnerships that can be strengthened or used?
- What bright spots are found and are able to be adopted organization-wide?

Threats

- Identify obstacles that have the potential to keep the organization from meeting goals in instructional quality improvement and student performance.
- Are there internal practices that are negatively affecting the organization?

Asset Based Model

Aside from identifying the areas that need improvement, the SIR Team also identifies the areas of strength for the LEA, bright spots and successes in the district. A bright spot is an example in which systemic practices are in place and are producing positive outcomes for students. Throughout the review it is important to identify strengths and areas that can be expanded on and implemented system-wide.

Recommendations/Actions

When providing recommendations/actions, they are to be specific to help ensure that they are not applied to inappropriate cases or with unrealistic expectations. As such it is important to have a few items in mind when writing recommendations.

1 Recommendations are to be given in the best interest of the LEA and the students served.

2 Recommendations are to be designed to assist districts in creating coherence through-out the system by supporting a strong focus on instruction, developing collaborative cultures, enhancing deeper learning, and establishing accountability throughout the system.

3 Recommendations should serve the district, county office of education, CCEE, and other team members to engage in continuous cycles of improvement, and should include a plan with priorities, actions, and progress monitoring data indicators. Meaning they should be measurable and can be tied to outcomes.

Additional factors to keep in mind as recommendations are crafted:

- The time of the academic year in relation to school happenings, this will help you write recommendations that are immediate vs. long-term.

- Who the implementing team members could be

- The time needed for implementation

- The skill needed to implement the action

- The recommendation is actionable and measurable

CCEE will share progress on the implementation of recommendations with the State Superintendent of Public Instruction and State Board of Education.
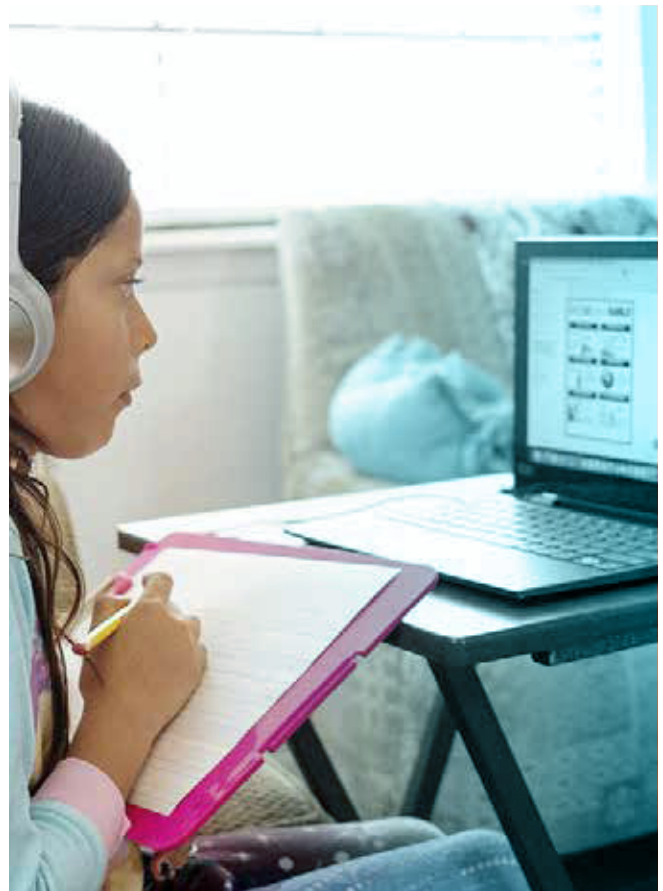
SIR Report Writing Examples

In this section, there are writing samples to help guide report attributes and styles. It is vital to ensure writing is clear and straightforward to all who read it. Clarity is enhanced by defining industry terms, acronyms, and citing any reports or tools mentioned. Like all CCEE work, the report will undergo review, revision, and editing by CCEE staff and SIR Team members.

Sample Finding and Discussion

Governance Support with Instruction

Finding 12 The governing board developed Strategic Goals for 2017-20 that demonstrate a strong commitment to serving USD students and developing the capacity of its teachers and staff.

Discussion The governing board of USD has developed Strategic Goals for 2017-20 that focus on two of the three elements identified by City, Elmore, Teitel et. al. (2009) as being central to the instructional core. Specifically, Strategic Goal #1 addresses the preparation of students for post-secondary opportunities, and Strategic Goal #2 calls out the need to, "Recruit, hire, retain and develop faculty, staff, and leaders that are qualified, high performing, diverse, and culturally competent." The remaining strategic goals address "safe, caring, and healthy" learning environments (Strategic Goal #3), and fiscally prudent and equitable use of the district's resources (Strategic Goal #4). While the third component of the instructional core model espoused by City, Elmore, Teitel et. al. (2009), strong instructional content, is implicit in Strategic Goal #1, it is not specifically called out in the district's Strategic Goals.

The governing board of SUHSD elaborates its positions on curriculum and standards in board policies. Those policies are accessible through the SUHSD website and are organized in an easily-searched database. An examination of key instructional policies revealed that they are regularly reviewed and updated.

The recognition of the instructional core being composed of three parts, i.e., students, teachers, and content, is echoed by Harvard University Graduate School of Education's Public Education Leadership Project (PELP, 2020) in its Coherence Framework. While the PELP framework envelops its instructional core with a Theory of Change, written as an "if…then…" statement, City, Elmore, Teitel et. al. (2009) posited that the key to effective instruction was based in the relationship of students and teachers to each other and the content rather than on the components themselves.

Insertion of details to make it relevant to decision makers.

Use of neutral language for descriptors.

Actionable and direct language use.

Note how the writer adds specificity to avoid having the action misinterpreted and misimplemented.

Sample SWOT on Governance and Support with Instruction

Strengths

Board policy documents are updated, accessible, and are used to support district instructional decisions.

Weaknesses

The district's Strategic Goals for 2017-20 specifically call out two of the three components of what is widely considered to be the instructional core, i.e., students and teachers, but not the third, content.

Opportunities

The lack of a clearly stated commitment to instructional content stated in the district's strategic goals could signal that instructional core component being less of a district priority, and hinder its efforts to message the need for strong curriculum and implementation of district-selected instructional strategies.

Threats

There is an opportunity for the governing board to more publicly signal its support of the efforts of USD instructional efforts by calling out the third element of the instructional core, content and curriculum in its revision of strategic goals.

Sample Overarching Recommendations

1 Re-clarify the district's intended outcomes and priorities, so there is a common understanding, focused direction, and clear expectations regarding implementation of district priorities, e.g, co-teaching and use of Constructing Meaning.

2 Define clear measurable outcomes for growth across several years for English Learners, Students with Disabilities, and Youth Experiencing Homelessness (HY), in identified areas of decrease or limited progress.

3 Define and implement a clear model of inclusive practices, including co-teaching, across the district. Definition and implementation will include: expectations, clear targets for achievement and practices, accountabilities, and timely follow-up. Utilize existing successful programs in the district and throughout the state as models.

4 Clarify roles of coaches, EL specialists, department chairs, teachers involved in district committees, etc. and how they are expected to support the district's outcomes, priorities, and accountabilities.

Systemic Instructional Review

As mentioned, the SIR process is individualized for the needs of the LEA. Below are core activities that have been fruitful in data gathering.

Artifact Review

Purpose

Gain a deeper understanding of district operations, priorities, organizational and decision making structures.

Your Role

Read and notate documents, collaborate with SIR Team on understanding the district and its schools.

Resources

SIR Artifact List

This list was provided to LEAs to submit artifacts. Feel free to take notes using this document or create your own. Your CCEE Lead will share the LEA Google folder that contains an artifact folder.

Empathy Interviews

Purpose

Increase knowledge of district culture, goals, leadership and school communities.

Your Role

Interview and take notes for collaborative conversations and data triangulation with SIR Team.

Possible Stakeholders

Key district/central office personnel, Union members, Board members, COE, SELPA

Resources

Leader Empathy Interview Protocol

This document provides a protocol script for professional experts conducting empathy interviews. The empathy questions for school leadership are located after the script.

Question Bank

Question Bank for Empathy Interviews for Students, Parents. Teachers/Staff, and School Leadership. Student and parent questions translated in Spanish as well.

School Site and Classroom Visits

Purpose

Learn from the school leadership team about the school culture, goals, strengths, and needs. Observe classrooms for learning snapshots of teaching and learning.

Your Role

Observe the school and classroom culture, instructional program and structure, observe student and teacher interaction, observe classrooms for learning, and triangulate data that has been reviewed and gathered from previous activities.

Resources

Admin Check-in

Use this template when checking-in with school administration for prior to visit classrooms in their school.

School Observation Template

Use this template to jot down observations of the overall school site.

Classroom Observation Template

Use this template when observing classroom instruction, whether in-person or virtually. Each classroom observation will be no more than 15 minutes. You will be able to take notes and pictures of artifacts. (Taking pictures of students or adults is not permitted.) At the end of each school observation, you will be asked to synthesize what was observed in the form of a SWOT in collaboration with your observing SIR team member.

Individual Stakeholder Sessions

Purpose

Gather information and feedback from key stakeholders for inclusion in the SIR Report.

Your Role

Interview and take notes for collaborative conversations and data triangulation with SIR Team.

Possible Stakeholders

Key district/central office personnel, Union members, Board members, COE, SELPA.

Resources

Conducting Individual Stakeholder Sessions Slides

A set of slides that guides you on the use of materials to help facilitate virtual individual stakeholder sessions

CCEE SIR Level 2+ Support Handout

A handout illustrating the process of involvement between CCEE and LEA/COE/State Agencies, and how they work together as a team to identify recommendations for student academic success (Education Codes: 52071, 52072, 52074, 52064.5)

Stakeholder Session Protocol

This document provides a protocol script for professional experts conducting empathy interviews. The empathy questions for school leadership are located after the script.

Question Bank

Question Bank for Empathy Interviews with students, parents, teachers/staff, and school leadership. Student and parent questions translated in Spanish as well.

LEA Data Profile Questions

Questions that are surfaced through the LEA Data profile analysis, questions will be utilized for either focus groups or individual.

Focus Group Sessions

Purpose

LEA, COE, and CCEE will discuss the Initial SWOT analysis and themes that have emerged from the - empathy and individual interviews of the SIR. They will discuss next steps on the SIR process and gather input from the LEA and COE on the initial SWOT analysis.

Your Role

Compile the initial SWOT analysis to present to county and LEA. Identify wonderings based on what data has been collected so far. Meet with county and LEA and welcome guidance and clarification from them. CCEE lead will help guide you in this meeting.

Possible Stakeholders

Students, parents, teachers, DELAC/ELAC, principals/school administration, instructional coaches.

Resources

Conducting Virtual Focus Group Slides

A set of slides that guides you on the use of materials to help facilitate Virtual Focus Groups.

Slide Deck

A slide deck that includes title, purpose, use of zoom features, intro to members and presents a question per slide.

Google "Survey"

A blank space for stakeholders to submit written input, stakeholders are provided the space during the session.

Focus Group Protocol

This document provides a protocol script for professional experts conducting empathy interview. The empathy questions for school leadership are located after the script.

Question Bank

Question Bank for Empathy Interviews for Students, Parents, Teachers/Staff, and School Leadership. Student and parent questions translated in Spanish as well.

LEA Data Profile Questions

Questions that are surfaced through the LEA Data profile analysis, questions will be utilized for either focus groups or individual.

Stakeholder Surveys

To assist in gathering the student and parent voice, surveys may be utilized to gather stakeholder input. Survey questions, like any other questions in the SIR process, may be customized per LEA.

Elem. Student Survey
M.S Student Survey
H.S. Student Survey
Parent Survey

Ongoing Support Planning and Progress Monitoring

In this last phase of the SIR, the CCEE will consult with the LEA, COE and GEO Lead core team to identify the supports needed to implement the SIR action plan, including the need for additional instructional coaching or support from other Leads within the California System of Support (SoS). Expectations for communication and reoccurring progress monitoring meetings with the core team (LEA, COE, and GEO Lead) will be established. The CCEE will progress monitor the implementation of the SIR action plan and provide additional guidance and assistance on an ongoing basis with the aim of supporting the LEA's continuous improvement priorities.

Activities

- Monitor progress on the implementation of the SIR action plan using relevant improvement monitoring tools.

- Identify support needed to implement SIR action plan, including clarifying the instructional coach's scope and sequence expectations.

- Integrate action plan into district strategic plans or LCAP in place in the LEA.

- Identify reoccurring cross-agency (eg: COE, CDE, Geo Lead etc.) check-in meetings to review the improvement progress with CCEE providing additional guidance and assistance.

As the SIR Report begins to reach its final phase there will be a series of meetings that will take place to provide the LEA and COE opportunities to provide feedback to the SIR team on after reviewing drafts. LEAs and COEs will be provided at least two opportunities to provide feedback.

These meetings will transition from providing feedback on the draft report to action planning based on the SIR recommendations.

Resources

Instructional Priority Planning PDSA

This tool can be used during the SIR -LEA-COE planning meeting to help the team work through identifying the priorities, reviewing action plan for implementation, and identifying data points to measure student outcomes against.

Agendas for SIR Draft Report Meetings

The agendas demonstrate an approach that may be taken. Agendas are designed by the SIR team and are customized based on the SIR Report and LEA.

Improvement Monitoring Tool (spreadsheet)

The Improvement Monitoring tool is developed once the recommendations have been finalized. The tool will be used to gather data and monitor the progress the LEA has made regarding the implementation of the SIR recommendations.

Post SIR Communication Plan

Customizable communications templates and tasks that will help LEAs communicate with stakeholders post-SIR.

Phase 3

Planning and monitoring implementation

| Plan and coordinate support to implement action steps with LEA & COE | ▶ | Establish systems and mechanisms for engaging in cycle of improvement | ▶ | Progress monitor and measure impact | ▶ |

Communication

Throughout the SIR process, frequent, clear, and specific communication is needed and will occur in person, over emails, meetings, reports, video, and phone. Regardless of the mode, it is important to be clear and concise.

After leading individual or group meetings, an email summarizing the discussion along with any next steps/actions that result from the meeting are to be sent out to the team involved, including CCEE Lead. It is vital that communication given by the individual does not conflict with what the CCEE Lead and team communicate; all matters of concern need to be discussed with the CCEE Lead.

Content/Professional Experts are responsible for attending scheduled team meetings, reporting on the work and progress made since the previous meeting, and surfacing any concerns. Experts are responsible for providing clear and factual progress updates to the CCEE Lead and to any members identified by the CCEE Lead.

To stay current on the details and expectations of your assigned project, it is important to check your email daily while on assignment and reach out to your CCEE Lead with questions. Content and Professional experts are expected to respond to inquiries within 72 hours. All press inquiries are to be directed to the CCEE Lead.

Using Google Drive

Submission of deliverables

Deliverables are to be added to the OneDrive folder as instructed by the CCEE Lead. All products and deliverables are subject to review and edits and as such will be considered as final drafts until the CCEE Lead indicates otherwise.

Document Naming Conventions

To keep all documents organized, follow the naming convention:

Organization Acronym_Title of Document_Status_Variation

Below are some examples of document names (note: not all have a variation):

IFUSD_Systemic Instructional Review Report_Draft_Assessment and Accountability

IUMCC_LCAP Collaborative Session_Final

FSNUSD_Action Matrix_Final_Cabinet

FSNUSD_Action Matrix_Final_Site Level

Appendix

SIR Team Checklist of SIR Activities and SIR Team Actions, Phases 1-3

Phase 1
Team Planning and Support

❑ Create and share LEA- SIR Google folder with SIR Team
  - Create SIR Team Member Binder

❑ Review Artifacts (Artifact List)

❑ Review Data Profile

❑ Attend SIR Planning Meeting (PowerPoint)

  - Complete the Data Gathering Outline or Version 2
  - Follow-up with LEA lead as needed to schedule and hold dates for SIR activities
  - Provide LEA with LEA SIR Communications Plan
  - Share artifact folder with members
  - Contact supporting members for student and family stakeholder sessions
  - Attend Team Launch Huddle

Phase 2
Systemic Instructional Review

❑ Conduct Empathy Interviews (45 minutes)
(interview protocol, question bank)
  • Key district/central office personnel
    • Union members
    • COE
    • SELPA

❑ Conduct School Site and Classroom Visits
(admin check-in, school obs. template, classroom obs. template, slides)

❑ Conduct Individual Stakeholder Sessions
(60 minutes) (interview protocol, question bank)

  • Key district/central office personnel
    • Union members
    • Board members
    • COE
    • SELPA

❑ Conduct Focus Group Sessions (slide deck
protocol, group slides, protocol, google "survey",
question bank)
  • Students
  • Parents
  • Teachers
  • DELAC/ELAC
  • Principals/school administration
  • Instructional Coaches

❑ Attend Team Huddle JamBoard Data
Triangulation
  • Subsequent team huddles to review drafted
    SWOT and recommendations

❑ SIR Draft Meeting 1 scheduled

❑ SIR Draft Meeting 2 Scheduled (at least two
weeks after the first meeting to allow sufficient
time for the LEA and COE to provide feedback
and the SIR team to incorporate feedback, edit
the document, and place in its final form)

Phase 3
Ongoing Support Planning and Progress Monitoring

❑ Populate the Improvement Monitoring tool
❑ Provide Post SIR Communications Plan
❑ Attend regularly scheduled cross-agency
meetings

SIR Instructional Components

Instructional Component

1 **Culture, Coherence, and the Planning Process**

LCFF/LCAP:

Priority 6: School Climate (Engagement)

Characteristics

The local educational agency (LEA) demonstrates a strong value on culture and climate for all stakeholders through the implementation of district-wide professional learning opportunities that teach, promote, and practice inclusivity and diversity. LEA members implement culturally reflective practices and policies that are designed to create coherence around an inclusive instructional mission and vision achieved through continuous improvement practices and processes. This is evidenced by the following characteristics:

- A supportive and engaging culture and climate that is visible for stakeholders (e.g., teachers, leaders, staff, parents, students) and cultivated and evident across all district efforts.

- A culture of accountability that considers the whole child (e.g., academic, social, and emotional developmental) and provides students multiple opportunities and alternatives for developing learning strategies that result in improved achievement and school performance.

- A commitment to developing and refining a culture of teaching and learning that is based upon clear learning targets consistently assessed across multiple measures.

- A clear understanding of the importance of using achievement outcomes to guide coherent and collaborative work while fostering knowledge of expectations around teaching, learning, and accountability.

- Practices and planning processes that reflect an inclusive instructional vision and mission using a multi-tiered system of support that is sensitive to the diverse student community (e.g., gifted, students with disabilities, English learners, homeless and foster youth).

- Professional learning opportunities are provided, from the boardroom to the classroom and home, that create and sustain a district-wide culture of inclusivity and celebration of diversity and language, as well as include culturally reflective practices and policies.

- Student diversity is celebrated and recognized in a variety of units or school/district-wide awareness campaigns (e.g., May is National Foster Care Month, October is Disability Awareness Month, November is National Homeless Youth Awareness month, and one week is designated as National Hunger and Homeless Awareness Week).

- Continuous improvement practices and processes are utilized and shared to determine whether the instructional mission and vision are being attained.

- Support and development of the use of technology that promotes effective pedagogy and student engagement in an adaptive world (e.g., blended learning, hybrid, flipped classroom).

- A culture of clarity around the roles and responsibilities of the central office and schools in planning and engaging in activities that deepen the commitment to ensuring all students attain educational success.

- A District Leadership Team provides direction, guidance, differentiated support, and oversight for ensuring the health and wellness of the district.

Instructional Component	Characteristics

Instructional Component

2   **Curriculum, Learning, and Support**

LCFF/LCAP:

Priority 2: State Standards

Priority5: Pupil Engagement

Priority 8: Other Pupil Outcomes

Characteristics

The LEA has an MTSS framework that documents and assesses the implementation of all standards-aligned materials, curricula, learning, and social-emotional and behavioral supports (e.g., differentiation options, tiered support options, integrated aligned ELD supports). This is evidenced by the following characteristics:

A coherent, standards-aligned curriculum, instruction, and assessment system is in place that is culturally and linguistically responsive and meets the needs of all learners (e.g., gifted, English learners, students with disabilities, and homeless and foster youth).

Evidence-based programs, including supplemental and enrichment curricular and instructional materials, are provided and reflect the diverse needs of the student population and provide equitable access for all learners.

A multi-tiered approach is used to align and allocate district resources and support based on students' and schools' needs across multiple measures (e.g., academics, suspension, attendance, grades).

A targeted focus on ensuring teachers hold high expectations for their students and have positive student-teacher relationships.

Clearly articulated learning goals, across all grade levels and content areas, provide students a path to mastery of the strategies, skills, and concepts embedded in the curriculum.

Ensuring teachers are able to clearly articulate their concept of student progress and appropriately challenge surface, deep, and conceptual knowledge and understanding.

---

3   **Instructional Practice and Strategies**

LCFF/LCAP

Priority: 1 Basic Conditions

Priority 2: State Standards

Priority 7: Course Access

The LEA has established and defined instructional practices and strategies that are culturally inclusive, differentiated, rigorous, coherent, and standards aligned. Instructional technology, project-based learning, and other experiences beyond the textbook are regularly utilized. Instructional practices and strategies positively support students in developing self-agency and building metacognitive skills. This is evidenced by the following characteristics:

- A district-wide intentional focus on providing a rigorous teaching and learning experience that uses Universal Design for Learning (UDL) principles for improving and extending differentiated instructional practices that increase student engagement.

- Evidence-based instructional practices focus on providing students access to and experience with rigorous, relevant, and coherent standards-aligned instructionand are responsive to the needs of all learners, including gifted students, culturally and linguistically diverse students, students with disabilities, and homeless and foster youth.

- Teaching practices emphasize the engagement of students in the learning process and provide clear articulation of the strategies of instruction, learning intentions, and the criteria for success.

- District-wide instructional practices and strategies are actively cultivated, communicated, clearly documented, and evaluated.

- Continuous improvement data are regularly used to celebrate growth and problem solve areas in need of targeted assistance.

- Instructional practices and strategies ensure that the teachers of all student groups (gifted, culturally and linguistically diverse students, students with dis-abilities, homeless and foster youth) are included and participate in collaborative integrated planning for instruction.

- Teachers regularly meet to share and review student work.

Instructional Component

④ Social-Emotional and Behavioral Health and Development

LCFF/LCAP:

Priority 6: School Climate

Characteristics

Social-emotional and behavioral (SEB) well-being of the whole child is a critical component in the LEA's mission and vision. Identified social-emotional and behavioral skills are integrated into the curriculum, instructional practices, and resources identified for student support and school capacity building. Social-emotional and behavioral health is embedded in LEA policies and practices and is modeled by adults. This is evidenced by the following characteristics:

- Social-emotional and behavioral health of the whole child is supported/substantiated within the written instructional vision, policies, and practices.
- Systemic and strategically embedded instruction that includes explicit teaching of expected student behaviors appropriate to the development level.
- Specific and differentiated social-emotional and behavioral strategies address students in Tier I, Tier II, and Tier III.
- Specific metrics measure and refine the impact of the SEB instruction.
- Rapid formative assessments are available for highly mobile students and are used to assess new students' abilities, recognize emotional needs, employ a variety of teaching strategies, arrange for students to complete homework at school, and provide individual or group tutoring.
- Professional learning is provided to enable teachers to understand the nature of homelessness and foster care, to create positive experiences for homeless children, and to provide strategies for discussing this topic in the classroom.
- A continuum of resources available at every site provides support to students whose behavior and well-being is of concern.
- Meaningful outreach engages families and caregivers with the continuum of available resources.
- Planned and intentional professional learning builds staff capacity in the use of Student Success Teams (SST) and Positive Behavior Intervention Supports (PBIS).
- Social-emotional, behavioral, and health development is practiced and modeled by adults throughout the district.
- A continuum of school-based social-emotional, and behavioral supports are identified and external partnerships are cultivated.
- The school site culture among teachers and school leaders engages, challenges, and supports social-emotional, behavioral, and academic development.
- Social-emotional and behavioral health and respective curricular programs are routinely evaluated and use data to ensure fidelity of implementation, quality of the selected curriculum, and to inform continuous improvement instructional decisions.
- On-going professional learning opportunities provide a safe space for teachers and leaders to learn about the importance of SEB.

Instructional Component

⑤ Assessment and Accountability

LCFF/LCAP:

Priority 2: State Standards

Priority 4: Pupil Achievement

Characteristics

The LEA has a systemic process to measure and analyze student data—academic, behavior, and SEL—that drives the accountability system for all stakeholders (classroom to boardroom and home) and informs a continuous improvement process. This is evidenced by the following characteristics:

- A system of assessment that ensures all students are provided with, know, and understand clear learning targets in all courses and at all grade levels with the goal that each student comprehends precisely what and how to attain mastery of key skills and concepts.

- Ongoing, aligned, systemic processes are in place for measuring how, what, and how well a student is learning (e.g., early warning system, universal screening, diagnostic, formative, summative).

- Targeted and on-going assessment of ELs ensure they are moving toward advanced levels of English, reclassification, and closing the academic language gap.

- The redesignation rate of ELs and the declassification rate and movement of service delivery (e.g., LRE) for students with disabilities are monitored, assessed, shared, and used to make instructional decisions for improved student outcomes.

- Measures are used that promote resilience in foster and homeless youth and assess students' soft skills such as motivation, social adaptability, and interpretive abilities.

- Assessment data are used to monitor the rate of growth for foster and homeless youth to ensure students are receiving differentiated and well-rounded support for academics, social-emotional, and behavioral health.

- District-wide practices include intentional time for teachers and leaders to learn, digest, analyze, problem-solve, and plan for instruction that results in improved student outcomes for academics, behavior, and SEL (e.g., establish Professional Learning Communities, Communities of Practice, etc).

- Progress monitoring of district culture, coherence, curriculum, and instructional and professional learning provides two-way communication with stakeholders and ensures district benchmarks and goals are met.

- There is an established district-wide process (e.g., problem solving/continuous improvement protocols) for using assessment data to make instructional decisions at the student, classroom, school and district levels.

- The district's multi-tiered system of support has established decision rules that articulate entrance and exit criteria for students needing intensified instruction and intervention.

- A functional student information system (SIS) is in place that readily provides data to inform continuous improvement and instructional decisions from the boardroom to the classroom.

- Assessment and accountability data are regularly collected and shared throughout the school year and align with district formative and/or benchmark assessments (e.g., beginning, middle, and end of year).

Instructional Component

6 **Student and Family Engagement**

LCFF/LCAP:

Priority 3: Parental Involvement (engagement)

Priority 5: Pupil Engagement

Characteristics

The LEA practices two-way communication that reflects the cultural and linguistic needs of families in the community and provides resources and activities that give students agency, promotes student leadership, and provides a space for active family and community engagement. This is evidenced by the following characteristics:

Student Engagement:

- Student agency and voice are fostered to promote critical thinking and leadership that contribute to decisions being made.
- Students are able to articulate what they are learning and why.
- Students are able to identify and use self-regulatory strategies for learning.
- Students are able to self-identify instructional strategies for their learning.
- Students are provided with opportunities to self-assess.
- Students are provided equitable access to digital learning platforms and devices.

Family Engagement:

- The LEA actively seeks and acts upon two-way communication with students, families/caregivers, and underrepresented groups.
- There are written protocols that delineate strategies and practices that promote and engage students and families.
- The district has both systems and supports in place to successfully engage families and students in an adaptive learning environment (e.g., distance learning, blended learning, flipped classroom), and provide support with internet connectivity, devices, orientation, and guidance on hybrid learning environments.
- Clear two-way communication is used with families and cultivates a clear understanding of steps and progress required for students to show mastery of skills, concepts, and grade-level and graduation requirements.
- The cultural and linguistic needs of the community are reflected in the resources engagement activities, and curriculum.
- Families/caregivers are active participants in PTA/PTO, school site council meetings, and other forums.
- The LEA provides support to schools to ensure family/caregivers and students are actively informed members and decision makers within the district system of support and school community.
- Parent groups engage and collaborate with school and district leaders in prioritizing goals and providing LCAP input and feedback.
- Universal use and provision of language translation and interpretation (e.g., written, oral language) is provided.

Instructional Component

7 **School-based Instructional Leadership Teams (ILTs)**

LCFF/LCAP:

Priority 6: School Climate

Characteristics

Instructional Leadership Teams (ILTs) exist in every school and are representative across grades and disciplines with members that make culturally responsive data-driven decisions to design instruction for all students and their needs. ILTs facilitate site-based professional learning and support the implementation of district and site programs and efforts. This is evidenced by the following characteristics:

- Written expectations exist for ILTs roles, responsibilities, and team membership.
- ILTs exist in every school and meet regularly with organized agendas and minutes.
- ILTs are provided professional development on the purpose, process, facilitation, and outcomes for leadership teams.
- ILTs reflect cross grade and disciplinary representation of student groups including EL, gifted, homeless, foster, and students with disabilities.
- ILTs have a clear vision that aligns with the LCAP goals, student needs, and data.
- ILT members are capable and empowered to use data to design instruction based on the needs of each and every student.
- ILTs include a focus on supporting all educators in developing assessment literacy.
- ILTs are actively involved in facilitating culturally responsive data-driven decision making and creating the instructional supports necessary to deliver best first instruction that results in improved school-wide student outcomes.
- ILTs facilitate site-based professional development and coaching on instruction, assessment, and data-driven decision making.

Instructional Component

8 **Administrative Coaching and Leadership**

Characteristics

Infrastructures across the LEA support, promote, and enhance a collaborative culture for district and site administrator effectiveness in management and instructional leadership. Data (academic, social-emotional, and behavioral) are consistently used to monitor instruction and inform stakeholders' engagement. This is evidenced by the following characteristics:

District Leadership:

- Central office administration ensures expectations of the school site administrators are clear and district infrastructures exist to support, enhance, and develop effective instruction and managerial leadership.

- Principal supervisors spend an extensive amount of time in schools observing instruction in both general and special education settings and providing strengths-based and actionable feedback to site leaders.

- District administrators demonstrate consistent use of qualitative and quantitative school-based data to assess the rate of growth for academic, behavioral, and social-emotional learning and differentiate levels of support.

- District leadership actively cultivates a growth mindset in a trusting and safe environment, in which personnel feel comfortable taking risks and actively contribute to decision making.

- District infrastructures provide professional learning to support site administrators in developing their assessment literacy.

- District leadership provides targeted coaching to site administrators that facilitates growth and development of assessment literacy for their respective instructional personnel.

Site Leadership:

- District infrastructures exist that support and enhance site administrators' effectiveness in instructional leadership.

- Consistent leadership coaching and mentoring provides principals the opportunity to reflect on, monitor, adjust, and increase effectiveness of their roles in strengthening instructional practices to meet the needs of diverse learners.

- Administrators clearly demonstrate a balance of their time between building management and instructional leadership.

- Administrative practices include targeted instructional coaching for staff to support and facilitate effective teaching strategies and practices that span all students—general education, special education, gifted and English learners, homeless and foster youth.

- Administrators spend an extensive amount of time in classrooms, including special education, observing instruction and providing strengths-based and actionable feedback to teachers.

- Administrators demonstrate a consistent use of qualitative and quantitative data to assess the rate of growth for academic, behavioral, and social-emotional learning for all students.

- Administration actively cultivates a growth mindset and a safe environment for personnel to take risks, speak their truth, and contribute to decision making.

- Administrators actively facilitate and engage parents/caregivers as welcomed partners in the school community/family.

Instructional Component

9 Professional Learning and Coaching

LCFF/LCAP:

Priority 1: Basic

Priority 2: State Standards

Characteristics

- There is a professional learning plan that cultivates the development of a teaching and learning culture through the eyes of a student and reflects the needs of all teaching staff. The LEA-wide data-driven professional learning plan designed for all stakeholders focuses on effective instructional practices that improve student academic, social-emotional, and behavioral learning. Instructional coaches support the implementation and improvement of the tiered practices. This is evidenced by the following characteristics:

- There is a written comprehensive multi-year professional learning (PL) and coaching plan based on best practices for improving effective instruction for veteran and new principals, teachers, and staff (classified and certificated) and has clear expectations for implementation and monitoring.

- District-led, highly effective, data-based professional learning opportunities are grounded in student performance and foster collective responsibility for improving student outcomes.

- There is a relentless focus on developing the capacity of all teaching staff to deliver effective lessons that actively engage ELs and SWDs and advance their learning and language proficiency across the curriculum.

- There is intentional focus on developing systemic implementation of Universal Design for Learning (UDL).

- The development of assessment literacy provides for continual analysis of student data that resuls in effectively raising achievement academically, socially, emotionally, and behaviorally.

- There is a clear focus on digital literacy within an adaptive environment that provides opportunities to practice and build skills in this area (e.g. blending and online learning, flipped classrooms, maximizing the use of digital platforms and resources, synchronous and asynchronous).

- A structure exists for school site professional learning that is focused on collaborative cultures, e.g. PLC, CoPs, ILTs, etc.

- A data-driven professional development plan exists at each school site that is intentional and differentiated for the learning needs of teaching staff.

- Professional learning feedback is regularly collected and shared to support continuous improvement.

- A structure exists to support teachers' reflections and efforts to improve classroom practices for academics, social-emotional, and behavioral learning (e.g., instructional coaches and/or support personnel).

- There is a written multi-year plan for engaging parents and other stakeholders in learning that is aligned to the district's strategies for improving academic, behavioral, and social-emotional learning.

- Regular professional learning and data-driven feedback is provided to the governing board.

Instructional Component

10 **Data Management and Use and Student Information Systems**

Characteristics

- There is a student information system (SIS) that actively stores and tracks all individual student data (e.g., grades, attendance, discipline). The SIS provides LEA-wide appropriate access for teachers, administrators, and parents/caregivers, which allows for aggregate data use for school-based planning and also meets federal/state/local reporting requirements. This is evidenced by the following characteristics:

- SIS data that support and align with the district's assessment and accountability system(s).

- An early warning system (EWS) for academics (e.g., grades), behavior (e.g., major /minor events), and attendance is developed, available at the district, school, and classroom levels, and has established criteria for each level.

- A suite of reports that is readily available and customized for the end-user (e.g., principal, teacher, board member, assistant superintendent, parent/caregiver, etc) and reflect the areas identified as needing improvement (e.g., EWS that can be disaggregated by student group, grade, gender, graduation rates, family/ caregiver engagement, targeted indicators for ELs and students with disabilities).

- The SIS communicates with other data systems that are required and maintained by other departments (e.g, special education, English learners, foster and home-less youth).

- Regularly provide training on how to use and access SIS data.

- Regular district monitoring and reviewing of data in an effort to support educator access and usage of the SIS.

- Professional learning opportunities that unpack the need for and use of SIS data to drive student, school, and district improvement, inclusive of a continuous improvement problem-solving approach to help consumers analyze and act upon areas of need.

- Data are regularly used, from the governing board to the classroom and parent/ caregiver levels, to monitor progress and ensure curriculum, instruction, and tiered support result in positive student outcomes in academics, social-emotional, and behavioral health.

- District leadership utilizes SIS data regularly (e.g., quarterly) to monitor a variety of data points (D/Fs, EWS trends, referral rates for special education, etc).

- School leadership utilizes SIS data on a regular basis to monitor school-based EWS indicators (academic, behavior, attendance) and other data to include, but not limited to, SST referrals, the success of Tier 2 and 3 interventions, success of the implementation of curriculum, etc.

- Longitudinal data are regularly provided and reviewed at the school and district level to track and report student progress.

- Readily available data that support cross-departmental, classroom to school analysis to inform continuous improvement instructional decisions.

- Decision rules are developed and socialized with teaching and learning personnel that provide entrance and exit criteria for robust and coherent tiered support for all students, including gifted, at-risk, English learners, and students with disabilities.

- Activities (e.g., PLCs, pairing of schools) that are organized using aggregated data and create opportunities for schools to collaborate and learn from and give each other feedback.

Instructional Component

11 **District and Leadership Capacity**

Characteristics

- The LEA contains strong multi-level (school and district leadership) organizational capacity and processes to make coherent, coordinated decisions that ensure goals and metrics are mission and vision aligned across sites and departments. Established processes ensure each member, regardless of position, is supported and can fulfill their role and responsibilities. This is evidenced by the following characteristics:

- Strong organizational capacity, dynamics, and processes exist to make coherent, coordinated decisions that improve the overall health and wellness of the district.

- District and school leadership develop and facilitate collaborative and transparent processes to implement shared goals regarding teaching and learning, effective leadership, and accountability and commitment to equity and excellence across the district.

- On-going assessment of district and school leadership culture, coherence, and professional learning provides two-way communication with the superintendent to ensure district benchmarks and goals are met.

- Performance metrics aligned with district goals and vision are established across all central office departments and regularly reviewed for growth and sustainability using a continuous improvement model.

- Each department's strategic workflow, metrics, and benchmarks are verified with data, aligned with district goals and vision, and reviewed regularly.

- Aligned, systemic processes, both qualitative and quantitative, are in place to measure how, what, and how well district and school leaders are functioning in their current roles.

- On-going coaching is provided across the cabinet and superintendent that supports team cohesiveness and provides for individual growth and development.

- School leaders are provided with professional learning and coaching opportunities to enhance their knowledge and skills to fulfill their roles and responsibilities.

- A district instructional leadership team exists that continually assesses the needs of schools and provides differentiated support to sites.

- There are clear expectations and support for current and future leaders in the development of their assessment and technological literacy.

- A written leadership succession plan exists and is executed. The plan works to build the capacity and bench of potential leaders for both the school and district levels.

- Career ladder opportunities support the development of a leadership pipeline for future leaders.

Instructional Component

12 **Governance Support with Instruction**

Characteristics

- The governing board has clearly established written policies, processes, and protocols to assist in the implementation of strong instructional practices and educational supports for each and every student. This is evidenced by the following characteristics:

- The district's governing board has policies and practices that support the focus that all students are provided with, know, and understand clear learning targets in all courses and at all grade levels.

- The district's governing board has a delineated function and members have a clear understanding of their roles and responsibilities in improving district, school, and student outcomes.

- The district's governing board members demonstrate conflict resolution, effective communication, and interpersonal respect for each other, the district leadership, staff, and the community they serve.

- The district's governing board participates in ongoing professional learning on policy development, leadership, and practices for effective teams.

- The district's governing board meetings provide regular opportunities to engage with staff and departments via presentations and reports.

- Governing board work sessions are held regularly (e.g., 3 times per year) and provide deeper study into various topics of district need and interest and involve appropriate staff.

3 Phases of SIR

Team Planning & Support

Phase 1

Getting to
know the team

Listen and Learn:
LEA, COE, State
Agencies engage
as a team

➤

The LEA, COE,
state agences
team identifies
priorities &
coordinates
support

➤

The team
establishes
targets and
monitors
progress

Systemic Instructional Review

Phase 2

Diving deep into
the organization

Design Process &
Data Collection
begins

➤

SWOT Analysis
of instructional
Components
conducted

➤

Actions steps and
problem of practice
priorities identified
in collaboration
with the LEA & COE

Ongoing Support Planning & Progress Monitoring

Phase 3

Planning and
monitoring
implementation

Plan and coordinate
support to implement
action steps with
LEA and COE

➤

Establish systems
and mechanisms
for engaging in
cycles of
improvement

➤

Progress monitor
& measure impact