**ESSENTIAL PLANNING INVENTORY (EPI)**

**Purpose:** The EPI is an inventory designed to support school building leaders in identifying and describing key attributes and steps needed to become an effective instructional leader. This document serves as a cross-reference enabling instructional leaders to easily find resources to assist them as they build specific leadership capabilities. The key actions of a building leader are as follows:

* Building collaborative structures and school climate
* Setting time aside for learning and implementation
* Ensuring high expectations are established
* Providing resources
* Monitoring implementation of Collaborative Teams and practices to provide feedback that ensures fidelity and collaboration

These key actions are embedded within the four topics of this inventory:

1. Collaborative Climate and Culture
2. Effective Teaching and Learning Practices
3. Assessment
4. Data-Based Decision Making

**Directions for the EPI:**

* Gather the items needed for Topic Preparation prior to using the inventory. Items needed are listed below.
* Review the Instructional Leadership Key Attributes listed for each topic and determine your buildings status.
* Select next steps from the Suggested Next Steps or design your own. If an action has already been completed continue to the next suggested step.
* For support, make use of the available resources in each topic.
* The Instructional Leadership Action Plan Template is used in conjunction with this EPI.
* Consult a member of your District Continuous Improvement (DCI) Coaching Support Team (CST) for support, as needed.

**TOPIC PREPARATION**

The Essential Planning Inventory (EPI) was intended to be used after training in the DCI Module ***Becoming the Instructional Leader of Your Building.*** The items listed below should be obtained prior to working through the EPI.

* A list of all building staff (names and roles) and the building master schedule
* Building Professional Development Plan (PD Plan)
* Building budget (for PD, substitutes, materials)
* Building level data (see Missouri Data Portal <https://apps.dese.mo.gov/MCDS/home.aspx>)
* MSIP Report and Building Comprehensive School Improvement Plan (CSIP)
* Special Education Profile
* Annual Performance Report (APR)
* Disaggregated Discipline Data (such as office discipline referrals, detentions, in/out of school suspensions-by race and gender)
* Attendance
* Building Assessment Plan, including list of common formative assessments (CFAs) developed or currently used in the building
* List of Building Leadership Team members and process (members, roles/functions, sample meeting agendas/minutes/norms/meeting schedule)
* List of existing grade level/content area/common focus Collaborative Teams (CTs) (teams, members, members’ roles/functions, and sample meeting agendas/minutes/norms/schedules)
* Self-Assessment Practice Profiles – access the SAPPs by signing into the DESE Application (<https://apps.dese.mo.gov/DESEApplicationsSignin/Index>) and accessing the Virtual Learning Platform online modules. There is an online Self-Assessment Practice Profile for each of the effective practices.
* Collaborative Work Implementation Survey (CWIS) – The CWIS should be completed by all instructional staff and leadership at least once a year, during the spring window, to monitor growth and use for action planning. Building reports can be accessed in the CWIS Reporting Tool <http://cwis.missouripd.org/>.
* Instructional Leadership Action Plan – This action planning template should be used in conjunction with the Essential Planning Inventory.

**TOPIC: Collaborative Culture and Climate**

| **Instructional Leadership**  **Key Attributes** | **Suggested Next Steps** | **Available Resources** | **Weblinks** | **(Operational**  **Date)** |
| --- | --- | --- | --- | --- |
| 1. Grade level/content area Collaborative Teams (CTs) are established with the following.  * Member roles and responsibilities * Defined team functions * Standard meeting agenda * Meeting norms * Meeting schedule | * Review CWIS results for Collaborative Teams to determine current level of implementation. * Review the Collaborative Teams Self-Assessment Practice Profile (SAPP). * Develop a master list of all grade level/content area/common focus teams. * Use building master schedule to identify collaborative team meeting schedules. * Develop a draft structure for effective Collaborative Teams to help build and guide consistency and fidelity of implementation. The draft should include the following. * Team member roles, functions, and responsibilities * Team meeting standard agenda * Suggested team norms * Potential meeting schedule * Share draft with all Collaborative Teams, gather input and revise as needed. * Other: | CWIS Reporting Tool  Collaborative Teams (CT)  Self-Assessment Practice Profile (SAPP)  MoEdu-SAIL Resources for Collaborative Teams   * Practice Profile * Virtual Learning Platform Online Module (CT) * PowerPoint (CT) * Walkthrough Tool | <http://cwis.missouripd.org/>  <https://apps.dese.mo.gov/DESEApplicationsSignin/Index>  <https://www.moedu-sail.org/collab-teams-materials/> |  |
| 1. All instructional staff participate in at least one grade level/content/common focus area collaborative team that is meaningful and relevant to their daily work. | * Compare the master list of grade level/content/special interest area teams with the master building instructional staff list to ensure participation of all instructional staff. Assign any instructional staff member not currently participating in a collaborative team to one that is meaningful to their daily work. * Share master list of Collaborative Teams for all grade level/content/special with staff. * Other: | Master list of all instructional staff  Master list of Collaborative Teams for all grade levels/content/special interest areas |  |  |
| 1. Building leadership team is established with the following.    * Member roles and responsibilities    * Defined team functions    * Standard meeting agendas    * Meeting norms    * Meeting schedules    * Dedicated meeting times | * Develop master list of building leadership team membership (one team representative of all instructional staff, initiatives, and programs). * Define team member roles, functions, and responsibilities. * Develop structure for building leadership team meetings, including standardized agenda, norms, and meeting schedule (all items suggested here should be jointly created by the building leadership team). | Building Leadership Team Resource Sheet  Strategies for Creating Effective School Team Leadership Consideration Packet | http://[www.moedu-sail.org/wpcontent/uploads/2016/09/Slide25-Building-Leadership-Teams-](http://www.moedu-sail.org/wp-content/uploads/2016/09/Slide-25-Building-Leadership-Teams-Resource-Sheet.pdf)  [Resource-Sheet.pdf](http://www.moedu-sail.org/wp-content/uploads/2016/09/Slide-25-Building-Leadership-Teams-Resource-Sheet.pdf)  <https://education.wm.edu/centers/ttac/documents/packets/strategiesforCreatingEffectiveSchoolLeadershipTeams.pdf> |  |
| 1. The school leader, all building leadership team members, and all grade level/content/special area collaborative team members have completed the Collaborative Teams Self-Assessment Practice Profile.   \*Note: Self-assessment results are immediately displayed in the Practice Profile in the corresponding area in this tool, making results easy and fast to interpret. | * Building leader(s) complete the Collaborative Teams Self-Assessment Practice Profile (CT SAPP) through the Virtual Learning Platform. * Building leadership team members complete the Collaborative Teams Self-Assessment Practice Profile (CT SAPP) through the Virtual Learning Platform. * Grade level/content/special interest collaborative team members complete the Collaborative Teams Self-Assessment Practice Profile (CT SAPP) through the Virtual Learning Platform. * Review compiled results of the CT SAPPs and provide access to the results for team discussion. * Other: | Collaborative Teams Self-Assessment Practice Profile | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |
| 1. The school leader has a collaborative conversation with the building leadership team regarding the results of the Collaborative Teams (CT) Self-Assessment Practice Profile (SAPP). Results are analyzed and next steps are determined. | * Schedule meeting with building leadership team to review the CT SAPPs. During the meeting, be sure to cover the following.   + Discuss the compiled results of the CT SAPPs   + Discuss current CT Practice Profile   + Determine current status of building-wide implementation based on CT Practice Profile   + Determine next steps to enhance CT implementation   + Collaborate with instructional staff for next steps * Other: | Collaborative Teams  Practice Profile  Collaborative Teams Self-Assessment Practice Profile | https://www.moedu-sail.org/wp-content/uploads/2020/11/CT-Practice-Profile-04.17.2018.pdf  <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |
| 1. All instructional staff have received training on effective Collaborative Teams (CT) practices. | * Review CT materials to develop an awareness of course content and to build capacity around effective Collaborative Team practices. * Determine which, if any, instructional staff have received initial CT training. * Develop a PD plan for ensuring all instructional staff have training and coaching on Collaborative Teams, including onboarding of new instructional staff. * Other: | Virtual Learning Platform Collaborative Teams Online Module  MoEdu-SAIL resources for Collaborative Teams   * Practice Profile * Virtual Learning Platform online module (CT) * Power point (CT) * Walkthrough tool | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index>  <https://www.moedu-sail.org/collab-teams-materials/> |  |
| 1. Action Plan created after analyzing and discussing results with Building Leadership Team. | * Use the results from the SAPP CT to reflect on next steps needed to move along the proficiency continuum as measured on the Collaborative Teams Practice Profile. * Contact the building’s DCI CST to assist in the CT SAPP analysis process. * Schedule CT training and coaching with the DCI support team. * Contact the Regional Professional Development Center (RPDC) for additional support. * Consider using the VLP resources to provide professional development to begin initial CT training and/or enhance current CTs. * Combine training in School-Based Implementation Coachingto support CT implementation. | Self-Assessment Practice Profile (CT) Results  District Continuous Improvement (DCI) CST  Regional Professional Development Center (RPDC)  School-Based Implementation Coaching MoEdu-SAIL Resources or the SBIC Online Module found on the VLP | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index>  <https://www.moedu-sail.org/school-based-implementation-coaching-materials/> |  |
| 1. Adequate resources are allocated for professional development including the following.  * Possible pay/teacher stipends * Training materials for cost and preparation | * [De](http://moedu-sail.org/wp-content/uploads/2014/10/SAPP-9-18-2017.xlsx)termine resources (financial, human, material) needed to support your professional development plan. * Determine existing and needed resources to support implementation of Collaborative Teams. * Determine any gaps between existing and needed resources and problem-solve with Building Leadership Team on how to obtain needed resources. * Review and revise building budget for PD, sub pay, and materials. (The sample Building Implementation Plan can be used to assist in planning and budgeting.) * Review and revise current CSIP to ensure a cohesive overall building improvement plan. * Other: | CSIP  MoEdu-SAIL Resources for Collaborative Teams   * Practice Profile * Virtual Learning Platform online module (CT) * Power point (CT) * Walkthrough tool | <https://www.moedu-sail.org/collab-teams-materials/> |  |
| 1. Both academic and behavioral data are examined by the Building Leadership Team, CTs, and grade level/content/special interest area CTs. | * Review the examples of data types included in the CT materials. * Discuss relevant academic and behavioral data to include in the building's CT meetings. * Communicate to all instructional staff the academic and behavioral data that should be analyzed and discussed in all CT meetings. |  |  |  |
| 1. A plan is in place for the building leader to monitor CT meetings and provide feedback to ensure collaboration, fidelity, and content. Observations take place ensuring that instructional staff help and support one another. | * Review the CT Practice Profile. * Review the CT Look-for Tool. * Develop a plan to monitor all CT meetings for collaboration and to ensure fidelity of implementation. * Use the CT Practice Profile and the CT Look-For Tool to help provide specific and descriptive feedback and support to Collaborative Teams. * Other: | Collaborative Teams Practice Profile  Collaborative Teams Look-For Tool | <https://www.moedu-sail.org/wp-content/uploads/2020/11/CT-Practice-Profile-04.17.2018.pdf>  <https://www.moedu-sail.org/wp-content/uploads/2020/06/Collaborative-Teams-Look-For-Tool-final-6_2020-1.docx> |  |

**TOPIC: Effective Teaching and Learning Practices**

| **Instructional Leadership**  **Key Attributes** | **Suggested Next Steps** | **Available Resources** | **Weblinks** | **(Operational**  **Date)** |
| --- | --- | --- | --- | --- |
| 1. The Self-Assessment Practice Profile (SAPP) is completed for these DCI Practices by all grade level/content area/special interest CT members.  * ELTPs * Developing Assessment Capable Learners (DACL) * Metacognition (MC) * Implementation Supports * Collective Teacher Efficacy (CTE) * School-Based Implementation Coaching (SBIC) | * Review CWIS results to determine current level of implementation for DCI practices. * All CT members complete one or more Self-Assessment Practice Profiles for Effective Teaching and Learning Practices (ETLPs) and/or Implementation Supports (IS). * School leader reviews data results and shares with the building leadership team. | CWIS Reporting Tool  Self-Assessment Practice Profiles for the following   * DACL * Metacognition * CTE * SBIC | <http://cwis.missouripd.org/>  <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |
| 1. SAPP results for the selected DCI Practice are collaboratively discussed. | * Schedule meeting with building leadership team to accomplish the following. * Discuss compiled results of the selected SAPP * Determine current status of building-wide implementation * Plan and inform next steps * Contact DCI CST to provide support with the selection process. * Other: | SAPP Reports for Selected Effective Teaching and Learning Practice (ETLP) or Implementation Support (IS) | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |
| 1. Building Leadership Team determines the buildings’ initial focus. The DCI Practice(s) selected reflects high expectations, engagement, and is personalized to accommodate diverse learners. | * Contact your DCI CST to assist in selection of DCI Practice(s). * Create a professional development plan for training/coaching on selected DCI practice(s). Consider use of virtual training available in the VLP. | District Continuous Improvement (DCI) Professional Development Support Team  **Effective Teaching and Learning Practices (ETLP) Resources**  Virtual Learning Platform (VLP) Online Professional Learning Modules (PLMs)  **Developing Assessment Capable Learner (DACL)** Online Course  **Additional DACL Training Materials**  Metacognition (MC) Online Course  Additional Metacognition Training Materials  **Implementation Supports Resources**  Collective Teacher Efficacy (CTE) online module  Additional Collective Teacher Efficacy (CTE) Materials  School-Based Implementation Coaching (SBIC) Online Course | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index>  [Developing Assessment Capable Learners – Missouri EduSAIL (moedu-sail.org)](https://www.moedu-sail.org/courses/developing-assessment-capable-learners/)  <https://www.moedu-sail.org/courses/metacognition/>  <https://www.moedu-sail.org/metacognition-materials/>  <https://www.moedu-sail.org/courses/collective-teacher-efficacy/>  <https://www.moedu-sail.org/collective-teacher-efficacy-materials/>  <https://www.moedu-sail.org/courses/school-based-implementation-coaching/> |  |
| 1. All instructional staff have the needed resources and materials to support implementation of the selected DCI Practice(s). | * Determine resources (financial, human, material) needed for professional development. SAPP data can help determine resources needed. * Determine existing and needed resources to support implementation of the selected practice(s). * Determine gaps between existing and needed resources. Problem-solve with Building Leadership Team to obtain the needed resources. * Review and revise budget for PD, substitute pay, and materials. * Review and revise CSIP to ensure a cohesive overall building improvement plan. * Other: | School-Based Implementation Coaching (SBIC) Materials  SAPP Results Data from Selected Practice | <https://www.moedu-sail.org/school-based-implementation-coaching-materials/>  <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |
| 1. The selected practice(s) is monitored to ensure all instructional staff are implementing with fidelity. | * Provide specific feedback to instructional staff using the Walkthrough/Look For Tools for your selected practice(s). * Other: | Developing Assessment Capable Learners (DACL) Walkthrough Tool  Metacognition Walkthrough Tool  Collective Teacher Efficacy (CTE) Look-For Tool  School-Based Implementation Coaching Look-For Tool | [DACL\_Revised-Walkthrough-Tool\_05022018-with-Essential-Elements.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.moedu-sail.org%2Fwp-content%2Fuploads%2F2017%2F01%2FDACL_Revised-Walkthrough-Tool_05022018-with-Essential-Elements.docx&wdOrigin=BROWSELINK)  [Metacognition Walkthrough Tool 2020 (moedu-sail.org)](https://www.moedu-sail.org/wp-content/uploads/2020/05/Metacognition_Walkthrough_Tool_2020.pdf)  [Collective-Teacher-Efficacy-Look-For-Tool-2020-final.docx (live.com)](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.moedu-sail.org%2Fwp-content%2Fuploads%2F2020%2F10%2FCollective-Teacher-Efficacy-Look-For-Tool-2020-final.docx&wdOrigin=BROWSELINK)  <https://www.moedu-sail.org/school-based-implementation-coaching-materials/> |  |
| 1. Instructional staff have a scheduled time to talk, using the walkthrough/look-for tools about what they have learned and work with other team members to plan for implementation. | * Develop a time and format for instructional staff to discuss items on the walkthrough/look-for tool and implementation reflections. * Provide time for instructional staff to work with other team members to action plan implementation. * Have all CTs complete the Self-Assessment Practice Profile for the selected practice at least 2-3 times per school year. * Discuss SAPP report results for the selected practice with the CTs and Building Leadership Team to determine level of implementation and needed next steps. * Other: | CT SAPP | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |

**TOPIC: Assessment**

| **Instructional Leadership**  **Key Attributes** | **Suggested Next Steps** | **Available Resources** | **Weblinks** |
| --- | --- | --- | --- |
| 1. All grade level/content area/special interest CTs have completed the Self-Assessment Practice Profile (SAPP) for Common Formative Assessments (CFA). | * Review CWIS results to determine current level of implementation for CFA. * Have all CTs complete the CFA SAPP. * Review compiled results of the CFA SAPP on the VLP data dashboard (Self-Assessment Score Report). * Other: | CWIS Reporting Tool  CFA Self-Assessment Practice Profile (SAPP) | <http://cwis.missouripd.org/>  <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |
| 1. Results of the CFA SAPP are shared with all CTs and the Building Leadership Team to plan next step. | * Use a Building Leadership Team to accomplish the following. * Discuss compiled building results of CFA SAPPs * Determine current status of building-wide implementation of CFAs * Plan next steps based on CFA SAPP results data | SAPP Score Reports (found on VLP dashboard) for CFA | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |
| 1. Plan initial CFA training for instructional staff. | * Review CFA training materials. * Determine which instructional staff need CFA training. * Contact DCI CST to schedule initial CFA training. Consider using the online training in the VLP to support training. | CFA VLP Professional Learning Module  CFA Online Course  CFA Training Resources  CFA Practice Profile  DCI Support Team  CFA Training Materials  CFA SAPP Results Data | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index>  <https://www.moedu-sail.org/courses/common-formative-assessment/>  <https://www.moedu-sail.org/cfa-materials/> |
| 1. All instructional staff have been trained in the use of CFAs. | * Plan next steps needed to move along the proficiency continuum for CFAs as measured by the CFA Practice Profile. * Contact DCI CST to tailor CFA professional development to fit your building’s needs. * Determine how you will onboard new staff. | CFA Training Materials | <https://www.moedu-sail.org/cfa-materials/> |
| 1. All instructional staff have the needed resources and materials to support implementation of quality CFAs. | * Determine resources (financial, human, material) needed for future professional development trainings. CFA SAPP data can help determine resources needed. * Determine existing and needed resources to support implementation of CFAs. * Determine gaps between existing and needed resources. Problem solve with Building Leadership Team to obtain the needed resources. * Review and revise budget for PD, substitute pay, and materials. * Review and revise CSIP to ensure a cohesive overall building improvement plan. * Other: | DCI Support Team  CFA Training Materials | <https://www.moedu-sail.org/cfa-materials/> |
| 1. CFA SAPP indicate proficient to exemplary implementation. | * Meet with the DCI CST to discuss options for PD focused on CFA writing. * Identify needed PD to support CFAs. * Consider additional resources needed to support CFA. * Other: | CFA Training Materials  CFA Design Handouts | <https://www.moedu-sail.org/cfa-materials/>  <https://www.moedu-sail.org/wp-content/uploads/2014/02/CFA-Handouts-for-C-Assessment-Design.pdf> |
| 1. CFAs are available for use in all content areas and grade levels. | * Review district and building assessment plans. * Gather information from instructional staff about CFAs used across grades and content areas to determine the status of CFAs use in the building. * Use CFA training materials including the CFA Practice Profile to check for quality assessments. * Carefully examine and revise any commercial CFAs being used so they aligned closely with the content, structure, and rigor of priority standards. * Revise building assessment plan as necessary. * Other: | CFA Practice Profile | <https://www.moedu-sail.org/cfa-materials/> |
| 1. The use of CFAs is monitored, and feedback is provided to improve fidelity of implementation. | * Instruct and support instructional staff in using the CFA Practice Profile to monitor CFA implementation. * Use instructional or peer coaching to provide feedback to staff using the Practice Profile and Walkthrough Tool to improve fidelity of CFA implementation. | DCI Support Team |  |
| 1. Determine the following regarding formative assessment data:  * Who will collect formative assessment data * How it will be collected and used * How often it will be collected * Where CFA data will be stored | * Determine and inform those who will collect formative assessment data. * Discuss how the CFA data will be collected and used. * Discuss when CFA data should be collected. * Develop a system for storing CFA data so it is easily accessible to all those using it. | Student Growth Data Toolbox  and DCI Support Team | <https://dese.mo.gov/educator-quality/educator-growth-toolboxx/student-growth-data> |
| 1. Formative assessment data is used to drive instruction. | * Develop visible systems for formative assessment collection used to drive instruction. These include the following. * Student and team goal setting * Ongoing short-cycle formative assessment student feedback * CFA data * Student data binders * Portfolios * School/classroom data walls * Online assessment tools * Seek support from your DCI CST to help develop and/or enhance formative assessment data collection and use. * Collaborate and share ideas with other school leaders regarding formative assessment data collection and use. | DCI Support Team |  |
| 1. The collection of formative assessment data is linked to the measurement of student growth. | * Assure that formative assessment items are aligned to state assessment items. * Determine if formative assessments are linked to better student outcomes and improved state assessment results. * Other: |  |  |

**TOPIC: Data-Based Decision Making**

| **Instructional Leadership**  **Key Attributes** | **Suggested Next Steps** | **Available Resources** | **Weblinks** | **Operational Date** |
| --- | --- | --- | --- | --- |
| 1. All grade level/content area/special interest CTs have completed the Self-Assessment Practice Profile (SAPP) for Data-Based Decision Making (DBDM). | * Review CWIS results to determine current level of DBDM implementation. * Have all CTs complete the DBDM SAPP. * Review compiled results of the DBDM SAPP on the VLP data dashboard (Self-Assessment Score Report). * Other: | CWIS Reporting Tool  DBDM Self-Assessment Practice Profile (SAPP) | <http://cwis.missouripd.org/>  <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |
| 1. Results of the DBDM SAPP are shared with all CTs and the Building Leadership Team to plan next step. | * Use a Building Leadership Team to accomplish the following. * Discuss compiled building results of DBDM SAPPs. * Determine current status of building-wide implementation of DBDM. * Plan next steps based on DBDM SAPP results data. | SAPP Score Reports (found on VLP dashboard) for DBDM | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index> |  |
| 1. Plan initial DBDM training for instructional staff. | * Review DBDM training materials. * Determine which instructional staff need DBDM training. * Contact DCI CST to schedule initial DBDM training. Consider using the online training in the VLP to support training. | DBDM VLP Professional Learning Module  DBDM Online Course  DBDM Training Resources | <https://www.moedu-sail.org/dbdm-materials/> |  |
| 1. All instructional staff have been trained in the use of DBDM. | * Plan next steps needed to move along the proficiency continuum for DBDM as measured by the DBDM Practice Profile. * Contact DCI CST to tailor DBDM professional development to fit your building’s needs. * Determine how you will onboard new staff. | DCI Support Team  DBDM Training Resources  DBDM SAPP Results Data  DBDM Training Materials | <https://www.moedu-sail.org/dbdm-materials/> |  |
| 1. All instructional staff have the needed resources and materials to support implementation of DBDM. | * Determine resources (financial, human, material) needed for future professional development trainings. DBDM SAPP data can help determine resources needed. * Determine existing and needed resources to support implementation of DBDM. * Determine gaps between existing and needed resources. Problem-solve with Building Leadership Team to obtain the needed resources. * Review and revise budget for PD, substitute pay, and materials. * Review and revise CSIP to ensure a cohesive overall building improvement plan. * Other: | DBDM Practice Profile | <https://apps.dese.mo.gov/DESEApplicationsSignin/Index>  <https://www.moedu-sail.org/dbdm-materials/> |  |
| 1. Collaborative team implement the DBDM process with fidelity and strong collaboration is occurring. | * Instruct and support instructional staff in using the DBDM Practice Profile to monitor DBDM implementation. * Use instructional or peer coaching to provide feedback to staff using the DBDM Practice Profile and Walkthrough tool to improve fidelity of DBDM implementation. * Other: | GAINS Process | <https://www.moedu-sail.org/dbdm-materials/> |  |
| 1. Data is collected, analyzed, and used to inform classroom and building decision making. | * Ensure all CTs use the GAINS process (gather data, analyze, intentionally act, notice and adjust, systematically repeat) to improve instruction and student outcomes. * Other: |  | <https://www.moedu-sail.org/wp-content/uploads/2020/11/Data-Based-Decision-Making-Infographic-2022.pdf> |  |
| 1. Building level data is collected and displayed in a user-friendly format and used to inform decision-making. | * Ensure Building Leadership Team uses the GAINS process for building level decision making. * Consider data that can currently be accessed as well as other data that should be included. * Assure that data is in user-friendly form and accessible to all users. |  | <https://www.moedu-sail.org/dbdm-materials/> |  |