Sample Completed SIG

Critical Component How does this component contribute to the overall outcome of this practice?	Gold Standard of Implementation What should the team do to implement the critical component well?	Acceptable Variation of Implementation What adaptations are acceptable without losing value?	Unacceptable Variation of Implementation What defines unacceptable implementation?
A balanced, coherent system of common formative assessments based on a viable curriculum is in place.	• The team clarifies or adjusts essential outcomes by grade or course as necessary. • The team establishes targets and benchmarks. • The team develops common assessments. • The team analyzes assessment results. • The team plans for interventions and instructional improvement strategies.	• Team members can use previous common assessments with necessary modifications.	• Team members can use assessments in isolation or use those that are not common to a grade level, course, or subject area.
Review of the student data will be possible.	• Team members arrive having reviewed individual data and are ready to plan assessments or instruction. • Team members bring data to the meeting in the predetermined, usable format. • The team reviews group data using a previously agreed-on protocol. • The team analyzes assessment results.	• Team members review individual classroom data for five minutes at the beginning of the meeting. • The team decides on the protocol on the spot. • The individual data is present but in varied formats.	• Team members do not review individual data before the meeting, and this becomes the meeting's focus. • Data review takes longer than ten minutes. • The team has no protocol for reviewing data as a team. • The individual data does not represent the desired outcomes of the meeting.
The team uses student data to plan instruction, assessment, and intervention or enrichment.	• The team publicly discusses these data to inform instruction and to promote high levels of learning for all students. • The team arrives with a diverse toolbox of strategies and resources to address needs the data set identifies. • Team planning draws from the instructional learning cycle and is consistent from classroom to classroom. Variations may occur within student grouping and subject areas based on the data set. • The team analyzes data to design remediation, interventions, and enrichments to meet the instructional needs of all students. • The team analyzes data to identify which instructional practices members need to retain, revise, or replace.	• The team is prepared to apply strategies once members completely review the data. • The team uses limited best practices in planning. • Planning is fairly consistent from classroom to classroom.	• The team does not use data in planning. • Planning is inconsistent from classroom to classroom. • Assessments are not consistent from classroom to classroom within a building.

Source: © 2017; Adapted from Van Dyke Public Schools, Warren, Michigan.