

HRS Leadership Strategic Planning Matrix

<p>Leading Indicator: (Where is your school currently on the leadership scale?)</p> <p style="color: red;">The leadership accountability scales are in the Leading HRS book.</p>	<p>Strategic initiatives (to implement the leading indicators)</p> <p style="color: red;">This could be a couple of initiatives and should represent what is done specifically that can be monitored and replicated.</p>	<p>Lagging Indicators (data/artifacts prove the leading indicator is in place and healthy)</p> <p style="color: red;">When appropriate include data and artifacts. Together they make the strongest case.</p>	<p>Quick Data Monitoring (who will monitor, what will they monitor, how often will they monitor?)</p> <p style="color: red;">Consider three sources of quick data: conversations, observations, easy to collect quantitative data,</p>
<p style="text-align: center;">1.1</p> <p>Faculty and staff perceive the school environment as safe and orderly</p> <ul style="list-style-type: none"> • Leadership establishes schoolwide routines and procedures • Routines and procedures are clearly communicated, understood, and monitored with consistency across the entire school <p style="text-align: center; font-size: 1.2em;">Innovating</p>	<ul style="list-style-type: none"> • Formal system is written MVE behavior management system created by the focus group • PAX system in classrooms is in place and monitored • Implemented schoolwide continuous learning plan • PAX at home: made resources available to parents and students via schoology. • 	<p>MVE behavior Management System</p> <ul style="list-style-type: none"> • routines and procedures • Norms sheets for : • Classrooms • Transitions • Playground and Lunch • Schoolwide PAX expectations • Celebrations for behavior • PAX data (vision boards, Spleem count) • Tootles • Student list of those celebrated • Wild Cat pledge • Second Step • Posted Rules • Climate Survey data • Discipline referrals are down 25-50 percent • Teachers • Buddy system • BIP • counselors/social worker • Badge • Radios • Ids to open doors • Crisis Team , emergency drill cards on keys, counselor for support, supporting documents are found in the drive, clear procedures for lockdown • Students • Fences • Safety drills • Locked doors 	<ul style="list-style-type: none"> • Monthly observations of compendium elements tied to data - Administrator and lead teacher, ITL's • Behavior Focus Team notes • Focus group meetings notes • Monitor discipline referrals • Follow up adjustments to system- notes • Review system documents at BOY and make adjustments or as needed. • Afterschool COVID-19 plan

<p style="text-align: center;">1.2</p> <p>Students, parents, and the community perceive the school environment as safe and orderly</p> <ul style="list-style-type: none"> Leadership establishes schoolwide routines and procedures Routines and procedures are clearly communicated, understood, and monitored with consistency across the entire school <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Students and parents are aware of rules and procedures The school has a system to communicate about school safety Parents input regarding school safety issues is listened to and followed up on. Part of CLP encourages and provides resources for parents to create routines and the importance of those routines. COVID 19 Safety Guidelines 	<ul style="list-style-type: none"> Frequent safety drills Ruvna Mentor student groups that meets with counselor Parent focus groups - representation from all stakeholders Injury and wellness data Clear protocols and procedures in case of emergency Sign in at office and KIOSK Parents input regarding school safety issues is listened to and followed up on. Parents and students have clear drop-off and pick up procedures Mentor student groups that meets with counselor Frequent safety drills Teachers emergency drill cards on keys, air horn for reverse evacuation, staff checking of doors during lockdowns by staff, radios, School safety plan, Cameras, Doors locked, Safety kits, SRO, Students Follow the teacher and do what the teacher says, gates locked and fence, doorbell at front door, go to the teacher, washing our hands, sitting in the chair correctly, teachers have radios, Be quiet and wait for the teacher to call your name for the "app (ruvna)". Listen for instructions. Teachers, door locks, door bell, cameras, fence, teachers are aware of what's happening, intercom/radio 	<ul style="list-style-type: none"> Surveys show parents and students perceive the school as a safe place Adjustments to drop off and pick up based on parent feedback Parent focus group feedback Ideas from the meetings are shared with leadership (ex. parent positive call, Parent Survey) Teachers walk kids to car Video for drop off and pick up The school has a system to communicate about school safety communication through email, Schoology and call out about Safety Systems Ruvna health check daily and students that do not check in at home are temp checked. Monitor compliance with COVID 19 routines.
<p>1.3 Teachers have formal roles in the decision-making process regarding school initiatives</p> <ul style="list-style-type: none"> Formal structures have been created to practice shared decision making Focus groups are created based on the types of decisions that require teacher input Focus group information and decisions is shared with all staff <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Teachers identify opportunities in which they have formal roles and are part of the decision making Shared decisions are created in the focus groups and information is shared with staff <ul style="list-style-type: none"> Weekly virtual staff meetings Focus group, PLCs, weekly data meetings, leadership meetings continue through google hangouts Weekly checks on all staff during shut down 	<ul style="list-style-type: none"> Attendance Focus Team Behavior Focus Team Finance Focus Team APTT 90 Day Plan WCT Leaders maintain notes and reports of teacher conversations and knowledge of school decisions and how teacher input was used to make decision <p>Teachers Open door policy with admin Discussions through PLCs- share information,</p>	<ul style="list-style-type: none"> Formal written systems in place for the teams Monthly meeting notes that are shared with their teams Attendance posted and adjusted weekly Emails asking for attendance data Staff monitor Teachers identify opportunities in which they are part of the decision making Leaders make clear the types of decisions teachers will have direct input on Teachers identify school initiatives that involve them

		<p>Talk about decisions in PLCS, Team reports back in PLC after focus team meetings, Listen to concerns, PLC, SAT</p>	<ul style="list-style-type: none"> Leaders maintain notes and reports of teacher conversations and knowledge of school decisions and how teacher input was used to make decisions
<p style="text-align: center;">1.4</p> <p>Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessments, achievements, and instruction of all students</p> <ul style="list-style-type: none"> Staff is organized into meaningful teams Collaborative time is made available in the schedule Supportive structures are in place to help them to become teams Clarify the work of teams Monitor the work of the team <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> A supportive structure of collaborative teams is outlined and followed Work of the teams is clarified and monitored Common Assessments and data walls are available to track and monitor <ul style="list-style-type: none"> PLC's Continued tracking of Common assessments in mini action plans Electronic data walls for virtual 	<ul style="list-style-type: none"> Leadership Element groups Weekly Data teams PLC's Vertical Alignment Team Instructional Rounds groups Collaborative teams meet weekly within contract day 90% of meeting has a focus on instruction, data and curriculum School and team norms are visible and made available Common assessments and data are available mini action plans, teacher and student tracking are used to monitor all achievement data and guide decisions Teachers Accountability: checklists, CFA & Exit Ticket data to share at mtgs. Classroom data wall: PSI (phonics), Istation, bring data weekly, data is updated live, follow norms, celebrations at beginning of each PLC share a "glow" and "grow", PLC members follow through by bringing data, reporting back and sharing PLCs welcoming, and we are friends, Agenda, Notes, topics, celebrate action plan, all have jobs, focus groups Anyone not on leadership is on a district team for ELA or Math 	<p>Quick data checks and interventions are conducted</p> <ul style="list-style-type: none"> Mini Action Plans Notes from meetings Norms are shared Data for Istation, CFA's, Interims Data Wall information virtual online Action Plans Staff monitor Collaborative teams meet weekly within contract day 90% of meeting has a focus on instruction, data and curriculum School and team norms are visible and made available Common assessments and data are available A system of collaboration is outlined and followed Virtual Data walls are used to monitor all achievement data and guide decisions as well as data in minis and quick checks after daily lessons Virtual student tracking sheets
<p style="text-align: center;">1.5</p> <p>Teachers and staff have formal ways to provide input regarding the optimal functioning of the school</p>	<ul style="list-style-type: none"> Staff have formal ways to provide input regarding the optimal functioning of the school The school archives data regarding ideas that 	<ul style="list-style-type: none"> Behavior Focus Group Finance Group Attendance Group Surveys Leadership 	<ul style="list-style-type: none"> Formal written systems in place for the teams Monthly meeting notes that are shared with their teams Face to Face Feedback

<ul style="list-style-type: none"> Staff and teachers have formal ways to provide input regarding the optimal functioning of the school Data is collected and archived regarding ideas that teachers and staff put forth through formal structures and how leaders act on that feedback Formal feedback to staff regarding input provided and how it considered feedback for implementation <p style="text-align: center;">Innovating</p>	<p>teachers and staff put forth through established formal structures and systems</p> <ul style="list-style-type: none"> The school provides formal feedback to staff regarding input provided and how it considered the feedback for implementation Focus groups continue to meet and make decisions online 	<ul style="list-style-type: none"> School leader keep notes to document when the school receives formal input and how it acts on that input <p>Teachers Emails, PLC notes, PLC notes on Schoology Staff suggestion box Email Pam survey</p> <p>CLP, PLC notes, emails etc.. feedback and pictures from parents posted</p>	<ul style="list-style-type: none"> PLC's PDP groups Feedback form from staff, students and parents available Surveys Face to face feedback is strong and appreciated principal is visible and looks for next steps SAT meeting day Feedback about before and after school supervision and drop off and pick up Survey created for Q and A School leader keep notes to document when the school receives formal input and how it acts on that input Feedback form from staff, students and parents available Staff Monitor
<p style="text-align: center;">1.6</p> <p>Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school</p> <ul style="list-style-type: none"> Parents can name at least one way they provide input to the optimal functioning of the school School has a system in place to collect opinions from students, parents, and community Focus group meetings with students and parents are held <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Through surveys and focus groups Parents can name at least one way they provide input regarding the optimal functioning of the school The school has data collection systems in place to collect opinion to collect opinion data from students, parents, and the community regarding the optimal functioning of the school The school leaders use a web-based application to collect opinions from the community regarding specific issues. Continued communication and reach out to students and parents during shut down. PAC continued online for parent input 	<ul style="list-style-type: none"> PAC Community Schools Focus Group Coffee with the Principal Parent Surveys Student Surveys APTT Parent Focus group Tap afterschool Stem afterschool Yoga afterschool Student Mentor meetings Student Focus Group meetings with the counselor on input <p>Teachers PTO Parent suggestion box IEPs Schoology, emails, and phone calls APTT Title 1 functions, had to really direct students, 100 club, email</p> <p>Students Class meetings, student polls, Input: On Monday's students come in the classroom and fill out "I want my teacher to know..." students are able to write down goals, make teachers aware of what's going on at home,</p>	<ul style="list-style-type: none"> Schoology for communication, callouts and emails Emails- open door policy – Facebook Weekly call out and emails invitations to visit the classroom Progress reports for communicating learning and student planner for daily work Input Poster and follow up conversations Leadership conversation with students Survey on student needs from Social Worker and Counselor

		<p>suggestions to make classroom better.</p> <p>Surveys. Parents can give input through APTT meetings, Schoology messages and surveys</p> <p>Attendance positive and concern calls, emails/ Participation emails Responses to parents Communications about continued happenings at the school Student Matrix</p>	
<p>1.7</p> <p>The success of the whole school, as well as individuals within the school, is appropriately acknowledged. *</p> <ul style="list-style-type: none"> • Staff are recognized • Students are recognized • Celebration and recognition of staff and students in regards to the functioning of the school <p>Innovating</p>	<ul style="list-style-type: none"> • Staff and students receive recognition for a job well done with specific descriptions and protocols are in place for recognizing and celebrating students • Artifacts of recognition are visible in the school • Surveys indicate specific ways parents are aware of ways their students receive recognition 	<ul style="list-style-type: none"> • PAX Board • Attendance Chart • Weekly Celebrations in weekly email • Employee of the month • Weekly staff emails broken down by HRS level • Assemblies • Quarterly breakfast • Emails • Board in the lounge • Verbal recognition, specific praise, positive feedback • Fun Friday and parties- work as a team in our class for success • Lunch in classroom, • Blitz day • “Raise the roof” • Tootles • Free/Social time • Awards assembly / banquet • Round of applause • PAX game • Monthly character and attendance assembly • Feedback • Staff share successes at Staff Meetings • Ice cream sundae party / Treats • Sharing data - congratulations to staff • Email “thank you” • Kudos in Staff Meeting • Teacher/School of the month • Extrinsic rewards <p>Teachers</p>	<p>Quick data shows that students and staff can explain or identify peers and colleagues that have been recognized and why</p> <ul style="list-style-type: none"> • Celebrations posted weekly for staff including specific praise and HRS Levels • Celebrations posted for parents to see • Celebration Assemblies quarterly parents attend (Kiosk shows check in) • Quarterly celebrations with staff including recognition and food • Employee of the Month Board • PAX Board updated monthly • Parent Survey data is reviewed • Staff Monitored

		<p>Personal recognition by principal, Computer research time, class cheers, use student work to model behavior and celebrating student chosen, sticker charts, pictures of students in class to celebrate success, finance</p> <p>Students</p> <p>Compliments, pizza party, movie hot air balloon, color in journals, fun Friday, dance, ABC YA, Vote on celebrations as a class, raise your hand, marbles- if you get all the marbles you get a party, teacher asks and we raise our hands to share what we think</p> <p>Class challenge: if you meet the challenge you get a reward like ice cream, movie, snacks, Fun Friday, clapping</p> <ul style="list-style-type: none">• Attendance and recognition of participation through personal calls, praise from teachers• parade• weekly pictures• Mesa Verde News• Thoughtful Thursday• Weekly emails	
--	--	--	--

<p>1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers</p> <ul style="list-style-type: none"> Teachers are provided with operational resources The school fiscal, operational and technology resources are managed in a way to directly support teachers <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Finance Focus Group make decisions on use of the budget all staff are represented in this decision making Teachers have resources including technology to support instruction in the classroom. Continued Finance Focus group during online and preparing for next year. 	<ul style="list-style-type: none"> Spreadsheet for school money Spreadsheet for classroom money Process for accessing additional funds Finance focus group notes Operational budget shared with all staff Proficiency Scales Interims CFA's, district adopted materials, One to One lap tops SPED and Tier II Interventions Schedule Specials attempt to back to back with lunch to give more time to teachers for planning Math PD Inschool PD PDP groups PD Several grade levels are taking advantage of technology training <p>Teachers 95% materials, spire Manipulatives Aptt, Do the Math training, Instruction Rounds Talk Moves, Trainings teacher attend and want to share with staff for better of the students, \$ for copies, choose how we spend our own grade level \$, journey, my math</p>	<p>Notes and spreadsheets monthly All curriculum and resources shared on the Google Drive</p> <ul style="list-style-type: none"> Engage NY, 95%, APTT materials provided, after school tutoring materials, STEM materials PD power points and resources Rubrics are shared with staff of all compendiums Staff Monitored
<p>2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school. *</p> <p>Mesa Verde has a comprehensive Instructional Model based off HRS and FMI is based on effective research practices and was developed by and shared with staff.</p> <p>All about FMI best practices and HRS</p> <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> A written document, the MVE Instructional Model snapshot, is in place and articulates the schoolwide practices are coded in green, yellow are practices that are not schoolwide yet All staff have opportunities for improvement based on their mastery within the model Professional development is provided for individual new staff and all staff regarding the model of instruction When asked teachers can describe the major elements of the schoolwide model of instruction Rubrics for the elements delineating expectations are created by staff input and from the compendiums 	<ul style="list-style-type: none"> MVE Instructional Snapshot PDP documents Teachers can reference areas of instruction they use in the instructional model Walkthrough observations MVE Instructional Model/Snap shot posted for staff and parents Statement about our Instructional Model posted for parent explanation Graphs above the copiers with data from walkthroughs 	<ul style="list-style-type: none"> School has model of instruction visible and accessible to staff and parents Data during walkthroughs is used to determine PD and support for teachers around the model of instruction and accompanying strategies and rubrics are shared with staff Monthly walkthroughs on elements and data collected. Teachers know the elements they are working on for their PD and the elements that are monitored and implemented when asked. Documents including Power Points and

	<ul style="list-style-type: none"> Quick data checks are performed through walkthroughs 	<ul style="list-style-type: none"> Rubrics for walkthrough data collection on all elements implemented in the model and PDP elements Red folders for each teacher with the MVE instructional snap shot Binders with a hard copy of resources/rubrics Walkthrough graph posted PD is provided for all staff and new staff as needed Crosswalk from FMI Instructional Model to HRS Elements Document of what we do weekly, monthly and quarterly 	<p>resources shared with staff</p> <ul style="list-style-type: none"> Examining errors and reasoning personalized for all staff Review the Snapshot and PD on Elements ongoing Schoolwide goal 20-21 (#6,7,8) Exit tickets after every meeting. Lesson Planning Rubric Action Plans Mini action plans Data Meetings
<p>2.2</p> <p>Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans. *</p> <ul style="list-style-type: none"> Teachers have established growth goals based on various data points and within the Farmington Model of Instruction Quick data sources are used to monitor the extent to which teachers have established growth goals for pedagogical skills and track their individual progress Supports are in place to intervene when quick data indicates a potential problem <p>Innovating</p>	<ul style="list-style-type: none"> System for teachers established growth goals based on various data points and within the Farmington Model of Instruction PDP growth goal template, reflection log and monitoring tools specific to the elements are used to monitor the extent to which teachers have established growth goals for pedagogical skills and track their individual progress Supports are in place to intervene when quick data indicates a potential problem including instructional coaching by peers and administrators using the Farmington Hierarchy of Instructional Supports 	<ul style="list-style-type: none"> Meet with the principal and tie the NM Summative and previous data to PDP. FMI Element Focus Group meet monthly we have been working on for school goals (Communication, Behavior) Reasoning, chunking, processing, recording etc.. Math PD by staff Red folder in which you are completing the Professional Growth and Reflection log Professional Development Plan Element groups meet monthly and discuss next PD observation Instructional Round groups and documents Teacher PDPs have a pedagogical growth goal aligned to model of instruction and a SMART goal for the year Teachers keep track of progress on PDP 	<ul style="list-style-type: none"> Teacher PDPs have a pedagogical growth goal aligned to model of instruction and a SMART goal for the year Teachers keep track of progress on PDP goals throughout the year ITL;s have a record showing growth goals for all teachers in school Notes from walkthroughs and meetings with administrator Documents from PD in school Red Folder for personal PD Instructional Round notes Emails about progress and next steps Mentor teacher leaders, staff and Administrators monitor

		<p>goals throughout the year</p> <ul style="list-style-type: none"> • Teacher leaders have a record showing growth goals for all teachers in school • Quick data checks lead to interventions for potential problems • Meet individual or one on one based on need with administrators 	
<p>2.3 Predominant instructional practices throughout the school are known and monitored through the Farmington/School Model of Instruction</p> <ul style="list-style-type: none"> • Administrator has a system of tracking aggregate classroom walkthrough data using model of instruction • School leaders share data and use data to inform PD needs for staff • School leaders can identify predominate practices across school and practice do not see used predominantly • Supports are in place to intervene when quick data indicates a potential problem <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> • Administrators put into place a system of tracking aggregate classroom walkthrough data and update and review the data throughout the school year • Element charts and emails share the information with the staff in regards to walkthroughs • Various groups including PDP and PLC's Vertical alignment give feedback on instructional practices • Data charts on assessments and feedback are shared with staff and next steps are determined using the data • School leaders share data and use data to inform PD needs for staff • School leaders ensure accurate feedback on pedagogical strengths and weaknesses is provided • School leader has a schedule indicating frequent observations and feedback cycle to teacher • School leaders can identify predominate practices across school and practice do not see used predominantly 	<ul style="list-style-type: none"> • FMI Element chart collecting data displayed above the copier • Observation trackers, • Email feedback • Weekly Celebrations share walkthrough data • Observation feedback online • One on one feedback • Vertical Alignment • 95% feedback sheets, Data from Interims, , • Istation, CFA's, Weekly data, Interims • Celebrations of instructional practices in weekly memo. • Instructional Rounds 	<ul style="list-style-type: none"> • Walkthrough tracker • Graph above all copiers • Data shared in emails with staff weekly • Data shared in leadership meetings and PLC's • Predominate practices are noted in celebrations and graphs • Based off of surveys new data check are created and include in the 90 day plan. • Administrators and staff monitor • Mini Action Plans • Schoolwide goal 20-21 (#6,7,8) • Exit tickets after every meeting.
<p>2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and</p>	<ul style="list-style-type: none"> • The NMTEACH rubrics are used as an indicator of performance and teachers are provided accurate feedback based on these rubrics 	<ul style="list-style-type: none"> • Meet with principal and tie the NM Summative and previous data to PDP. • Mylearningplandata 	<ul style="list-style-type: none"> • Data checks are conducted every week for various elements by all staff • NMTEACH Walkthroughs

<p>are consistent with student achievement data.</p> <ul style="list-style-type: none"> Teachers are provided with evaluations that align with the NMTEACH rubrics and the Elements in the Model of Instruction The data of student growth of learning should be a check and balance of the performance rating <p>Innovating</p>	<ul style="list-style-type: none"> School wide rubrics, based off the compendiums are used to provide accurate feedback and tie to the Instructional Model and NMTEACH Rubrics Feedback and evaluation are based on multiple sources including observations, teacher self-reports, action plan reteach follow up, PDP element observations. A calendar of observations indicates observations and feedback given to teachers Quick data checks include teachers being able to identify their most recent teacher evaluation data, number of times they have been evaluated and evaluators can describe the strategies they use for evaluation School leaders ensure accurate feedback on pedagogical strengths and weaknesses is provided School leader has a schedule indicating frequent observations and feedback cycle to teachers 	<ul style="list-style-type: none"> Emails of informal and next steps Element rubric rating and feedback Rubrics provided to teachers before observations Graphs of quick data walkthrough checks Scheduled observations on the calendar <p>Next Steps:</p> <ul style="list-style-type: none"> ITL's will observe staff and provide feedback on PDP. Staff will observe other staff and share feedback 	<ul style="list-style-type: none"> School wide Elements PD Elements Action Plans PD follow up Celebration emails Emails on walkthroughs One on One feedback Student data from CFA's, exit, tickets, Istation, Interims in the mini action plans
<p>2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.*</p> <ul style="list-style-type: none"> School leaders identify and establish tools and structures to engage teachers in job-embedded professional development Instructional coaching and feedback is provided by school leaders <p>Innovating</p>	<ul style="list-style-type: none"> Teachers are provided monthly teacher-led professional development Teachers have instructional coaching available to them regarding their PDP goal Quick data includes; teachers can describe practices they are trying as a result of job-embedded PD and describe how PD can help them attain their growth goals, as well as instructional coaches identify specific strategies they use to grow individual teachers practice and teachers growth goals 	<ul style="list-style-type: none"> Instructional Rounds PDP focus groups Weekly data meetings PLC meetings, vertical alignment meetings action plan meetings Grade level leaders mentor leaders that are delivering PD (Rempe, Baxter, Zepeda), teachers observing teachers Teachers identifying strengths and collaborating with each other. Individual benchmark share information to share instructional practice <p>Processing - training within the building for FMI</p> <ul style="list-style-type: none"> LETRS, Do the Math, Math, 95%, CERCA, Schoology, Science, learning goal groups Teachers use online PD resources when needed to meet growth goals Teacher-led PD is available to teachers and differentiated for needs Teachers use instructional coaching to help meet their instructional growth goals 	<ul style="list-style-type: none"> Documents from PD and instructional rounds Red folders Vertical alignments District PD ideas implemented as observed in walkthroughs All staff monitor

<p>2.6 Teachers have opportunities to observe and discuss effective teaching. *</p> <ul style="list-style-type: none"> Teachers have opportunities to participate in observations through instructional rounds Teacher have opportunities for debriefing and next steps after instructional round <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Teachers have opportunity to engage in instructional rounds Teachers have opportunities to view and discuss examples of exemplary teaching Teachers have regular times to meet and discuss effective instructional practices Quick data checks include; when asked teachers can describe ideas they have tried on their own practice as a result of instructional rounds, information is made available by leaders about teacher participation in instructional rounds, and brief summaries are provided of teacher discussion points following instructional rounds 	<ul style="list-style-type: none"> PD groups Instructional group planning Instructional Rounds <ul style="list-style-type: none"> What do I see and hear that affirms something I do? What do I see and hear that I would like to know more about? What do I see and hear the I would like to try in my own practice immediately? Thank you notes to the teacher observed Instructional Round Debrief Videos Weekly data meetings, PLC meetings, vertical alignment meetings, action plan meetings, Grade level leaders, mentor leaders that are delivering PD (Rempe, Baxter, Zepeda), teachers observing teachers Teachers identifying strengths and collaborating with each other. Individual benchmark share information to share instructional practices 	<ul style="list-style-type: none"> Weekly meetings on data and PLC's provided 1 hour a day and 3 on most Mondays. Instructional rounds scheduled quarterly 2 at PLC time and 2 with subs Vertical Alignment quarterly Observations show implementation of skills learned. All staff monitor
<p>3.1 The school curriculum and accompanying assessments adhere to state and district standards. *</p> <ul style="list-style-type: none"> Implemented curriculum are the Proficiency Scales CFA's, and Interims provided by through the FMI The CFA's Interims, Proficiency scales, exemplars and success criteria should drive the instruction <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Leaders do a random audit of CFA's and weekly data meetings Quick data check on data provided in the mini action plans about weekly data meetings and learning goals. Quick data checks teachers can identify standards they are addressing in a lesson, CFA's show standards they are measuring, and they can explain the design of lessons for specific standards Unit plans and weekly data and CFA timeline reference standards addressed in the <ul style="list-style-type: none"> adjusted proficiency scale, and adjusted unit plans based off of adjusted proficiency scale 	<ul style="list-style-type: none"> Mini Action Plans Proficiency Scales Unit Plans Weekly Data and CFA meeting template Timeline for District Assessments CFA's and student data collected Assess, Analyze, Act process is used to examine the extent in which assessment assessment measure student progress 	<ul style="list-style-type: none"> Mini Action Plans Unit Plans Timeline CFA's All staff complete and monitor
<p>3.2 The school curriculum is focused enough that it can be adequately addressed in the time available to teachers</p> <ul style="list-style-type: none"> Grade levels/content areas have curriculum maps/common pacing in place referencing specific learning goals being addressed during specific time frames Collaborative team agendas and notes reflect adjustments and modifications to curriculum maps using assessment data <p style="text-align: center;">Applying</p>	<ul style="list-style-type: none"> Teachers have built in time to teach the learning goals within the allotted time as is indicated in the CFA Weekly Data meeting template, Unit Plans Documentation of teaching the learning goals as is indicated in the mini action plan, notes of meetings or posted in Schoology Quick data checks including exit tickets and observations, CFA's and Interims are indicators of student proficiency before there is a potential problem and action plans help if they have not met learning goals 	<ul style="list-style-type: none"> Mini action plans,including; learning goals met and notes Cfas, and Individual data meeting template for Interims CFA/Weekly data meeting Template Weekly data meeting notes Unit Plans Information shared in Google Drive Notes posted on Schoology Action Plans Grade levels/content areas have curriculum maps/common pacing in place referencing specific learning goals being addressed during specific time frames Collaborative team agendas and notes reflect adjustments and modifications to curriculum maps using assessment data 	<ul style="list-style-type: none"> Mini Action Plans CFA data CFA weekly data meetings monitored Unit Plans Action Plans Monitored by all staff weekly Reflection Rubric

<p>What are we missing to be innovating?</p>	<p>Continue to have PLCS via google hangouts. We adjusted instruction and unit plans based on adjusted proficiency scales. We continue to monitor progress through exit tickets and CFAS through Schoology.</p>	<p>Reflection using questions pick one at a time incorporated into 90 day next steps as well</p> <ul style="list-style-type: none"> • PLCs • Planning • Bell to bell • Tier I continues to improve • 	
<p>3.3 All students have the opportunity to learn the critical content of the curriculum. *</p> <ul style="list-style-type: none"> • Instruction and lesson plans indicate teachers address learning goals and topics • Teachers teaching the same grade level or course use common assessments for learning goals and topics <p>Applying/ Innovating</p>	<ul style="list-style-type: none"> • Teachers are working within their PLC's to create common expectations of learning goals being taught and assessment of those standards • Providing direct instruction in knowledge application and metacognitive skills based on conversations about this and the reasoning PD and element chosen from that PD. • Using common vocabulary across grade levels within subjects so that students have a common language for standards and topics • Data in mini action plans indicates the standards that are being addressed • Quick data check when asked teachers can identify standard taught and during meetings teachers address the priority standard <p>All students have laptops (1-5)</p>	<ul style="list-style-type: none"> • Mini action plans • PLC meetings communicating and collaborating • Interims, CFA's, exit tickets for backward planning. • Lesson plans, • Tier I instruction target specific skills during Tier II and Tier I small group • Wildcat time for reading and math and regroup (every 3 weeks for • 95% and longer for math) • SPED met with all teachers and discussed accommodations • Action plan meetings and discussions on metacognition • PD on reasoning and template to follow up • Vertical Alignment PLC group meetings • Instruction and lesson plans indicate teachers address learning goals and topics • Teachers teaching the same grade level or course use common assessments for learning goals and topics 	<ul style="list-style-type: none"> • Walkthrough Observations of lessons by Administrators • Mini action plan data • Notes form PLCs • Action Plan meetings • Rubrics for elements • Exit Tickets, CFA's, Interims • Student data collected
<p>3.4 Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level. *</p> <ul style="list-style-type: none"> • Schoolwide school achievement goals are created based on FMI proficiency scales and vertical alignment conversations • At least 75% of students will score proficient based on quarterly ELA and Math Interims <p>Innovating</p>	<ul style="list-style-type: none"> • School created common goal of 75% proficient on end of quarter learning goals based on Interims and stated in 90 day plan worksheet • Written goals of support and reteach are identified in the Action plans for students that do not reach those goals. • Quick data checks when asked teachers can state the schoolwide goal and relate it directly to the content they are teaching 	<ul style="list-style-type: none"> • Mini Action Plans • Action Plans • Weekly data meetings • Quarterly Action Plan meetings • Vertical alignment • Vertical alignment meeting notes • Data meeting notes • PLC Notes • School and individual teams establish written SMART goals in 90-day plans • Leadership notes on reflection every 30 days • School and individual teams write goals for students of different socioeconomic levels or different ethnicities • 90-day SMART goals and outcomes can be accomplished within 90-days and has a manageable timeline 	<ul style="list-style-type: none"> • Notes from 90 day • Notes from other meetings • Data from assessments • Action Plans • Monitor by all staff
<p>3.5 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.</p> <ul style="list-style-type: none"> • Schoolwide backward planning which is a comprehensive system of common formative assessment is known and used in which data is analyzed, interpreted and used in next steps to 	<ul style="list-style-type: none"> • Reports and graphs are made available on overall progress for Istation, Read with me, 95%, CFA's and Interims for each student at the specific skill and learning goal level • Collaborative data walls show progress toward student achievement goals • Multiple types of assessments are used to backward plan, monitor 	<ul style="list-style-type: none"> • Mini Action Plans • Action Plans • Weekly data meetings • Quarterly Action Plan meetings • Data meeting notes • PLC Notes • Classroom data charts • Schoolwide data charts • Student tracking • Reports, graphs and charts on overall progress toward student achievement goals available • Data walls are frequently updated to show progress 	<p>Quick data checks</p> <ul style="list-style-type: none"> • Data tracking by teachers • Data tracking by students • Data tracking on multiple data points and reported in various ways • All staff monitor

<p>monitor progress toward student achievement goals.</p> <ul style="list-style-type: none"> Data assessed includes; weekly classroom assessment, interims, and year end assessments Teachers use reports and data to monitor student progress and create actions for intervention and/or enrichment <p style="text-align: center;">Innovating</p>	<p>progress toward achieve goals including exit tickets, observations, CFA's and Interims</p> <ul style="list-style-type: none"> Quick data checks include; staff describing different types of reports available Data briefings are provided on student progress Students track their own progress 	<p>towards student achievement goals</p> <ul style="list-style-type: none"> Teachers use reports and data to monitor student progress and create actions for intervention and/or enrichment 	
<p>3.6 Appropriate school- and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed</p> <ul style="list-style-type: none"> Fluid collective intervention (RTI) and extension practices are implemented schoolwide Interventions are used to monitor student learning and to respond to student difficulty Monitoring of student interventions through common assessments for both ELA and Math <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Schedule is designed so students can engage in intervention opportunities during the school day Programs are in place to extend, enhance and enrich student learning Students are grouped based on assessment need for RTI Tier II and Tier III(SPED) at the same scheduled time across grade levels Regrouping for ELA occurs every 3 weeks Regrouping for Math as needed A monitoring system is implemented and staff use assessment to group students based on need for intervention strategies Quick data checks include when asked teachers can explain intervention opportunities available for students, data sources indicate which students are identified for interventions and collaborative team meeting data and progress monitoring for specific interventions 	<ul style="list-style-type: none"> PASI/PSI Read with Me Do the Math Assessments Student data folders 3 week regroupings Istation Schedule for WCT in ELA and Math Tier I support time Mini Action Plans Gifted groupings Online check after lessons 	<p>Quick data checks</p> <ul style="list-style-type: none"> Teachers can explain intervention opportunities available for students, data sources indicate which students are identified for interventions and collaborative team meeting data and progress monitoring for specific interventions Copy of Intervention schedule adjusted as needed Gifted program with enrichment for others Tier II intervention schedule for ELA and Math Action Plan shows Tier I Interventions Monitored by all staff Online staff check in after lesson to check for understanding and reteach or pull for small group.
<p>4.1 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students within the school. *</p> <ul style="list-style-type: none"> Students can identify their current level of achievement which is their status Students can identify their growth which is the difference between current status and initial status Proficiency scales are used to measure student status 	<ul style="list-style-type: none"> Students can explain proficiency scales related to learning goals in their own words Students recognize learning goals and daily learning outcomes and can explain when activities and lesson address them Students can explain the progression of content on proficiency scales and how they progress on the scale Students can explain what they need to do to get to the next level of performance on the 	<ul style="list-style-type: none"> Mini action plans Proficiency Scales Student tracking documents Student led conferences Graphs and charts Feedback from Schoology Assignments (immediate and with teacher comments) After a remote or virtual lessons teachers are checking in with students to check for understanding and provide a lesson reteach or small group for support. Mastery Assignments in Schoology (assignments are tied to learning goals and students/parents can see which topics/skills students have mastered). Virtual Data Folders 	<ul style="list-style-type: none"> Students can state the DLO and purpose of the learning Students can explain where they are at based on the proficiency scale Students can explain what they need to get to the next level Monitored by all staff

<h2 style="text-align: center;">Applying</h2>	<p style="text-align: center;">proficiency scale</p> <ul style="list-style-type: none"> Students are involved in the goal setting process and staff help students create written goals for students Student led conferences focus on student growth 		
<p>4.2 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students (students can track and explain their own learning progress, celebrate success and demonstrate pride)</p> <ul style="list-style-type: none"> The school continually cultivates information through quick data sources to monitor that data are analyzed and used to regularly monitor progress toward achievement goals for individual students and takes action when there are potential problems. Students track their progress update their status on each of the proficiency scales Students demonstrate pride when they reach their goals Students participate in and enjoy celebrations when they make progress towards their goal <p style="text-align: center;">Innovating</p>	<ul style="list-style-type: none"> Data of assessments taken is collected, interpreted, and analyzed through our formal protocols to regularly monitor progress toward achieving goals for individual students as is seen in our graphs, charts, mini action plans, teaching tracking tools, weekly data meetings. Teachers report and use results as well as report on posted, graphs, charts or data walls individual student achievement Students track their progress in their data binders and update their status in the binders on proficiency scales Students demonstrate pride when they reach their goals Students participate in celebrations when progress towards their goals are reached. 	<ul style="list-style-type: none"> Data collected in the mini action plans Weekly data meetings and protocols for the meetings Istation 95% Do the Math CFA's Exit Tickets Interims Teacher tracking tools Graphs and charts of individual student data Graphs and charts of skills missed Tracking of data in the classroom charts Istation Math Fluency Reading Fluency Learning Goals Data folders, exit tickets- personal conferences- mark off learning goals Students are proud and eager to know next steps if they did not reach their goal. Prizes to celebrate learning Verbal recognition, specific praise, positive feedback Fun Friday and parties- work as a team in our class for success Lunch in classroom, Blitz day "Raise the roof" Tootles Free/Social time Awards assembly / banquet Round of applause PAX game Monthly character and attendance assembly <p style="color: blue;">Students track their progress and update their status on each of the learning goals</p> <p style="color: blue;">Students demonstrate pride when they reach their goals</p> <p style="color: blue;">Students participate in and enjoy celebrations when they make progress towards</p>	<h2 style="text-align: center;">Mini Action Plans</h2> <ul style="list-style-type: none"> Graphs and plus delta Student tracking in binders based on proficiency scales Celebrations All staff Monitor