

Questions to Guide Collaborative Efforts for School Improvement

Implementation - Practices	Questions
Leadership	1. Has the district School Board documented a long-term commitment to the implementation of increasing access and equity for all students?
	2. Does the district leadership team include at least one district-level administrator who attends all meetings?
	3. Are annual updates of outcomes and recommended steps given to the School Board?
	4. Has the district committed the necessary FTE to support implementation?
	5. Has the district made the necessary funding and scheduling changes to ensure fidelity of implementation?
Family Engagement	1. Does the district leadership team include parents who are not employees of the district?
	2. Does the district employ a parent liaison or parent mentor?
	3. Are district planning meetings scheduled for nontraditional times to ensure the participation of parents?
	4. Does the district support family involvement by offering supports such as child care, transportation and translators to ensure ease of participation?
	5. Are parents full partners in their child's education, included in decision making and on advisory committees, to assist in the education of their child?
Data-based Decision Making	1. Are District and Building Level Teams tracking data and using data to problem solve, plan and implement school improvement?
	2. What baseline data is used?
	3. How often is data reviewed?
	4. Are cut scores and tiered supports in place with data being compared over time?
	5. Is student progress evident and continuous? If not, are steps taken to improve the outcomes?
Universal Screening	1. Is there universal screening data (academic and behavioral) on all students?
	2. Does screening take place 3 times per year?
	3. Is screening data reviewed and used for decision-making?
	4. Are data collection tools quick, efficient, inexpensive, repeatable, informing instruction, sensitive to growth (e.g. small changes)?
	5. Are interventions put into place based on data?

Progress Monitoring	1. Are the tools used for progress monitoring comparable to the tools used for universal screening?
	2. Do educators use progress monitoring data in <i>planning, implementation and evaluation</i> of student progress?
	3. Are supplementary and/or intensive supports provided to students when needed?
	4. Are goals for students' growth ambitious and reasonable?
	5. Are management systems implemented that allow the progress monitoring of district, school and individual student progress?
Standards Aligned Curriculum	1. Do all students have academic and behavioral goals that are aligned with the Illinois Learning Standards/ Early Learning Standards for Academic and Social Emotional Success?
	2. Do all students access quality core curriculum that is aligned to the Illinois Learning Standards?
	3. If Quality Core curriculum is not sufficient for student learning, are students provided with more time and smaller group opportunities (tier 2 supports) in addition to core?
	4. If Quality Core curriculum plus more time and smaller group opportunities (tier 2 supports) does not provide the desired learning outcomes, is the student provided with more time and individualized instruction (tier 3 supports)?
	5. What is the on-going school procedure for accountability to Standards Aligned Curriculum?
Evidenced-based Practice	1. Is the ratio of positive to negative interaction for each individual student at least 5 to 1 and do all students have multiple opportunities to respond within a given class period?
	2. Is structure and predictability maximized in the classroom?
	3. Are students actively engaged in observable ways?
	4. Is there a continuum of strategies for academic and behavioral learning?
	5. Are least restrictive practices used in the classroom setting?
3-Tiered Model of Interventions	1. Has the district examined data to determine the percentage of students that fall into each tier (e.g. what percentage of students meeting proficiency in core/universal)?
	2. Is the core curriculum scientifically based (academic, behavior, social/emotional)?
	3. Are the interventions used at each tier scientifically based?
	4. Are there decision rules for changes at all levels of interventions based on data?
	5. How will the effectiveness of supplemental and intensive instruction be monitored?

Differentiation for Academics and Behavior	1. Are teachers and teams using instructional strategies and curriculum that include Multiple Intelligences, Cooperative Learning, Authentic Assessment (CBM), Reading and Writing across the curriculum, Problem-Based Learning, and Social Skills?
	2. Is teaching being adjusted based on new information acquired through data, research and professional development?
	3. Do classroom systems address diverse academic and behavioral needs and abilities of all students through a layered curriculum, universally designed lesson plans, and positive discipline procedures?
	4. Are accommodations, support and aids available to all students providing equity and access to the general education classroom, curriculum, instruction and peers?
	5. Is the 3-Tiered Model of Interventions meeting the academic and behavioral needs of all students through general education?
Team Based Implementation	1. Is there a school-based team in place to plan, support and implement curriculum and instructional practices that provide access and equity for all students?
	2. Is there a regular schedule and do Teams meet regularly?
	3. Do Teams keep within the allotted time frame?
	4. Are action plans created and reviewed?
Sustainability	1. Are there District and Building Level Teams and Coaches meeting (quarterly and monthly) to assess student and staff needs for addressing the academic, behavioral and transition needs of all students?
	2. Are ISAT, AYP, Reading Gap, Graduations Rates and EE data consistently improving?
	3. Do the District and Building Level teams use data and research to make decisions that evaluate and adjust curriculum, instruction, disciplinary interventions, professional development and district/building goals and objectives toward a 3-5 year improvement plan?
	4. Are Office Discipline Referrals, Referrals to Special Education and Drop-Out Rates decreasing?
	5. Are systems and initiatives integrated, in place and used to address academic and behavioral needs without removing a student from the general education classroom?

