

# System Assessment Documents: School Focus on Learning

**School Focus on Learning:** We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning and therefore we are willing to examine all of our practices in light of their impact on learning.

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## ***A GUARANTEED AND VIABLE CURRICULUM:***

***The answer to the question “What should every student learn”? Defines what each student is expected to know and be able to do at each grade level or in each subject area***

### ***Establishing the Curriculum***

1) How does staff build shared knowledge regarding common core state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade? Are there systems in place for establishing what students must know and be able to do for all subjects and in each grade level or course? Describe those systems. In what subject areas have the essential learning outcomes been established? Is the curriculum horizontally and vertically aligned?

How does staff build shared knowledge regarding common core state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade?

- Teacher Academies (grade level)
- SIP
- PLD
- Data Day
- Big Team Planning Days
- Summer committee work

Are there systems in place for establishing what students must know and be able to do for all subjects and in each grade level or course? Describe those systems.

- Teacher Academy work developing pre and post assessments for math and ELA units
- PLD/Grade Level Planning to develop lesson and unit plans
- Data Day/Big Team Plan to analyze individual student needs and determine their path to growth
- Everyone is not involved in Teacher Academy planning and assessment creation- (Due to the evening times, all teachers are not able to attend.)
- Questions about interpreting CCSS and creating assessments

Is the curriculum horizontally and vertically aligned?

- There are learning outcomes that are horizontally aligned, but more work will be done to ensure vertical alignment.

2) Have learning outcomes been aligned to common unit plans? Provide examples of student essential learning outcomes for a unit or course that are common to all teachers who teach that unit or course. For what subject areas have essential learning outcomes for a unit or course been established?

Yes, learning outcomes have been aligned to common unit plans in math and ELA. See attachment for examples. More work is needed to complete all unit plans.

Evidence:

- 4th grade Math Scope and Sequence
- 4th grade ELA Unit Plan

### ***Executing the Curriculum***

3) How do you ensure that all teachers give priority in their instruction to the common essential learning outcomes? What evidence do you have to show that this is occurring? Do you have pacing guides to identify what is to be taught during each grading period? Do pacing guides align with reporting periods (report cards)?

- Pre and post assessments are expectations
- Unit pacing that is being modified due to first year of implementation
- Pacing guides do not align to report cards (report cards are letter grades)
- Some pacing guides align to progress reports
- Priority standards are listed for each unit

4) Describe any tracking programs in your district by grade and subject (example: 8<sup>th</sup> grade algebra). What are the criteria for admission to these programs? What is the percent of students enrolled in each track? How does student demographics (subgroups) affect those students enrolled? What data do you have to support your response?

- Fifth and sixth graders are eligible for Advanced Math based on MAP, classroom checklists, and CoGAT.
- 33% of fifth graders
- 48% of sixth graders

### ***Clarifying and Communicating the Curriculum***

5) Describe how you ensure that each essential learning outcome aligned to a unit plan is operationally defined. Do teachers know the learning outcomes that are prerequisites to the outcome being taught? Do teachers know learning outcomes that are follow-up additions to the outcome being taught? What evidence do you have that learning outcomes have been clarified so there is shared understanding of what the criteria for mastery is?

Do teachers know the learning outcomes that are prerequisites to the outcome being taught?

- Yes, based on pre assessments students are in flexible groups for differentiation
- Resource staff helps support students
- Teachers have deconstructed standards that are available in Math & ELA that list prerequisites

Do teachers know learning outcomes that are follow-up additions to the outcome being taught?

- Yes, based on pre assessments students are in flexible groups for differentiation
- Advanced Academic staff helps support students

What evidence do you have that learning outcomes have been clarified so there is shared understanding of what the criteria for mastery is?

- We need more support.
- As pre and post tests are being developed, we are creating rubrics and exemplar pieces to demonstrate the criteria for mastery. These are not finished yet.

6) How do teachers assist each student to know the essential learning outcomes for each unit so they can assist in monitoring performance in relationship to those learning outcomes? Describe how students take responsibility for monitoring and reporting their performance related to each unit's essential learning outcomes.

- "I Can" statements are posted for students or provided for students in all classrooms
- Daily or weekly reflections about progress towards the learning outcome
- Goal setting with students based on learning outcomes is present, but could be improved
- Reading reflection
- One -on-one conferencing

Describe how students take responsibility for monitoring and reporting their performance related to each unit's essential learning outcomes.

- It looks different in all grade levels
- 3rd grade: Students compete a weekly goal reflection and tally their efforts in reaching goals
- Fact fluency graphing
- Evidence--See unit 2 math goal setting sheet

7) How do teachers assist parents (families) to know the essential learning outcomes for each unit so they can assist in monitoring performance in relationship to those learning outcomes? Describe how parents (families) take responsibility for monitoring and reporting their student's performance related to each unit's essential learning outcomes.

How do teachers assist parents (families) to know the essential learning outcomes for each unit so they can assist in monitoring performance in relationship to those learning outcomes?

- Progress reports for 3 trimesters with standards in ELA and math
- Parent brochure which includes CCSS for each grade level
- Newsletters
- Classroom website

- Parent Teacher conferences
- PTO meetings
- Curriculum Night
  - grade level specific parent note with condensed version of standards
  - Teacher presentation with information about specific standards
  - Principal overview on learning outcomes

Describe how parents (families) take responsibility for monitoring and reporting their student's performance related to each unit's essential learning outcomes.

- Progress reports
- Looking at student work sent home
- Need more communication about standards since 3-6 report cards are not standards based
- Parents are proactive and reach out to individual teachers about progress and areas of support.

#### **COMMON FORMATIVE AND SUMMATIVE ASSESSMENTS:**

*The answer to the question "how do we know they learned it"? requires a balance of formative and summative assessments that align to the Guaranteed and Viable Curriculum and inform the volume and quality of learning for each student*

#### **Defining the Assessment System**

8) Describe what common district summative assessments are given to all students by grade and subject area. What is the purpose of each common assessment? When are they given? When are they reported? How are they used?

- MAP testing (K-6): Three times a year. Purpose is to gather information on achievement and progress. They are used to decide if a student is in Tier 1, 2, or 3. Reflect on historical data and teacher effectiveness. Reports go to parents.
- PARCC assessment: Reading and Math to measure achievement (3-6 grades twice a year)
- Next Step Reading Assessment: Three times a year (K-6). Purpose is to gather information on achievement and progress.
- Post-assessments: At the end of units. Determine if students mastered the standard. Reflect on unit plans and teaching

9) Describe what common district formative assessments are given to all students by grade and subject area. What is the purpose of each common assessment? When are they given? When are they reported? How are they used?

- We don't have common district formative assessments, but teachers use their own ongoing assessments throughout the unit. Teachers report and use them differently.
- The formative assessments are used as a guide to see if students are grasping concepts that will lead to mastery of the learning outcome.

10) Do you have an annual assessment calendar so everyone knows when district common assessments outside of unit instruction are to be given? How do you ensure assessments are not given too close together? How do you know you are not over-assessing? Provide an example or description of when district assessments are given.

Yes, we have an assessment calendar for district wide common assessments for the high stake assessments provided by the district. Teachers plan unit assessments around testing windows. (See attached annual assessment calendar)

### ***Assessing What Each Student Knows and Needs to Learn Next***

11) How does the district ensure that all teachers at a grade level or course align common assessments to the common essential learning outcomes? How do the formative and summative assessments align to each other and to the essential learning outcomes? Describe where you are in aligning common unit assessments to the essential learning outcomes for that unit.

How does the district ensure that all teachers at a grade level or course align common assessments to the common essential learning outcomes?

- The pre and post assessments are created by the grade level teams with support from SMART goal training. The SMART goal training helps to align the assessments to the common essential learning outcomes.
- Teachers use the CCSS deconstructed standards and DOK levels to ensure assessments are aligned to the common essential learning outcomes.

How do the formative and summative assessments align to each other and to the essential learning outcomes?

- Summative assessments were created and aligned to the essential learning outcomes.
- Individual teachers design formative assessments that align to summative assessments and essential learning outcomes.

Describe where you are in aligning common unit assessments to the essential learning outcomes for that unit.

- Assessments have been created but are being modified throughout the year at the following times. Modifications are being made as we learn more about creating assessments and feedback from the year. We need more work on assessments.
  - PLD
  - Teacher Academies
  - Summer committee work
  - SMART goal training

12) Provide examples of common assessments aligned to those learning outcomes for a unit or course that are common to all teachers who teach that unit or course. Are these examples representative for all courses and grade levels in the areas of reading and mathematics?

See the attached assessment. However, we need more work on creating and improving assessments, as well as vertical alignment.

13) How do grade level/department teams know how all students at that grade or course are performing relative to the common essential learning targets? Describe the monitoring and reporting system. Describe how teachers engage students in the monitoring and reporting system.

How do grade level/department teams know how all students at that grade or course are performing relative to the common essential learning targets?

- Grade level teams meet for data day meetings to analyze MAP and Next Step assessments
- Students are leveled and grouped based on formative and summative assessments
- Individual teachers monitor their students through pre-assessments, formative assessments, and post assessments
- There is not a specific system, but teachers are recording data in their own ways.

Describe how teachers engage students in the monitoring and reporting system.

- Students receive immediate feedback on essential learning targets from in-class work, homework assignments, daily/weekly reflections, goal check-ins, conferencing, and post-assessments.

### ***Providing Frequent and Timely Descriptive Assessment Feedback***

14) Describe the guidelines that have been set for the return of common assessment data? What support is available to teachers to provide timely return of assessment information? Describe the guidelines that have been set to ensure there is descriptive assessment feedback. How do teachers ensure students understand how to address an assessment question they answered incorrectly?

Describe the guidelines that have been set for the return of common assessment data?

- No specific guidelines

Describe the guidelines that have been set to ensure there is descriptive assessment feedback.

- On some assessments standards are listed and have been added to post assessments
- On some assessments points are indicated for each question and total score to be proficient, developing, or beginning.
- Teachers are working to develop exemplar assessments and rubrics to demonstrate level of mastery so we can provide more descriptive feedback.

How do teachers ensure students understand how to address an assessment question they answered incorrectly?

- Teacher and students meet in small groups and one-on-one to learn from mistakes and/or make corrections.

15) Can students re-take a common assessment? Describe any procedures for re-taking an assessment. Can high school students if applicable re-take a course? (Is there credit recovery?)

- We have not established guidelines for re-taking a common assessment. That is up to teacher discretion.

### ***Using Assessment Data and Information to Drive Instruction***

16) How does staff use formative assessment results to plan for and improve instruction and learning results? Are formative assessment results used to guide Tier I classroom instruction? Describe the expectations for Tier I instruction in the classroom? Do formative and summative assessment results serve as entrance and exit criteria for interventions and enrichments? Give examples.

How does staff use formative assessment results to plan for and improve instruction and learning results?

- Determine whether concept needs more instruction or re-teaching
- Help students see progress toward their goal and/or areas that need to practice
- Flexible grouping throughout units to ensure students are receiving the level of instruction needed

Are formative assessment results used to guide Tier I classroom instruction? Describe the expectations for Tier I instruction in the classroom?

- Yes, they help guide tier 1 instruction by determining areas of need and areas of mastery.
- Students are also placed in flexible groups for instruction in tier 1

Do formative and summative assessment results serve as entrance and exit criteria for interventions and enrichments? Give examples.

- Yes, groups are flexible and students are assessed frequently to determine if intervention/enrichment is still working and/or needed.
- Example: A pre-assessment is given. Students who have shown mastery will see our ELA or math specialist for advancement. Students who have not shown mastery will be in leveled groups based on further needs. Based on formative assessments given throughout the unit students are in flexible groups and may receive an intervention if needed.

### ***Using Assessment Data and Information to Recognize Growth and Achievement***

17) Describe how academic and behavior assessment data and information is used to recognize student growth. Give specific examples of ways in which student growth or improvement is recognized and celebrated.

Describe how academic and behavior assessment data and information is used to recognize student growth.



- Analyze data to see growth at data meetings
  - Aimsweb behavior screener to recognize student behavior
  - MAP scores and NEXT Step Assessment to report growth
  - Individual conferences with students

Give specific examples of ways in which student growth or improvement is recognized and celebrated.

- Classroom teachers recognize student growth in their own ways.
- School wide Blue Ribbon week long celebration
- End of the year awards assembly celebration
- Student achievement celebrations during morning kick-off
- Extra-curricular participation recognition
- Math and Science night to celebrate student interest
- Family Literacy night to celebrate student interest
- Chinese New Year to celebrate diversity

18) Describe how academic and behavior assessment data and information is used to recognize student proficiency. Give specific examples of ways in which student proficiency is recognized and celebrated.

- End of the year awards assembly honoring band, orchestra, art, NUMATS, speech team, etc.

***DIFFERENTIATION: INSTRUCTION, INTERVENTIONS and ENRICHMENTS:***

*The answer to the questions “what should we do if they don’t learn?” and “what do we do if they have already learned?” describes student needs-based instruction and Interventions and enrichments to ensure learning for all students*

***Differentiating Instruction***

19) Describe Classroom Tier I differentiation expectations. Are classroom teachers meeting the instructional needs of at least 80% of their students? How do you know? Give examples of differentiation strategies.

What training has classroom teachers had to further their differentiation efforts?

Describe Classroom Tier I differentiation expectations. Are classroom teachers meeting the instructional needs of at least 80% of their students? How do you know? Give examples of differentiation strategies.

- Yes, by looking and analyzing our data we can ensure that we are meeting the instructional needs of at least 80% of the students.
- Examples:
  - We have flexible grouping in math and other subject areas depending on the grade level.
  - Flexible guided reading groups
  - Flexible ELA grouping (i.e. spelling, vocabulary, grammar)

What training has classroom teachers had to further their differentiation efforts?



- PLD trainings
- Math/Reading specialist has helped with co-teaching (with certain teachers).

20) How does your district/school schedules support or obstruct effective use of intervention or enrichment time?

- We have block scheduling, which helps to support interventions with resource and enrichment support
- All grade levels have support during their reading and math block to support differentiation
- Big team plan for 1 hour a month helps everyone know instructional plans and learning outcomes

21) Describe the Tier I system of support you provide to assist students and their teachers with differentiated instruction. Describe push-in and co-teaching models. Describe models involving paraprofessionals or parent volunteers. How do you ensure support services are equitable?

- Big team plan provides all teachers and support staff with teaching strategies to reach all children.
- Push in/ co-teaching support from resource and reading specialists
- Push in/ co-teaching support from math specialist in K-4 and advanced academic specialist for ELA 3-6
- Flexible grouping in the classroom based on the standards
- Problem solving meetings for individual students with support staff to provide interventions if needed.

How do you ensure support services are equitable?

- Analyze data frequently to see improvement and determine if extra support is working. If not, interventions will be changed and/or analyzed.

### ***Aligning Interventions***

22) Describe the system-wide interventions (Tier 2 and Tier 3) that guarantee each student will receive additional time and support for when he/she is experiencing learning difficulty. Are the interventions directive or invitational? Do you have a problem-solving or student assistance team? Describe the process the team uses to address student and teacher needs. Describe who provides the intervention. When do students receive that intervention?

Describe the system-wide interventions (Tier 2 and Tier 3) that guarantee each student will receive additional time and support for when he/she is experiencing learning difficulty.

- Based on our student data days and teacher observations, students are put into tier 2 groups.
- At the data meeting, type of intervention, frequency, and instructional support personnel are determined.

- Interventions are progress monitored and every 6 weeks are continued or changed based on results.
- Developmental kindergarten for Tier III students.
- Extended kindergarten for Tier II students - an extra hour of ELA instruction.

Are the interventions directive or invitational?

- Directive

Do you have a problem-solving or student assistance team?

- Yes, it is made up of resource team, principal, classroom teacher, social worker, OT, PT, and school psychologist.

Describe the process the team uses to address student and teacher needs.

- Students that are not making adequate progress in tier 2 interventions will be analyzed at a problem solving meeting. Teachers or parents can request a problem solving meeting.
- This meeting includes the classroom teacher, all support staff, principal, and parents.
- Formal and informal data will be reviewed to determine the needs and next steps for the child.

Describe who provides the intervention.

- Students in tier 2 receive interventions from paraprofessionals and certified staff, including classroom teachers.
- Students in tier 3 receive interventions from resource teacher and/or reading specialist.

When do students receive that intervention?

- Students in tier 2 receive their intervention as a second dose outside of the instructional reading or math block.
- Students in tier 3 receive extra support during the instructional block and an extra dose outside of the instructional reading or math block.

23) Are your interventions research-based? Do you have clearly defined entrance and exit criteria for your interventions? Does the student learning data validate that your interventions are meeting students' needs? Provide some evidence that your interventions are adding value.

Are your interventions research-based?

- Yes.

Do you have clearly defined entrance and exit criteria for your interventions?

- Yes, but we can add other students based on informal observations and formative assessments.

Does the student learning data validate that your interventions are meeting students' needs?

- Yes. If not, the intervention is changed and evaluated.

Provide some evidence that your interventions are adding value.

- See Aimsweb attachment

24) How is what is happening in Tier II and Tier III interventions communicated with the classroom teacher, grade level team, and with the student's parents (families)?

How is what is happening in Tier II and Tier III interventions communicated with the classroom teacher, grade level team, and with the student's parents (families)?

- Interventions are communicated through IEP/problem solving meeting, conferences, and informal conversations with the student's parents.

### *Aligning Enrichments*

25) Describe the system-wide enrichments (Tier 2 and Tier 3) that guarantee each student will receive additional time and support to enrich and extend their learning when they have demonstrated mastery of essential learning outcomes. Do all students have access to these extensions upon mastery of essential learning outcomes? Are the enrichments directive or invitational? Describe who provides the enrichment. When do students receive that enrichment?

Describe the system-wide enrichments (Tier 2 and Tier 3) that guarantee each student will receive additional time and support to enrich and extend their learning when they have demonstrated mastery of essential learning outcomes.

- Math and ELA specialists push-in to classrooms.
- Pull-out or Push-in enrichment for tier 3 students (project based).

Do all students have access to these extensions upon mastery of essential learning outcomes?

- Yes, flexible grouping based on pre-assessments

Are the enrichments directive or invitational?

- Both. Mostly directive, but can be invitational for learning contract or project based learning.

Describe who provides the enrichment.

- ELA, Math Specialists, and classroom teachers.

When do students receive that enrichment?

- During the instructional block and outside the instructional block.

26) Are your enrichments research-based? Do you have clearly defined entrance and exit criteria for your enrichments? Does the student learning data validate that your enrichments are meeting students' needs? Provide some evidence that your enrichments are adding value.

Are your enrichments research-based?

- No, they are based on the content taught in the classroom and common core standards.

Do you have clearly defined entrance and exit criteria for your enrichments?

- No, it is based on pre assessments, teacher feedback, and discrepancy from peers.

Does the student learning data validate that your enrichments are meeting students' needs?

- It is new program, so we will find out later in the year. The old program did not and that is why it has been changed.

Provide some evidence that your enrichments are adding value.

- We will know after winter data window.
- Evidence: AAD parent letter

27) How is what is happening in Tier II and Tier III enrichments communicated with the classroom teacher, grade level team, and with the student's parents (families)?

- Parents and families get differentiation reports
- Meetings with the classroom teachers during BTP to plan and evaluate instruction
- Data meetings
- Conferences

***ENSURING A FOCUS ON LEARNING:***

*An organization's "alignment constants" – clear, committed organizational support for resource allocation, training, and aligned appraisal systems - embedded within the organization's policies, practices and procedures - that all support a focus on learning*

***Providing Conditions for an Optimal Learning Environment***

28) How does the learning environment add value to enhance student personal growth and achievement?

Describe strengths or challenges related to:

- Student demographics, growing student populations
- Student attendance and mobility
- Student discipline and safety
- Student engagement
- Student satisfaction

Student demographics, growing student populations

- Diversity of students is not reflective of state norms, but 5-year data trends suggest Spring Avenue is slowly becoming more diverse.
- Spring Avenue has a very supportive parent community which can enhance personal growth/achievement.
- Class size is at or below the state average and is a strength of our school. However, recently class size has been increasing.
- Percentage of students with disabilities is at 17%, which is above the state average of 14%. We feel that our students are accepting and supportive of students with special needs and disabilities.

Student attendance and mobility

- In the last five years there has been 96-97% attendance rate.
- In the last five years there has been a 0-5% mobility.

Student discipline and safety

- Based on a student survey last year students wrote:
- I feel safe at this school: 98%
- (Other) students treat me with respect: 94%
- My things are safe at school: 92%

## Student engagement

- Based on a student survey last year students wrote:
- Students say the challenge is just right in:
- Writing 90%
- Reading 85%
- Social Studies 83%
- Math 71% (23% say- too easy)
- Music 49% (42% say – too easy)
- Art 72% (26% say- too easy)
- PE 60% (38% say- too easy)

## Student satisfaction -

- Based on student data, students are satisfied with our school. 99% say that their school is a good place for them to learn. My teachers care about me: 100%.

Evidence: Spring Avenue Elementary School Dashboard

## *Examining Learning Practices*

29) Describe how the school designs, implements, evaluates, and improves the following learning processes:

- Curriculum Study and Review (Common Core State Standards)
- Content Knowledge
- PreK-12 articulation
- Homework and grading practices
- Standards-based Reporting (Report Cards aligned to learning outcomes)

### Curriculum Study and Review (Common Core State Standards)

- Teacher Academies and PLD presentations and work time as a district grade level

### Content Knowledge

- National and state standards, teacher academies, PLD's, Big team plan time

### PreK-12 articulation

- Meet with grade level above and below to prepare teachers for next year's students

### Homework and grading practices

- There are district guidelines for homework expectations.
- There is the expectation that teacher provide formative and summative assessments.
- There is no expectations for the quantity, variety, or consistency of graded work that counts toward the final grade in the report card. No vertical and horizontal alignment.
- Some grade levels have established specific point values for questions on a post assessment.

### Standards-based Reporting (Report Cards aligned to learning outcomes)

- Our mid- trimester reports are standards based, but they are the same standards for all three trimesters.
- Our end of trimester report cards are letter grades.
- Teachers don't feel that the report cards are reflective of the standards.

30) How do you ensure consistent knowledge, skills, and integration of technology in curriculum, assessment, and instruction? For students? For staff?

For students?

- Our library media specialist provides consistent knowledge and skills horizontally and vertically through weekly class lessons.
- Students are exposed to Promethean boards, ELMOs, ActivExpressions, laptops and websites in the classroom. (Technology in the classroom is based on teacher discretion and skill.)
- Computers are limited for pre K- 4. (5th and 6th grade have more computers available.) We feel like we need more computers to be able to integrate technology adequately.

For staff?

- Limited training on new programs for teachers. Teachers need more time to integrate technology into the classroom and unit plans.

### ***Judging Quality Work***

31) Describe expectations for all teachers to clarify the criteria by which they will judge the quality of student work and practice those criteria until they can apply those criteria consistently.

- Rubrics have not been fully designed. No student work has been qualified as exemplary. The district is having discussions about mastery and quality work.

### ***Providing Training and Support***

32) Describe the training/professional development that has been provided to assist teachers in aligning common assessments to common core state standards (essential learning targets)?

- PLD work
- Summer committee work
- Teacher academies (limited training)
- Smart goal training (only some teachers attend)

### ***Organizing and Allocating Resources***

33) Provide any examples of how you have allocated or aligned resources of people, time and money to ensure a focus on learning.

- Resources are allocated toward out of district professional learning development
- Extra time is provided for grade level teams to collaborate and work during school time.
- Groups of teachers attend workshops to help vertical alignment of instruction.
- Smart Goal training

- Money was allocated for an Advanced academics specialist (1 year position)
- Teachers are able to request additional resources within limits (to help achieve learning goals)
- PTO provides each teacher with an annual resource stipend. They have also provided the possibility for grant money to teachers.
- The district is still determining the best use of money for curricula materials.
- District ELA and Math specialists are part time in our building.

Focus on Learning: Focus on Learning: We acknowledge that our fundamental collective purpose is to help all students achieve high levels of learning and therefore we are willing to examine all of our practices in light of their impact on learning.		1	2	3	4	5
		A W A R E	P L A N	D O	S T U D Y	A C T
<b>A Guaranteed &amp; Viable Curriculum</b>						
A.	<b><i>Establishing the Curriculum:</i></b> We set student learning outcomes across all classrooms to build shared knowledge regarding common core state standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade.			X		
B. Rated on our belief of the teachers' execution of the standards, which is our curriculum.	<b><i>Executing the Curriculum:</i></b> We expect that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student has equal access to those learning outcomes in all classrooms for the grade level or course.				X	
C.	<b><i>Clarifying and Communicating the Curriculum:</i></b> We expect that every teacher is able to assist each student and their parents (families) to know the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.			X		
<b>An Aligned, Focused System of Assessments</b>						



D.	<b>Defining the Assessment System:</b> We ensure there is alignment and balance between common, formative assessment data to guide instruction and learning and common, summative assessment data to reflect on teaching, programs, interventions and periodic student progress reporting.			X		
E.	<b>Assessing What Each Student Knows and Needs to Learn Next:</b> We expect each teacher to monitor the learning of all students, aligned to the learning outcomes per unit, to identify what each student knows, is able to do and needs to learn next.			X		
F.	<b>Providing Frequent and Timely Descriptive Assessment Feedback:</b> We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments.		X			
G.	<b>Using Assessment Data and Information to Drive Instruction:</b> We expect teachers to use assessment data, aligned to student learning outcomes per unit, to differentiate instruction and respond to students when they either demonstrate they have not learned or are ready for more challenge.			X		
H.	<b>Using Assessment Data and Information to Recognize Growth and Achievement.</b> We regularly recognize and celebrate individual and collective student growth, mastery and success aligned to appropriate unit-based learning outcomes.			X		
<b>Differentiation: Instruction, Interventions &amp; Enrichments</b>						
I.	<b>Differentiating Instruction:</b> We expect Instructional activities are engaging and differentiated to meet individual and small group needs for a minimum of 80% of the students within the classroom. We expect classroom differentiation to include models of co-teaching, cross grade instruction, push in instruction, flexible grouping, etc.				X	
J.	<b>Aligning Interventions:</b> We ensure a system of interventions that guarantees each student will receive additional time and support for learning if he/she has not demonstrated mastery of grade level or course unit learning outcomes. Such an intervention system must be school-wide and engage a team of support specialists assisting classroom teachers to				X	

	improve mastery of grade level or course unit learning outcomes.					
K.	<b>Aligning Enrichments:</b> We ensure teachers extend and enrich the learning of students who have mastered common learning targets so every student is challenged. Such an enrichment system must be school-wide and engage a team of support specialists assisting classroom teachers to improve mastery of content beyond or extending grade level or course unit learning outcomes.				X	
<b>Ensure a Focus on Learning</b>						
L.	<b>Providing Conditions for an Optimal Learning Environment:</b> We expect all learning environments to be safe, respectful and engaging while supporting a climate of high expectations for social emotional learning. We recognize the importance of acting on student satisfaction data to improve learning conditions.					X
M.	<b>Examining Learning Practices:</b> We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure there is organization-wide clarity and consistency across all classrooms, teams and all other organizational levels.		X			
N.	<b>Judging Quality Work:</b> We expect all teachers to clarify the criteria by which they will judge the quality of student work and practice applying those criteria until they can do so consistently.			X		
O.	<b>Providing Training and Support:</b> We provide sufficient training and follow-up support to assist teachers with expectations in the alignment of assessments and instruction within a standards-driven curriculum.			X		
P.	<b>Organizing and Allocating Resources:</b> We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.			X		

Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many: Solution-Tree, 2011

# Assessing the School's Core Values

The Baldrige Core Values represent the organizational best practices determined to create a culture for continual improvement. The following assessment documents how fully and effectively each is currently being practiced in your school. Please complete the continuum to represent the collective thinking of your School leaders (School Leadership Team, School Improvement Team and/or School Self-Study Team)

**Choose by consensus 1-2-3-4-or 5. DO NOT MARK between numbers.**

<b>Focus on Learning:</b> Core values that contribute to a Focus on Learning. It is important to recognize that organization health is imperative to improving performance results. The Baldrige Core Values or Best Practices are essential for a results-oriented organization focused on performance excellence. These Core Values/Best Practices must be applied and integrated at all levels of the organization. In a school setting, the evidence for Core Values/Best Practices should be demonstrated in daily actions at the school, classroom, and student level.		1	2	3	4	5
		A W A R E	P L A N	D O - S T U D Y	S T U D Y - R E F I N E	A C T
<i>Focus on Learning Core Values</i>						
A.	<b>Learning-Centered Education:</b> A focus of all district and school activities on the learning needs of students is evident. Active student learning requires students to take responsibility for the management of key learning processes. The school articulates essential learning targets and common assessments across grade levels. Key learning processes are systematic and systemic.			X		
B.	<b>Focus on the Future:</b> A willingness for leaders/staff to make long-term teaching commitments is valued. Teachers plan for the future with foresight to be proactive as compared to reactive. They know the requirements for their students to be successful for promotion to the next grade or level. They view the year as an opportunity to				X	

	demonstrate growth and achievement for the class as a whole and for individual students in general to meet those requirements by the end of the year. Other teachers/staff, parents and other students are partners in ensuring that success.					
C.	<b>Managing for Innovation:</b> A focus on making meaningful change to improve the district and school learning system and create new value for students and parents is valued. The opportunity for teachers and teams to take risks, experiment, and learn from mistakes is encouraged. There is a safe teaching environment. Teachers use best practices to guide instruction and to meet requirements. Technology is utilized appropriately.				X	

Adapted from *Aligning Districts As PLCs*, Van Clay, Soldwedel and Many: Solution-Tree, 2011

<p><b>Review your answers to the Worksheet questions and your Self-Assessment of the Focus on Learning Criteria/ Focus on Learning Core Values and then complete this Key Strengths and Opportunities for Improvement Section.</b></p>
<p><b>Our Key Strengths and Opportunities for improvement in the First Big Idea Focus on Learning include:</b></p>
<p><b>STRENGTHS:</b></p> <ol style="list-style-type: none"> <li>1. We have a strong focus on using data to drive instruction. Our ability to differentiate for all students is improving and showing steady progress.</li> <li>2. Our teachers are dedicated to identifying and teaching learning outcomes. We are building a better understanding of the standards.</li> <li>3. We create a safe, respectful, and engaging environment for all students and staff.</li> </ol>
<p><b>OPPORTUNITIES FOR IMPROVEMENT:</b></p>

1. Continue to work on improving effective grading practices, specifically on expanding our standards-based report card to all grades. (K-2 has standards-based report cards, 3-6 has letter grades)
2. Create an environment where students and families have a better understanding of what the criteria for mastery is and can set goals based on the learning outcomes.
3. Teacher collaboration on vertical alignment assessment and instruction.