

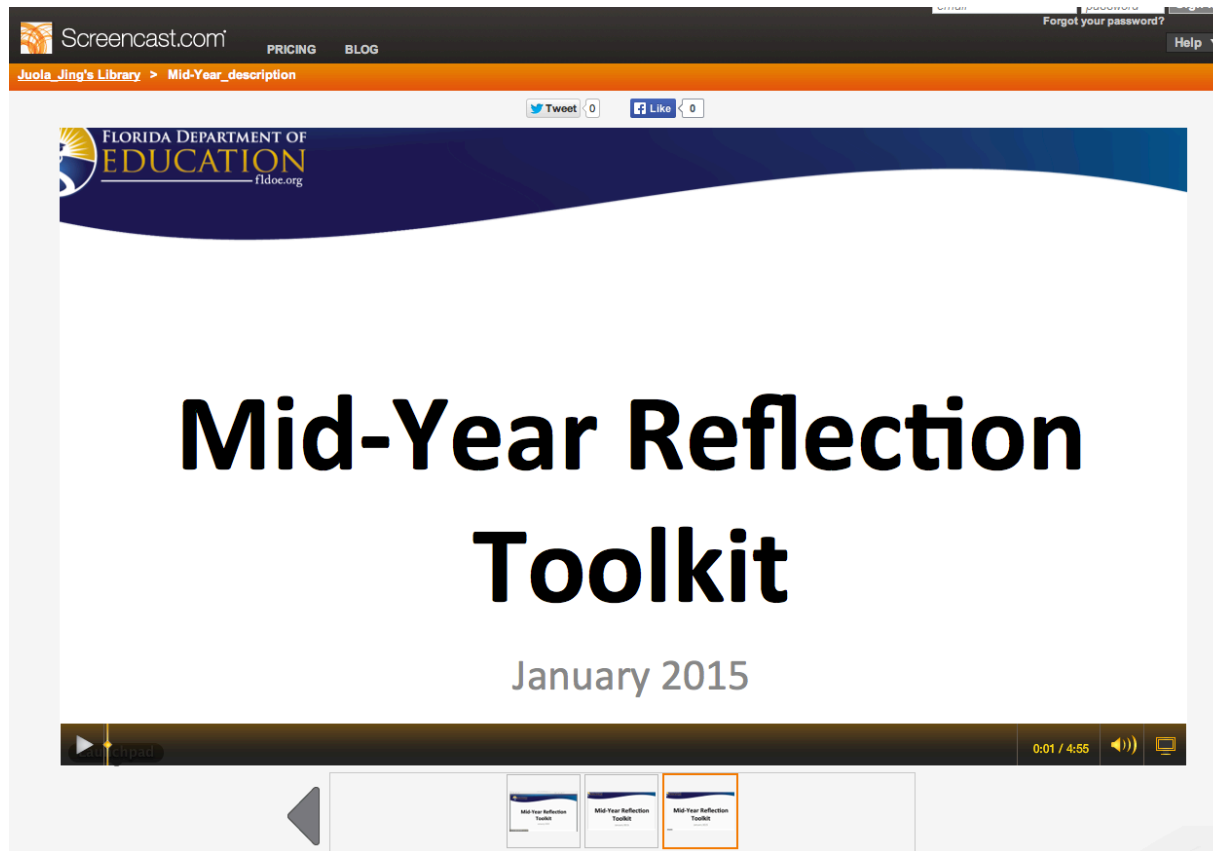
SIP MID-YEAR 8SPPS GUIDING QUESTIONS TOOL

Mid Year Reflection Overview

This video provides an overview of how to use these tools and the thinking behind the development of the process. Please click the link below to view the screen cast on [Screencast.com](http://www.screencast.com):

<http://www.screencast.com/t/ytcVNTxmk>

After clicking the link, select the video on the far right. Enjoy!



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Mid-Year Reflection Guiding Questions: STRATEGIC GOAL		
<p>Has the strategic goal been achieved? The goal is specific, helps to focus on system-level changes that will support the highest areas of need and describes the desired outcome that would result from a problem or set of problems being resolved.</p>	<p>Questions to Delve Deeper <i>Yes: Based on what evidence?</i> <i>No: Where is the breakdown? Where is our most effective and efficient re-entry point into the plan?</i></p>	
EFFECTIVE LEADERSHIP		
Driver	Possible Root Cause	
<ul style="list-style-type: none"> Does the school-based leadership team regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs and support implementation? 	How does the school gather information about student learning?	How comprehensive are the sources of data from which information is drawn?
<ul style="list-style-type: none"> Does the school select programs strategically and allow time for successful implementation? 	How is learning of content and transferable skills supported through the teachers' intentional use of instructional strategies and materials?	What considerations are made for academic background, life experiences, culture and language of the diverse learners your school serves?
<ul style="list-style-type: none"> Does the leadership work to develop a climate where teachers feel trusted and trust the decisions of the principal? 	How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning?	How and to what extent do the systems and routines of the school culture facilitate teacher ownership and independence?
<ul style="list-style-type: none"> Does the principal understand instructional best practice and provide specific feedback on strengths and areas of growth? 	How does the principal scaffold the instructional practices to provide all teachers access to the intellectual work and to participation in meaning-making?	What does instructional leadership reveal about the principal's understanding of how teachers learn, of disciplinary habits of thinking, and of content knowledge?
<ul style="list-style-type: none"> Does the leadership provide meaningful professional development for teachers, matched to need, that is focused on improved student success; includes pre-conferences, observations and post conferences (with 	What evidence is there that leadership efforts are resulting in the improvement of teaching practice and student learning?	What role does a research-based instructional framework play in the observation, analysis, feedback and inquiry about instructional practice?

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feedback); and is focused and ongoing?		
SUPPORTIVE ENVIRONMENT		
Driver	Possible Root Cause	
<ul style="list-style-type: none"> Does the school have formal structures that are well established to ensure the safety of students both in and around the school? 	What are sources of status and authority in the school?	What do discourse and interactions reveal about what is valued in the school?
<ul style="list-style-type: none"> Does the school monitor student progress and provide supports necessary for academic and behavioral success when needed? 	How is each student understood as a learner to inform academic and behavioral systems?	How does the school monitor progress and provide supports necessary for academic and behavioral success?
<ul style="list-style-type: none"> Are the tasks for students rigorous and equitable? 	What evidence do you observe of student engagement in intellectual, academic work?	What is the level and quality of intellectual work students engage in (factual, recall, procedural, inference, analysis, meta-cognition)?
AMBITIOUS INSTRUCTION AND LEARNING		
Driver	Possible Root Cause	
<ul style="list-style-type: none"> Does the master schedule include additional opportunities for supplemental and intensive instruction outside of core content area classes? 	How are decisions made about staff allocation and student interventions to ensure that the varying needs of students are met?	How do school leaders use staff time and collaborative structures to drive the instructional program?
<ul style="list-style-type: none"> Is the delivery of instruction in Tier 1 focused on grade-level, subject-area or behavior standards using effective large and small group instructional strategies? 	How does the delivery of instruction in Tier 1 relate to the ongoing work of the classrooms?	How does the delivery of instruction relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners?
<ul style="list-style-type: none"> Does differentiated instruction occur to a degree that is appropriate for the size and diverse learning abilities of the group and the instructional skills of the teacher? 	What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?	Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?
<ul style="list-style-type: none"> Do teachers effectively implement the aligned resources and provide feedback to students on their performance? 	How is the distribution of resources (i.e., time, money, technology, space, materials and expertise) related to improved teaching and learning?	What is the evidence of effectively implementing aligned resources and providing feedback to students on their performance?
<ul style="list-style-type: none"> Does the school frequently measure student academic progress using a variety of assessment procedures? 	How does the school use assessment data to set learning goals and gauge progress using a variety of assessment procedures?	How does the school adjust instruction based on in-the-moment assessment of student understanding?

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<ul style="list-style-type: none"> Does the school use results of the assessments to improve individual student performance and also to improve the instructional program? 	<p>What data does the school leadership collect to learn about trends in instructional practice as well as student performance and problems of learning?</p>	<p>What is the evidence that among staff assessment results are used to improve individual student performance and also improve the instructional program?</p>
COLLABORATIVE AND PUBLIC TEACHING		
Driver	Possible Root Cause	
<ul style="list-style-type: none"> Are teachers provided adequate time and frequency to engage in instructional teams effectively? 	<p>What evidence exists that the teachers are provided adequate time and frequency to engage in instructional teams effectively?</p>	<p>How do school leaders use staff time and collaborative structures to drive the instructional practice?</p>
<ul style="list-style-type: none"> Are instructional team meetings purposeful and do they have established agendas and outcomes? 	<p>What evidence exists that established agendas and outcomes offer purposefulness in instructional team meetings?</p>	<p>How do the established agendas and outcomes support the purposefulness of instructional team meetings?</p>
<ul style="list-style-type: none"> Do teachers use data to understand effectiveness of Tier I (core) instruction, and identify students needing Tier II (supplemental) and Tier III (intensive) instructional supports, to meet all students' needs? 	<p>How do teachers gather information about student learning?</p>	<p>How comprehensive are the sources of data from which teachers draw in/ for meeting the needs of all students?</p>
<ul style="list-style-type: none"> Do teachers engage in professional development that includes self-assessment, peer observation, mentoring and coaching, and is aligned, sustained and focused with time to practice and implement? 	<p>What evidence exists of the staff's access to a variety of professional growth opportunities?</p>	<p>How does the school use instructional coaches, mentors and other teacher leaders to help improve instructional practice?</p>
INVOLVED FAMILIES		
Driver	Possible Root Cause	
<ul style="list-style-type: none"> Does the school gather data from parents and stakeholders, and create plans to sustain, improve or enhance their efforts? 	<p>What do the school's environment and day-to-day interactions among students, staff and families say about what is valued in the school community?</p>	<p>How do the school leadership and community use evidence of student success and learning needs to drive collaboration?</p>
<p>Monitoring Progress Toward the Goal: What documentation can be or has been collected to support understanding of the current state and be used for monitoring purposes?</p>		

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Mid-Year Reflection Guiding Questions: BARRIERS AND RESOURCE ALLOCATIONS	
<p>Have barriers to goal attainment been eliminated or reduced? Resources are not a wish list and are applicable to the barrier selected.</p>	<p>Questions to Delve Deeper <i>Yes: Based on what evidence?</i> <i>No: Where is the breakdown? Where is our most effective and efficient re-entry point into the plan?</i></p>
How are the resources related to the stated goal?	How do the selected barriers relate to conditions that limit the effectiveness of current efforts to improve schools?
Are the resources currently available to the school?	What evidence do you have that the barriers are wide reaching and are most impactful on the goal if removed?
Has data been used to analyze the resources that may be having impact on the goal?	What evidence do you have that the barriers are immediately actionable? Alterable?
When considering resources you already have, have you exhausted materials, fiscal, human, cultural, etc.?	In what ways are the selected barriers alterable elements of curriculum, instruction, learning environment and/or organizational systems?
Do the current resources still help shape your strategies? Have the identified resources been assigned to the strategies (e.g., identified in action steps).	Are cost and complexity potential impacts on reducing or removing the barrier?
	Have underlying issues to the barriers been explored/ identified?
<p>Monitoring Progress In Reducing or Eliminating the Barrier: What documentation can be or has been collected to assess the impact of the strategies on the barrier and be used for monitoring purposes?</p>	

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Mid-Year Reflection Guiding Questions: STRATEGIES AND ACTION STEPS	
<p>Were strategies integrated and prioritized with detailed action steps? The action steps should be viewed as what specifically needs to be done for the strategy to be successful.</p>	<p>Questions to Delve Deeper <i>Yes: Based on what evidence?</i> <i>No: Where is the breakdown? Where is our most effective and efficient re-entry point into the plan?</i></p>
<p>Were strategies implemented with fidelity? Strategies: Brainstorm and prioritize strategies to eliminate or reduce the selected barrier bucket.</p>	<p>What are our benchmarks for success? Action Steps: Delineate steps to enact strategy. Consider the specific actions needed for movement from non-implementation to full implementation of the strategy.</p>
<p>What does the research say about effectiveness of the strategy in similar environments?</p>	<p>Does the completion of each identified step result in full implementation of the strategy?</p>
<p>How could modifications to the strategy increase its' impact in reducing or eliminating the barrier?</p>	<p>Is the level of specificity sufficient for anyone to read the action step and know what to do?</p>
<p>Were resources clearly allocated or reallocated to focus on the strategy?</p>	<p>Does each action step identify only one person as the coordinator of the step even if a team will collaborate for its' completion?</p>
<p>How adaptable was your approach?</p>	<p>In what ways were the resource allocations structured to support or hinder prioritization of action steps? <i>Think outside influences</i></p>
<i>Fidelity of Implementation: Assessing Consensus</i>	
Was consensus obtained from most implementers?	
Has there been clear communication of the alignment of the strategy to the goal system wide?	
Have implementers or representatives of implementers as key stakeholders been a part of the planning process?	
Do implementers understand the value of the strategy in attaining the goal?	
Can implementers measure their progress towards full implementation of the strategy?	
Do implementers perceive a sense of autonomy in implementing the strategy?	
<i>Fidelity of Implementation: Assessing Infrastructure</i>	
Were resources clearly allocated or reallocated to focus on the strategy?	
Were resources specifically identified for supporting implementers with the strategy?	
Do implementers authentically engage in collaborative practice and analysis to improve their implementation?	
What processes and structures were developed to provide support consistently?	

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Monitoring Progress for Effectiveness of Implementation: What documentation can be or has been collected to support understanding of the current level of implementation and completion of identified action steps?

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