



## Resources for Conducting a School Systems Review

### Suggested Approaches for the School Systems Review (SSR)

#### School Systems Review: Suggested Approach #1

In this approach, assign one Strand to each of four teams. These teams complete the entire process in one meeting.

#### Part A: Dialogue Regarding the Guiding Questions and Evidence

- Schedule time for staff to participate in this process. Use a regularly scheduled staff meeting or in-service for the process, if available, or schedule a special meeting for this purpose.
- Use the PowerPoint presentation titled "[Completing the School Systems Review](#)" to lead your team through this process.
  - Emphasize the value of the dialogue among participants in this process.
  - Remind staff that the ratings provided in the *School Systems Review* do not count against a school in EdYES! or on the Scorecard.
- Divide the staff into four teams, assign roles and responsibilities (e.g. facilitator, recorder, timekeeper, etc.) – one for each Strand of the *School Improvement Framework 2.0*. (Consider subgroups for Strands I and II if the teams are large or if time is limited. The subgroups would each work on a Standard within the Strand.)
- Distribute the *School Improvement Framework Overview*.
  - Explain that this document provides a snapshot of the *School Improvement Framework 2.0* Strands and Standards. Point out the four Strands along the side of the document and the Standards from A-Z.
  - Explain that the revised Framework has 26 Indicators, reduced from the previous 40/90. Explain that the word "Indicators" replaces the previous "Key Characteristics" wording.
- Distribute the *Dialogue Recording Forms*.
- Have each team read the Guiding Questions for the Indicator(s) that correspond with their assigned Strand and discuss and record their evidence for how the school is addressing the Guiding Question in the appropriate section of the *Dialogue Recording Form*.
- Share across teams and reach consensus.

#### Part B: Complete the School Systems Review

- Distribute the School Systems Review sections that correspond with each team's assigned area(s).
- Use the PowerPoint presentation titled "[Completing the School Systems Review](#)" to lead your team through the [Key Steps for Completing the School Systems Review](#) (the key steps are summarized below).
  - Indicate that the third column, "Full Implementation," serves as a starting point for dialogue about district progress on an Indicator. Begin by having participants read the characteristics in this column and mark the box for each characteristic for which your school has identified evidence (from dialogue about the Guiding Questions).
  - Ask participants to indicate their evidence on the list of Sample Evidence provided for each Indicator, and add any additional evidence that is not listed.
  - Using evidence that the teams just identified in their dialogue and the characteristics on the *School Systems Review*, have participants place their school on the continuum for each Indicator.
  - Allow participants to have dialogue to reach consensus on the school's status.



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- Collect each team's *School Systems Review* documents. Meet as a School Improvement Team (SIT) to review the information from the various Strands and the input from each team. Add any additional evidence the SIT team identifies for each Indicator.
- Organize the *School Systems Review* documents by Strand and keep them together. Make copies to be shared at a later staff meeting in your school.
- Collect the completed *Dialogue Recording Forms* for use in school improvement planning.
- Enter your *School Systems Review* results into the ASSIST platform, knowing that it is possible to revise your school's information until it is actually submitted.

### School Systems Review: Suggested Approach #2

At a staff meeting, have staff complete Part A and turn in their *Dialogue Recording Forms* (with evidence recorded) at the end of the meeting. The School Improvement Team reviews this documentation and completes the School System Review at a later date.

#### Part A: Dialogue about Guiding Questions and Evidence

- Schedule time for staff to participate in this process. Use a regularly scheduled staff meeting or in-service for the process, if available, or schedule a special meeting for this purpose.
- Use the PowerPoint presentation titled "[Completing the School Systems Review](#)" to help guide this process.
  - Emphasize the value of the dialogue among participants in this process.
  - Remind staff that the ratings provided in the School Systems Review do not count against a school in EdYES! or on the Scorecard.
- Divide the staff into four teams and assign roles and responsibilities (e.g. facilitator, recorder, timekeeper, etc.) – one for each Strand of the *School Improvement Framework 2.0*. (Consider smaller teams/subgroups for Strands I and II if the teams are large or if time is limited.)
- Distribute the *School Improvement Framework Overview*.
  - Explain that this document provides a snapshot of the *School Improvement Framework* Strands and Standards. Point out the four Strands along the side of the document, and the Standards from A-Z.
  - Explain that the revised Framework has 26 Indicators, reduced from the previous 40/90. Explain that the word "Indicators" replaces the previous "Key Characteristics" wording.
- Distribute the *Dialogue Recording Forms*.
- Have each team read the Guiding Questions for the Indicator(s) that correspond with their assigned Strand (see *Key Steps for Completing the School Systems Review*).
- Have each team discuss and record their evidence for how the school is addressing the Guiding Question on the *Dialogue Recording Form*.
- Share across teams and reach consensus.

#### Part B

- Use a School Improvement Team (SIT) meeting to review the evidence collected in Part A of the process and determine as a team the school's placement for each of the 26 Indicators, based on the staff input as well as additional evidence that the SIT generates.
- Collect the *School Systems Review* documents. Organize them by Strand and make copies to be shared at a later staff meeting in your school. Collect the completed *Dialogue Recording Forms*. These notes will be useful in the next steps of the school improvement planning process.



## Resources for Conducting a School Systems Review

### School Systems Review: Suggested Approach #3

In this approach, department chairs are assigned sections to complete with their teams. The teams complete Parts A and B from Approach #1.

- Hold a training meeting for department heads or grade-level chairs where they are introduced to the process and assigned Strands/Standards to complete with their teams at a meeting in the near future. They will complete Parts A and B from Suggested Approach #1.
  - Make sure the department heads understand how to use the *Dialogue Recording Form*.
  - Describe how the information is to be returned to you and the timeline.
  - Discuss and review their information as a School Improvement Team or leadership team.
  - Collect the *School Systems Review* documents and *Dialogue Recording Forms*. Organize them by Strand and make copies to be shared at a later staff meeting in your school.
    - At a staff meeting, allow staff to have dialogue to reach consensus on the school's status for each Indicator.
  - Save copies of all documents/notes for use in school improvement planning.

### School Systems Review: Suggested Approach #4

The entire process described in Approach #1 is completed by the School Improvement Team (SIT) or leadership team.

- Use an after-school session for SIT members or the leadership team, and go through the entire process described in Approach #1. At a staff meeting prior to the event, explain that any additional staff members who would like to participate in the *School Systems Review* process are certainly welcome.
- Keep copies of the *School Systems Review* documents and *Dialogue Recording Forms*. Share the results with all staff at a future staff meeting and use them in school improvement planning.