**SC SSIP Partners’ Inventory**

Rationale The purpose of completing this inventory is twofold. First, considering these questions will enhance your framework for thinking about how your district operates according to five specific domains, referred to as “success indicators.” Second, your responses will indicate strength and challenge areas, which may inform a specific area of opportunity to receive ongoing support through this collaboration; and subsequently promote an improvement in teaching and learning in your district that satisfies the target identified in the State’s SIMR.

Definitions This inventory includes five standard responses that assume the following working definitions:

* *Planning/Rarely* – This response indicates that district staff are in the planning stages but have not implemented an approach yet; or, staff rarely implement an approach. For example, a committee has been formed to draft an implementation plan for 1:1 computing.
* *Partially/Initiatives* – This response indicates that district staff are in the early stages of implementing an approach and implementation is reached through initiatives provided to a small segment of district staff. For example, the district provides teachers an opportunity to participate in a voluntary workshop about evidence-based practices.
* *Implemented/School-wide* – This response indicates that district staff are implementing through school-wide initiatives. For example, two schools in the district have a full-time instructional technology coach that provides training and support to all staff.
* *Exemplary/District-wide* – This response indicates that the district is implementing an approach that has reached all instructional staff at every school in the district. For example, the district recently completed the third and final phase of an instructional technology roll-out plan which resulted in the placement of an interactive whiteboard (IWB) in every classroom and IWB training for all teachers.
* *Unsure* – This response indicates that you are unsure about the degree to which an approach is being implemented in the district. Accordingly, you will have an opportunity to reconcile responses of “Unsure” at a later time. Please return to your district to discuss the item with district staff in order to provide a response that accurately reflects the implementation status. For example, you are aware that professional development opportunities were being planned about differentiated instruction; however, you are currently unsure whether or not any staff have gone through the training.

Instructions This inventory includes six sections reflecting five success indicators. Each table includes the same potential responses. Success indicator #1 also includes a few short answer and “yes/no” type questions. Discuss each question with your district colleagues. Think about initiatives that support reading and literacy in your district as you complete the inventory. Based on the collective knowledge among representatives from your district, mark the most appropriate response to each question with an “X”. For each question in the table, indicate only one answer.

Sample

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Planning/**  **Rarely** | **Partially/**  **Initiatives** | **Implemented/**  **School-wide** | **Exemplary/**  **District-wide** | **Unsure** |
| Teachers design instruction using Universal Design for Learning (UDL) principles to give all individuals equal opportunities to learn. |  |  | X |  |  |

1. **Data-based Decision Making**

Using the Likert scale below, indicate the degree to which the district practices data-based decision making.

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|  | **Planning/**  **Rarely** | **Partially/**  **Initiatives** | **Implemented/**  **School-wide** | **Exemplary/**  **District-wide** | **Unsure** |
| The district identifies data elements/quality indicators that are tracked over time to measure school effectiveness. |  |  |  |  |  |
| The district makes decisions about school curriculum based on data. |  |  |  |  |  |
| The district makes decisions about instructional programs based on data. |  |  |  |  |  |
| The district makes decisions about behavioral supports based on data. |  |  |  |  |  |
| The district makes decisions about school improvement initiatives based on data. |  |  |  |  |  |
| Data are used to make policy decisions. |  |  |  |  |  |
| Data are used to make procedure decisions. |  |  |  |  |  |
| Data are used to make practice decisions. |  |  |  |  |  |

Provide an example of data elements/quality indicators that are tracked over time to measure school effectiveness?

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Are the data reliable? Yes No How do you know? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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To identify gaps in achievement, performance and trends with over- or under-representation in identification, placement, and discipline, are data disaggregated by student demographics, including:

Race? Yes No Gender? Yes No Ethnicity? Yes No Disability? Yes No

Are data reviewed at regular intervals to determine progress or change? Yes No

If so, at which interval(s): Weekly Monthly Quarterly Semi-Annually Annually

If the intervals vary, provide examples of the data reviewed. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Is the district’s use of data to inform decisions a strength or a challenge? If a strength, what procedures were put in place to get to this point? If a challenge, what are some of the barriers your district has experienced?

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**2.a Cultural Responsiveness**

Using the Likert scale below, indicate the degree to which the district practices culturally responsive instructional interventions and teaching strategies.

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|  | **Planning/**  **Rarely** | **Partially/**  **Initiatives** | **Implemented/**  **School-wide** | **Exemplary/**  **District-wide** | **Unsure** |
| Staff are prepared to work with students from diverse cultural backgrounds. |  |  |  |  |  |
| School cultures are welcoming to students and families from culturally diverse groups. |  |  |  |  |  |
| Teaching staff reflect the cultural makeup of our school’s population. |  |  |  |  |  |
| Staff understand each individual child’s unique cultural values and needs. |  |  |  |  |  |
| Teachers are familiar with the beliefs, values, cultural practices, discourse styles, and other features of students’ lives that may have an impact on classroom participation and success. |  |  |  |  |  |
| Teachers design instruction to accommodate the beliefs, values, cultural practices, discourse styles, and other features of students’ lives. |  |  |  |  |  |
| Research-based interventions account for the schools’ cultural context as a part of implementation. |  |  |  |  |  |
| Screening practices are unbiased and nondiscriminatory. |  |  |  |  |  |
| Referral procedures are unbiased and nondiscriminatory. |  |  |  |  |  |
| Assessment tools are unbiased and nondiscriminatory. |  |  |  |  |  |
| Assessment protocols are unbiased and nondiscriminatory. |  |  |  |  |  |
| Staff understand that it is their job to be culturally responsive to all students. |  |  |  |  |  |
| Culturally-responsive practices inform our outreach to the community including parents and community partners? |  |  |  |  |  |
| Staff facilitate the participation of parents from diverse cultural backgrounds to attend school activities, meetings, etc. |  |  |  |  |  |

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Is the district’s cultural responsiveness a strength or a challenge? If a strength, what procedures were put in place to get to this point? If a challenge, what are some of the barriers your district has experienced?

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**2.b Cultural Responsiveness**

Using the Likert scale below, indicate the degree to which the district is prepared for linguistic diversity.

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|  | **Planning /**  **Rarely** | **Partially/**  **Initiatives** | **Implemented/**  **School-wide** | **Exemplary/**  **District-wide** | **Unsure** |
| Staff are prepared to work with students from diverse linguistic backgrounds. |  |  |  |  |  |
| School cultures are welcoming to students and families from linguistically diverse groups. |  |  |  |  |  |
| Teaching staff reflect the linguistic makeup of our school’s population. |  |  |  |  |  |
| Staff understand the diverse linguistic needs of students. |  |  |  |  |  |
| Staff are linguistically competent to communicate with our students and their families. |  |  |  |  |  |
| Linguistically-responsive practices inform our outreach to the community including parents and community partners? |  |  |  |  |  |
| Staff facilitate the participation of parents from diverse linguistic backgrounds to attend school activities, meetings, etc. |  |  |  |  |  |

Is the district’s linguistic responsiveness a strength or a challenge? If a strength, what procedures were put in place to get to this point? If a challenge, what are some of the barriers your district has experienced?

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**3. Core Instructional Program**

Using the Likert scale below, indicate the degree to which the district implements curriculum with fidelity.

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|  | **Planning/**  **Rarely** | **Partially/**  **Initiatives** | **Implemented/**  **School-wide** | **Exemplary/**  **District-wide** | **Unsure** |
| Teachers provide instruction based on the principles of Universal Design for Learning (UDL). |  |  |  |  |  |
| Teachers provide instruction based on evidence-based research. |  |  |  |  |  |
| Teachers provide instruction designed to develop higher order thinking skills. |  |  |  |  |  |
| Teachers provide instruction with flexible grouping. |  |  |  |  |  |
| Teachers provide instruction that incorporates instructional technology. |  |  |  |  |  |
| Teachers differentiate the core curriculum to address the needs of all learners and learning styles. |  |  |  |  |  |
| Teachers differentiate the core curriculum to address the needs of their students’ cultural backgrounds. |  |  |  |  |  |
| Teachers differentiate the core curriculum to address the needs of their students’ linguistic backgrounds. |  |  |  |  |  |
| Parents are informed of the core curriculum provided for their child. |  |  |  |  |  |
| Parents are informed of the differentiations/ accommodations/modifications provided for their child. |  |  |  |  |  |

Is the district’s responsivity to the diverse learning styles of students a strength or a challenge? If a strength, what procedures were put in place to get to this point? If a challenge, what are some of the barriers your district has experienced?

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**4. Assessment – Universal Screening and Progress Monitoring**

Using the Likert scale below, indicate the degree to which the district identifies students’ needs and supports appropriately.

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|  | **Planning/**  **Rarely** | **Partially/**  **Initiatives** | **Implemented/**  **School-wide** | **Exemplary/**  **District-wide** | **Unsure** |
| The district has a system that routinely and regularly screens all students for academic risk factors that might require early intervention or targeted supports. |  |  |  |  |  |
| The district has a system that routinely and regularly screens all students for behavioral risk factors that might require early intervention or targeted supports. |  |  |  |  |  |
| Teachers review student performance data at regular intervals and adjust classroom instruction and instructional interventions to support student academic progress. |  |  |  |  |  |
| Teachers review student performance data at regular intervals and adjust classroom instruction and instructional interventions to support student behavioral progress. |  |  |  |  |  |
| Teachers are supported to implement academic interventions in the general education setting. |  |  |  |  |  |
| Teachers are supported to implement behavior interventions in the general education setting. |  |  |  |  |  |
| Parents and guardians are informed about the results of universal screening for their child. |  |  |  |  |  |
| Parents and guardians are informed about the results of progress monitoring for their child. |  |  |  |  |  |

Is the district’s ability to identify students’ needs and target supports appropriately a strength or a challenge? If a strength, what procedures were put in place to get to this point? If a challenge, what are some of the barriers your district has experienced?

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**5. Interventions and Supports**

Using the Likert scale below, indicate the degree to which the district implements interventions with fidelity.

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|  | **Planning/**  **Rarely** | **Partially/**  **Initiatives** | **Implemented/**  **School-wide** | **Exemplary/**  **District-wide** | **Unsure** |
| Students with academic challenges are identified. |  |  |  |  |  |
| Students with academic challenges are provided with instructional interventions. |  |  |  |  |  |
| Staff provides instructional interventions that are evidence-based. |  |  |  |  |  |
| Staff provides instructional interventions that are culturally appropriate for our students. |  |  |  |  |  |
| Staff implements instructional interventions with fidelity. |  |  |  |  |  |
| Schools implement a system of positive behavioral interventions and supports. |  |  |  |  |  |
| Schools implement a multi-tiered system of supports (MTSS). |  |  |  |  |  |
| Schools implement a multi-tiered system of supports (MTSS) that is culturally responsive to the school population. |  |  |  |  |  |
| Schools implement a multi-tiered system of supports (MTSS) with high fidelity. |  |  |  |  |  |
| The district has a formal school discipline policy in place. |  |  |  |  |  |
| The discipline policy is culturally sensitive to the diversity of schools. |  |  |  |  |  |
| The discipline policy favors tiered responses to student misconduct based on the nature and severity of the infraction. |  |  |  |  |  |
| The discipline policy includes positive, proactive, and restorative strategies focused on keeping students engaged and in school. |  |  |  |  |  |
| Schools in the district implement district policy with high fidelity. |  |  |  |  |  |
| Parents and guardians of children with more intensive academic or behavioral needs are always informed, in a language they can understand, of the interventions their children are receiving and the progress or lack of progress their children are making. |  |  |  |  |  |

Is the district’s intervention and support system a strength or a challenge? If a strength, what procedures were put in place to get to this point? If a challenge, what are some of the barriers your district has experienced?

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