Curriculum, Instruction, and Assessment Audit
SCIENCE

Hinsdale Central High School
October 30, 2018

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CONSORTIUM FOR
EDUCATIONAL
CHANGE

Curriculum, Instruction, and Assessment Audit

District   **Hinsdale High School District 86 – Central Campus**

Dates of Review   **October 30, 2018**

Grade Levels Served: **9-12**   **Student Enrollment:**   **2786**

District Mission Statement:

Hinsdale Township High School District 86 is a community of learners committed to education in an environment that promotes excellence, respect, and responsibility. We believe . . .

- Learning is a lifelong process
- All students are capable of learning
- Respect for diversity is an integral part of education
- Students learn best in a safe and supportive environment
- Education is a shared responsibility among students, parents, the school, and the community

Structure for Curriculum, Instruction, and Assessment Work

Personnel

Place an X next to each leadership position if there is one person filling the role; if multiple personnel fill that position write the total number of staff on the line.

Assistant Superintendent for Academics   X

Assistant Superintendent for Student Services   X

Other: Department Chair   X

Work Teams

Place an X next to each team structure utilized for curriculum and assessment review work in the district.

Curriculum/Instruction/Assessment Advisory Council/Team   _____

Professional Development Council/Team   X

Subject Area Committees/Teams   X

Evidence Presented or Collected for Report:

Bold the evidence utilized for the report.

- **Board of Education Policies for Curriculum, Instruction, Assessment, and Professional Learning**
- Budget Allocations (curriculum development, resources, assessments, professional learning)
- Curriculum Review Process
- Curriculum Review Calendar
- **Curriculum Documents**
- **Assessment Results** (NWEA, Organizational Health)
- **Instructional Frameworks**
- **Curriculum Maps**
- **Communications with various stakeholders regarding curriculum, instruction, assessment, professional learning**
- Walkthrough data collected around curriculum and instructional framework implementation
- Curriculum, Instruction, Assessment Committee agendas
- **Professional Learning Committee agendas**
- Building Staff meeting agendas
- Administrative Council agendas
- **Board of Education agendas**
- **Grade level/department/PLC agendas**
- **New Teacher Orientation Materials**
- CEC System Assessment Reports (if applicable)
- **Public and Internal websites**
- **Interviews/Focus Groups:**
  - **Superintendent and Cabinet/Executive Leadership Team**
  - **School Administrators**
  - **Teachers, Specialists and Support Staff**
  - **Students**
  - **Parents**
- **Classroom Observations**

FOCUS ON LEARNING:

The fundamental purpose of a school district is to help all students achieve high levels of learning. Therefore, we must be willing to examine all of our practices, actions, and procedures in light of their impact on learning. The audit information documents how systematically each practice or action is evidenced in the district in the following categories: Guaranteed and Viable Curriculum; System of Assessments; Interventions and Enrichments; and Policies and Procedures to Support a Focus on Learning.

Rating System Explanation:

RATING	RATING DESCRIPTOR
1	There is no evidence that this practice or action is in process. **(AWARENESS)**
2	There is evidence that this practice or action is in process, discussion, or limited pilot/testing. There may be planning or studying of the practice or action. The organization has decided to address the practice or action. **(PLAN)**
3	There is evidence that the practice or action has moved beyond small scale planning or pilot/testing to larger scale pilot or testing. The practice or action will become a consistent expectation within the organization. **(DO-STUDY)**
4	There is evidence that the practice or action has support for systematic implementation within the organization. Evidence indicates stakeholder support from all levels of the organization. Evidence indicates systematic implementation is present in at least 50% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). **(ACT)**
5	There is evidence that the practice or action is systematically implemented and supported within all levels of the organization and stakeholder groups. Evidence indicates systematic implementation is present in at least 80% of the organization and stakeholder groups (Board, administration, teachers, support staff, parents, and students). **(SUSTAINABILITY AND CULTURE)**

<u>Highlight Key:</u>

- Green cells on the <u>rating table</u> for each area indicate the mode of **self-assessment responses** received from grade level teams. When two modes were present the highest of the two is indicated.
- Blue cells on the <u>rating table</u> for each area indicate the overall rating for that area **from the audit team.**
- Yellow highlighted words on the <u>evidence table</u> identify **area(s) needing focus** to increase the rating to the next level.

Summary of Review: Focus on LEARNING

CURRICULUM:

A Guaranteed and Viable Curriculum		1	2	3	4	5
A.	**Establishing the Curriculum:** We set student learning outcomes across all schools and 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.		■			■
B.	**Executing the Curriculum:** 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.			■		■
C.	**Clarifying and Communicating the Curriculum:** We expect that every teacher is able to assist each student and their parents (families) know the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.			■		■

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

CURRICULUM Strengths:

+ **Teachers are aware of and work has begun to explore the alignment of their current units to the Next Generation Science Standards.** Teachers report that a few courses have begun to explore the alignment of their current units of instruction to the NGSS.

+ **Teachers communicate the curriculum to parents at the beginning of the year.** All teachers share a syllabus with parents at the beginning of the year and some provide unit guides for various units throughout the year.

CURRICULUM Opportunities for Improvement:

△ **The current science courses do not reflect the expectations of the NGSS.** While the exploration has begun to examine alignment to the NGSS, there has not been a department-wide deep dive into the standards, their shifts from previous state standards and the impact on classroom instruction. Teachers report that they have looked at the standards to see what they needed to fit into their curriculum, but no formal unpacking and rebuilding process has taken place. Students report that most courses are traditional lecture style or "learn on your own" using their Chromebooks. The new standards are a significant transition from traditional science teaching and a deep study into the three-dimensional approach of NGSS should be the first step in a science curriculum review/revision process.

△ **Students and parents report a lack of consistency in student learning objectives and expectations by teachers within courses and the department as a whole.** Parents and students report that while most courses have the same syllabi, the expectations, instruction and coursework between teachers vary greatly. They also report a huge jump in curricular expectations between certain classes, even within the same academic level. Students who are higher achieving feel like there is an additional level of pressure on them to learn on their own under the auspice that they are in "college classes" but want more engaging classes like the themed classes.

A Guaranteed and Viable Curriculum

The concept of a guaranteed and viable curriculum is premised on the need for all students to master a common set of essential skills and concepts. This non-negotiable answers the first critical question of a PLC: what should each student learn? Because it defines and communicates what each student is expected to know and be able to do, this non-negotiable is foundational to a PLC. A guaranteed and viable curriculum is standard across the district, equally available to all students, tied to essential learning goals, aligned to state standards, and articulated vertically throughout the district. Without this non-negotiable in place, nothing connects what is taught to what is learned to what is being assessed.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
A	**Establishing the Curriculum:** We set student learning outcomes across all schools and classrooms to build shared knowledge regarding college and career ready standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade.	Some or all classes for which there are state or industry standards lack written curriculum. Some classes/ courses are unaware of the standards which should guide their teaching. There is limited or no, evidence that an instructional framework is identified for instructional delivery in each content area.	There is written curriculum for all grade levels and courses. Standards are not yet unpacked into learning progressions. Some content areas have an instructional framework identified for	The written curriculum for all grade levels and courses is **aligned to the content of state or industry standards**. Standards **are unpacked** into learning progressions **for some grade levels and courses**. **Most** content areas have a research-based, instructional framework identified for consistent instructional delivery.	The written curriculum for all grade levels and courses is **aligned to the cognitive demands** of state or industry standards. Standards are unpacked into learning progressions for **all** grade levels and courses. Most, **or all,** content areas have a research-based, instructional framework for consistent instructional delivery identified **and defined**.	The written curriculum for all grade levels and courses is aligned to the cognitive demands of state or industry standards **and essential learning outcomes are identified.** Unpacked learning progressions for all grade levels and courses **are prioritized.** **Units of instruction are written to support implementation of the research-based instructional framework.**

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		There is limited evidence that units of instruction exist for any grade levels or courses OR Units are text or resource driven.	instructional delivery. Units of instruction exist for some grade levels and courses, unit components are not consistent.	Units of instruction exist for **some** grade levels and courses **and include the following consistent components:** **-Essential Questions** **-Key Vocabulary** **-Essential/Priority Learning Targets/ Progressions** **-Resources** **-Summative Assessments** Curriculum is **vertically aligned from grade to**	Units of instruction exist for **all** grade levels and courses and include the following consistent components: -Essential Questions -Key Vocabulary -Essential/Priority Learning Targets/ Progressions **-Differentiated Learning Experiences** -Resources **-Variety of Assessments** Curriculum is vertically aligned from grade to grade and course to	Units of instruction exist for all grade levels and courses and include the following consistent components: -Essential Questions -Key Vocabulary -Essential/Priority Learning Targets/ Progressions **-Hook/Unit Opener** -Resources -Variety of Assessments **-Unit Closure** **-Student and Teacher Reflection and Feedback** Curriculum is horizontally and

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		Curriculum is not yet aligned between or across grade levels or courses. Curriculum review is random in occurrence and process.	Curriculum is in the process of being vertically aligned from grade to grade and course to course. A process for curriculum review exists.	grade and course to course. A cyclical process for curriculum review exists but is randomly followed.	course, and **horizontally aligned across classrooms within individual schools.** A cyclical process for curriculum review exists and is **implemented on a periodic basis for some grade levels and courses.**	vertically aligned from and between classrooms, grade levels and courses **across all classrooms and schools in the district.** A cyclical process for curriculum review exists and is implemented **for all** grade levels and courses. **A calendar for systematic review is in place and followed.**
B	***Executing the Curriculum:*** We expect that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student	Most, or all, teachers rely on textbooks or resources for decisions about what to teach, limited evidence	**Some** teachers rely on textbooks or resources for decisions about what to teach, **units of instruction are**	Some teachers rely on written units of instruction for decisions about what to teach, unit	**There is consistency** in implementation of the written units of instruction for decisions about what to teach across **grade**	There is **fidelity to,** and consistency in, implementation of the written units of instruction for decisions about what to teach,

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	has equal access to those learning outcomes in all classrooms for the grade level or course.	around use of units of instruction. Limited evidence that priority learning targets have been identified.	inconsistently implemented. Priority learning targets are identified, but all learning targets receive equal attention and emphasis.	implementation is not yet consistent. Some teachers give the identified priority learning targets in each unit additional attention and emphasis.	levels/courses within a school. Most teachers give the identified priority learning targets in each unit additional attention and emphasis across a grade level/course within a school.	across grade levels/courses in all schools. Most, or all, teachers give the identified priority learning targets in each unit additional attention and emphasis across grade levels/courses in all schools.
C	**Clarifying and Communicating the Curriculum:** 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	Some teachers convey low or modest academic expectations.	Some teachers convey high expectations of some, but not all, students. Some students express low or modest academic	Most teachers, students, and parents express confidence in students' ability to make learning gains.	Teachers, students, and parents express confidence in all students' ability to make substantial learning gains.	Instructional goals and activities, teacher talk, and the classroom environment all convey high expectations for all students.

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		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
	relationship to those outcomes.	There is little evidence students know what they are expected to know or be able to do. No or limited evidence of learning target communication to students.	**expectations of themselves.** **Most students identify what they are expected to learn as isolated skills, chapters in texts, topics, etc.** **Learning targets are written and communicated to students only at the beginning of the school year.**	Some students can state the priority learning targets for lessons/units. Learning targets are written and communicated to students **throughout** the school year in some grade levels and courses, may or may not be in student-friendly language. Communication to families about learning	**Most** students know the priority learning targets for lessons/units, **and explain why what they are learning is important.** Learning targets are written **in student-friendly language** and communicated to students throughout the school year in **most** grade levels and courses.	Most, **or all,** students know the priority learning targets for lessons/units, why what they are learning is important, **and can explain how that learning is relevant outside of school.** Learning targets are written in student-friendly language and communicated to students throughout the school year **consistently in all** grade levels and courses.

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		No or limited evidence of learning target communication to families.	Communication to families about learning expectations occurs at the beginning of the school year.	expectations occurs throughout the school year in some grade levels and courses, may or may not be in student-friendly language.	Communication to families about learning expectations occurs **in student-friendly language** throughout the school year in **most** grade levels and courses.	Communication to families about learning expectations occurs throughout the school year using multiple and varied methods, **including technology sources, that are accessible and easy to navigate.**

ASSESSMENT:

System of Assessment		1	2	3	4	5
D.	**Defining the Assessment System:** 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.		■			■
E.	**Assessing what each student knows and needs to learn next:** 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.			■		■
F.	**Providing Frequent and Timely Descriptive Assessment Feedback:** We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments.		■		■	
G.	**Using Assessment Data and Information to Drive Instruction:** 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.		■		■	
H.	**Using Assessment Data and Information to Recognize growth and achievement.** We regularly recognize and celebrate individual and collective student growth, mastery, and success aligned to appropriate unit learning outcomes.		■		■	

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

ASSESSMENT Strengths:

+ **National/Statewide data is collected on students taking science courses.** There is assessment data collected through the State Science Assessment and through the College Board/AP Assessments.

+ **Formative assessments are being used in most classrooms.** Some classes use Learning Central to house digital formative assessments that students can use to self-assess, while other teachers self-assess themselves within the classroom. There are common formative assessments written, shared and given in some courses. A few teachers were observed using formative assessments in the classroom and adjusting instruction to fit the immediate need of the students.

+ **There is some evidence of student recognition around academics.** Some classrooms recognize top scorers on assessments and assignments. There are also district-wide, quarterly awards given to students who go above and beyond in the science classroom (Student of the Quarter).

ASSESSMENT Opportunities for Improvement:

△ **There is inconsistency in the use of common end-of-unit assessments.** While there are common summative assessments in some courses, students and parents report that overall there are vast differences among teachers in assessment expectations, format and difficulty. A standards-based assessment system uses the standard to determine rigor for all students, rather than individual teachers' determination, and therefore aligns expectations.

△ **Constructive, timely feedback to students is lacking.** Students and teachers report that there is a lack of feedback given to students in any form other than grades. In some classes, students have an opportunity to self-assess but feedback from teachers is minimal, and students do not receive feedback across the board in a descriptive, timely manner that allows them to improve prior to a summative assessment. When feedback is constructive and timely, students are able to make the necessary adjustments in their learning tactics that would allow for greater understanding of the content.

△ **Formative assessment data is not being used across the board to adjust instruction.** While some teachers report shifting instruction based on formative data, it is not a practice that is followed across the board. Using formative data to inform instruction allows teachers an opportunity to intervene when they detect student misconceptions or misunderstandings of content prior to the summative assessment. This is a critical part of effective instructional practice.

System of Assessment

A balanced and coherent blend of formative and summative assessments that align to the common learning outcomes of the guaranteed and viable curriculum is one of the most powerful high-leverage strategies for improving student learning. A system of assessments answers the second critical question of a PLC: how will we know when each student has learned? Data from these assessments can be used to diagnose, prescribe, and modify instruction, calibrate the pace of instruction, create entrance and exit criteria for interventions, and identify opportunities for extension and enrichment. The assessment system is the engine that drives continuous improvement of instruction.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
D	**Defining the Assessment System:** 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.	No assessments are identified in the written curriculum.	Summative assessments are identified in the written curriculum. Assessment for Learning results are available, there is limited evidence of use for informing next steps in teaching and learning. Assessment of Learning results are available, there is limited evidence of use for monitoring	**Formative and common** summative assessments are identified in the written curriculum. Assessment for Learning results **are used by teachers to determine instructional next steps.** Assessment of Learning results **are used to monitor the effectiveness of classroom teaching.**	**A variety of assessment types (pre-, post-, diagnostic, interim, benchmark)** are identified in the written curriculum. Assessment for Learning results are used by teachers to determine instructional next steps, **and monitor student progress.** Assessment of Learning results are used to monitor the effectiveness of classroom teaching **and implementation of programs.**	A variety of assessment types **and formats (selected response, constructed response)** are identified in the written curriculum. Assessment for Learning results are used by teachers to determine instructional next steps and monitor student progress, **and by students to guide their next steps for learning.** Assessment of Learning results are used to **guide future planning,** monitor the effectiveness of classroom teaching, implementation of programs, **and**

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		There is little evidence of teachers using assessment data to set goals for the classroom or students. Summative state assessment data is shared way with parents/ guardians.	effectiveness in the classroom. Some teachers use assessment data to set classroom goals. Summative state and district assessment data is shared with parents/ guardians.	Teacher teams use assessment data to set team goals. Summative state, district, and classroom assessment data is shared in a clear and understandable way with parents/ guardians.	Teacher teams use assessment data to set team goals. Teacher teams track and monitor progress toward achieving the goals. Most summative and formative assessment data is shared in a clear and understandable way with parents/ guardians.	intervention efforts and program implementation. Teacher teams and students use assessment data to set team and personal goals. Teacher teams and students track and monitor progress toward achieving the goals. Most, or all, summative and formative assessment data is shared in a clear and understandable way with parents/ guardians. Parents/guardians receive information from teachers and schools on how to support student

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		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
						learning at home in order to improve assessment results.
E	**Assessing What Each Student Knows and Needs to Learn Next:** 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.	Little evidence that assessments align to the expectation of the standards or written curriculum.	**Primarily one assessment method aligned to the written curriculum is used to measure student learning.**	Some teachers use summative **and formative** assessment methods aligned to the **cognitive demand (rigor) of the standards** and the written curriculum to measure student learning. Assessments are utilized to identify what students know and are able to do.	**Most** teachers use **multiple** summative and formative assessment methods aligned to the cognitive demand (rigor) of the standards and the written curriculum to measure student learning. A **sufficient** number of assessments **and assessment items** are utilized to **monitor and make valid inferences** about what students know and are able to do.	Most teachers use multiple and varied summative and formative assessment methods aligned to the cognitive demand (rigor) of the standards and the written curriculum to measure student learning. A sufficient number of assessments and assessment items are utilized to monitor and make valid inferences about what students know, are able to do, **and need to learn next.**
F	**Providing Frequent and Timely Descriptive Assessment Feedback:**	Limited evidence of whether students	**Some** students know where they are in the	**Most** students know where they are in the	Most students know where they are in the	Most students know where they are in the

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		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
	We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments.	know where they are in the progression of steps to meet unit learning targets. Teachers provide feedback that is mostly advice, praise, criticism, or evaluative (grades) in nature.	progression of steps to meet unit learning targets. Teachers provide feedback that is **task related in that it addresses quality and/or correctness, and typically relates to a specific assignment or task.** Limited evidence that feedback is received by students in time to make learning improvements.	progression of steps to meet unit learning targets. Teachers provide feedback that can **transfer beyond one assignment or task, is concrete, specific, and the right amount to focus learning improvements**. **Students receive frequent feedback from their teacher.**	progression of steps to meet unit learning targets **and what evidence is required to demonstrate mastery.** Teachers provide **descriptive** feedback that is both **achievement and improvement related**. Students receive **frequent and timely** feedback from their teacher.	progression of steps to meet unit learning targets and what evidence will be required to demonstrate mastery **of the next step in their learning.** Descriptive, **effective** feedback is **part of the school culture. Teachers provide feedback that addresses task, process, and goal achievement.** Students receive frequent, timely and descriptive feedback from their teacher **and peers.** **Students provide feedback to teachers**

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		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
						about teaching and learning.
G	**Using Assessment Data and Information to Drive Instruction:** 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.	Limited evidence that assessment data is used to plan for learning needs, or only summative data is collected. Limited evidence of assessment data being used to place and group students.	Pre-assessment data is collected but little evidence exists to show use of the data to plan for learning needs. Data from district benchmark assessments **are used to place and group students based on knowledge and skills at the start of the school year; groups remain constant throughout the year.**	Pre-assessment data is **utilized to determine and plan for learning needs at the start of each unit of instruction.** Data from district benchmark assessments are used to place and group students based on knowledge and skills **at the start of each grading period, student progress is monitored.**	Pre-assessment, and **ongoing formative** assessments, are utilized to determine and plan for learning needs **throughout** each unit of instruction. Data from district benchmark and **summative classroom** assessments are used to group and regroup students, student progress is monitored, **remixing of groups** occurs at the start of each grading period **or unit of instruction.**	**Multiple, varied,** and ongoing assessments are utilized to determine, plan, **and adjust instruction** for learning needs throughout each unit of instruction. Data from district benchmark **and ongoing** classroom assessments are used to group and regroup students, student progress is monitored, and a **continual, flexible,** remixing of groups occurs **as needed based on data throughout the year.**

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H	*Using Assessment Data and Information to Recognize Growth and Achievement:* We regularly recognize and celebrate individual and collective student growth, mastery, and success aligned to appropriate unit learning outcomes.	Limited evidence that time is taken to celebrate individual student or grade level/course team learning or growth.	Some teachers recognize individual student learning and/or growth aligned to unit learning targets. Informal methods are used to recognize student successes. Some grade level or course teams recognize team learning and/or growth aligned to unit learning targets. Informal methods are used to recognize team successes.	**Most** teachers recognize and celebrate individual student learning **and** growth aligned to unit learning targets. Informal methods are used to recognize student successes. **Most** grade level or course teams recognize **and** celebrate team learning and growth aligned to unit learning targets. Informal methods are used to recognize team successes.	School culture expects **and supports** recognition and celebration of individual student learning and growth aligned to unit learning targets **and assessment data. Formal** and informal methods are used to recognize staff and student successes. School culture expects **and supports** recognition and celebration of grade level/course teams in their learning and growth aligned to unit learning targets **and assessment data. Formal** and informal methods are used to recognize team successes.	**District** culture expects and supports recognition and celebration of individual student learning and growth aligned to unit learning targets and assessment data occurs. Formal and informal methods are used to recognize **and celebrate** staff and student successes. **District** culture expects and supports recognition and celebration of grade level/course teams in their learning and growth aligned to unit learning targets and assessment data. Formal and informal methods are used to

System of Assessment

A balanced and coherent blend of formative and summative assessments that align to the common learning outcomes of the guaranteed and viable curriculum is one of the most powerful high-leverage strategies for improving student learning. A system of assessments answers the second critical question of a PLC: how will we know when each student has learned? Data from these assessments can be used to diagnose, prescribe, and modify instruction, calibrate the pace of instruction, create entrance and exit criteria for interventions, and identify opportunities for extension and enrichment. The assessment system is the engine that drives continuous improvement of instruction.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
						recognize **and celebrate** team successes.

INSTRUCTION:

Differentiation: Instruction, Interventions and Enrichment		1	2	3	4	5
I.	**Differentiating Instruction:** We expect instructional activities are engaging and differentiated to meet individual and small group needs within the classroom.		■		■	
J.	**Aligning Interventions:** 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.	■		■		
K.	**Aligning Enrichments:** We ensure teachers extend and enrich the learning of students who have mastered common learning targets so every student is challenged.	■		■		

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

INSTRUCTION Strengths:

+ **Teachers offer additional help before and after school for students who request it and are available.** If a student requests additional help, and the teacher and student do not have other responsibilities, there is additional help available.

+ **Some courses are trying a different format (Themed) to meet the needs and interests of students.** There was lots of positive feedback from students and parents about the themed courses. Students report that they are engaging and interesting, and more relevant than the non-themed courses.

INSTRUCTION Opportunities for Improvement:

△ **Assessment data shows that the core curriculum, instruction and differentiation are not meeting the needs of all students**. Assessment data show large gaps for EL/IEP/Low Income/Homeless students. With 71% of student at proficient level on the Illinois Science Assessment but only 10% of EL, 34% of students with IEP's, 20% homeless, 39% low income. Reviewing this data and adjusting curricula and intervention systems is critical to addressing achievement gaps and meeting the needs of all students.

△ **There is minimal classroom differentiation and no intervention or enrichment system in place.** Within the classroom, students report that all students do the same things at the same time. There is very little to no individualized support for students other than help before or after school. There are some attempts using technology with Learning Central but the students who struggle do not find that useful. Beyond changing courses or getting an IEP, there is no intervention or enrichment support beyond the core curriculum

for students. Addressing student needs in the classroom is the first step in a strong intervention and enrichment system. Without that, Tiers II, III and beyond cannot identify and provide the appropriate support students need at those levels.

△ **There is a perception that to be successful in Science courses at Central, students must have a tutor.** Parents report that they must pay outside tutors to ensure that their students keep up in science courses and that there is a list shared by PTO with the "best" tutors in the area. Students report that they feel the only way to be successful in Central science classes is to have a tutor because the courses are so difficult, and they receive little support in school. Students also feel the courses are extremely difficult, rather than challenging, and that some teachers have justified it by saying that they are college courses. Students and parents report that they are hesitant or won't ask some teachers questions for fear of retribution or ridicule. The intent of public education is that the majority of students learn what they need to learn and get the support they need in the classroom.

INSTRUCTION: Differentiation, Interventions, and Enrichments

Instruction answers the third and fourth critical questions of a PLC: How will we respond when a student experiences difficulty in learning? How will we respond to those already proficient? It is the response given to the assessment system data that brings alignment to the guaranteed and viable curriculum. Not every child will master the common learning targets the first time around. Some will have difficulty mastering them at all. Still others will master them quickly but will not be challenged. But all—this is an equity issue—must be challenged to learn at their highest levels, and all—this is an equality issue—must master the guaranteed and viable curriculum, even when the interventions vary from student to student.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
I	**Differentiating Instruction:** We expect instructional activities are engaging and differentiated to meet individual and small group needs within the classroom.	BOE and district policies and actions are inconsistent with the expectation that all students will be engaged in high-quality, differentiated instruction.	BOE policies expect all students to be engaged in high-quality, differentiated instruction. Responsibility for the support of research-based instructional strategies for differentiation is district owned.	BOE **and district** policies **and actions emphasize the expectation** that all students will be engaged in high-quality, differentiated instruction. Responsibility for the support of research-based instructional strategies for differentiation is district owned.	BOE and district policies and actions emphasize the expectation that all students will be engaged in high-quality, differentiated instruction. Responsibility for the support and use of research-based instructional strategies for differentiation is **co-owned** by district **and teacher teams.**	BOE and district policies and actions emphasize the expectation that all students will be engaged in high-quality, differentiated instruction. Responsibility for the support, use of, **and professional learning for** research-based instructional strategies for differentiation is co-owned by district, **school leaders**, and teacher teams.
		Instruction and assignments are whole class, there is little evidence of grouping.	Small group instruction occurs in some subject areas.	**Some flexible** grouping **occurs** in grade levels/subject areas.	Flexible grouping occurs in **most** grade levels/subject areas.	Flexible grouping occurs in most, or all, subject areas and is **varied based on instructional purpose and/or student need.**

INSTRUCTION: Differentiation, Interventions, and Enrichments

Instruction answers the third and fourth critical questions of a PLC: How will we respond when a student experiences difficulty in learning? How will we respond to those already proficient? It is the response given to the assessment system data that brings alignment to the guaranteed and viable curriculum. Not every child will master the common learning targets the first time around. Some will have difficulty mastering them at all. Still others will master them quickly but will not be challenged. But all—this is an equity issue—must be challenged to learn at their highest levels, and all—this is an equality issue—must master the guaranteed and viable curriculum, even when the interventions vary from student to student.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
		Instructional experiences lack appropriate rigor and are unengaging for students. Teachers have access to resources for whole group instruction.	Instructional experiences are engaging for some students. Teachers have access to resources for **small group instruction in at least subject area.**	Instructional experiences engage **most students in the learning.** Teachers have access to **a variety of appropriate, engaging** resources for small group instruction in **some** subject areas.	Instructional experiences engage most students, **are relevant, and meet the learning needs of most students.** Teachers have access to a variety of appropriate, engaging resources **for differentiation in flexible groups for some** subject areas.	Instructional experiences engage most students, are relevant, meet the learning needs of most students, **and offer choice in learning.** Teachers have access to a variety of appropriate, engaging resources for differentiation in flexible groups for **most, or all,** subject areas.
J	**Aligning Interventions:** 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.	Interventions lack alignment with grade level or course targets/standards. Interventions are optional, not required.	Interventions **are aligned** with grade level or course targets/standards **in some subject areas.** Interventions **are required, not invitational.**	Interventions are aligned with grade level or course targets/standards in some subject areas. **Entrance and exit criteria are established**	Interventions are aligned with grade level or course targets/standards in **most** subject areas. Entrance and exit criteria are established **and consistently applied**	Interventions are aligned with grade level or course targets/standards in most, **or all**, subject areas. Entrance and exit criteria are established, consistently applied across appropriate

INSTRUCTION: Differentiation, Interventions, and Enrichments

Instruction answers the third and fourth critical questions of a PLC: How will we respond when a student experiences difficulty in learning? How will we respond to those already proficient? It is the response given to the assessment system data that brings alignment to the guaranteed and viable curriculum. Not every child will master the common learning targets the first time around. Some will have difficulty mastering them at all. Still others will master them quickly but will not be challenged. But all—this is an equity issue—must be challenged to learn at their highest levels, and all—this is an equality issue—must master the guaranteed and viable curriculum, even when the interventions vary from student to student.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
			Limited evidence of entrance and exit criteria.	but lack consistent application across appropriate schools.	across appropriate schools.	schools, **and are communicated to students and their families at the start of each school year.**
		Interventions (Tier II and III) are scheduled before or after school, not during the school day.	**Interventions (Tier II and III) are scheduled during the school day, but students miss core instruction in the area needing additional support**.	Interventions (Tier II and III) are scheduled during the school day **at a time other than when core instruction** in the area needing additional support occurs. There is **frequent** communication between intervention staff and classroom teachers **about student learning.**	Interventions (Tier II) are scheduled during the school day **to support learning needs of students that build on the Tier I interventions occurring in the classroom.** There is frequent communication between intervention staff, classroom teachers, **and the student's family** about student learning **and progress.**	Intervention **schedules are periodically reviewed for effectiveness** in supporting learning needs of students that build on the Tier I interventions occurring in the classroom. There is frequent communication, **and feedback on effectiveness**, between intervention staff, classroom teachers, and the student's family about
		Little communication occurs between intervention staff and classroom teachers.	**Some** communication occurs between intervention staff and classroom teachers.			

INSTRUCTION: Differentiation, Interventions, and Enrichments

Instruction answers the third and fourth critical questions of a PLC: How will we respond when a student experiences difficulty in learning? How will we respond to those already proficient? It is the response given to the assessment system data that brings alignment to the guaranteed and viable curriculum. Not every child will master the common learning targets the first time around. Some will have difficulty mastering them at all. Still others will master them quickly but will not be challenged. But all—this is an equity issue—must be challenged to learn at their highest levels, and all—this is an equality issue—must master the guaranteed and viable curriculum, even when the interventions vary from student to student.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
						student learning and progress.
K	**Aligning Enrichments:** We ensure teachers extend and enrich the learning of students who have mastered common learning targets so every student is challenged.	Enrichments lack extension of grade level or course targets/standards. Enrichments are optional, not required. Enrichments (Tier II) are scheduled before or after school, not during the school day.	Enrichments **extend** grade level or course targets/standards **in some subject areas.** Enrichments **are required, not invitational.** **Limited evidence of entrance and exit criteria.** Enrichments (Tier II) are scheduled **during the school day, but** students miss core instruction in the area needing extension.	Enrichments extend grade level or course targets/standards in some subject areas. **Entrance and exit criteria are established but lack consistent application across appropriate schools.** Enrichments (Tier II) are scheduled during the school day, **at a time other than when core instruction** in the area	Enrichments are aligned with grade level or course targets/standards in **most** subject areas. Entrance and exit criteria are established **and consistently applied** across appropriate schools. Enrichments (Tier II) are scheduled during the school day **to support learning needs of students that build on the Tier I interventions**	Enrichments are aligned with grade level or course targets/standards in most, **or all,** subject areas. Entrance and exit criteria are established, consistently applied across appropriate schools, **and are communicated to students and their families at the start of each school year.** Enrichment (Tier II) **schedules are periodically reviewed for effectiveness** in supporting learning needs of students that build on

INSTRUCTION: Differentiation, Interventions, and Enrichments

Instruction answers the third and fourth critical questions of a PLC: How will we respond when a student experiences difficulty in learning? How will we respond to those already proficient? It is the response given to the assessment system data that brings alignment to the guaranteed and viable curriculum. Not every child will master the common learning targets the first time around. Some will have difficulty mastering them at all. Still others will master them quickly but will not be challenged. But all—this is an equity issue—must be challenged to learn at their highest levels, and all—this is an equality issue—must master the guaranteed and viable curriculum, even when the interventions vary from student to student.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
				needing extension occurs.	**occurring in the classroom.**	the Tier I enrichments occurring in the classroom.

SUPPORT:

Ensuring a Focus on Learning		1	2	3	4	5
L.	**Providing Conditions for an Optimal Learning Environment:** We expect all learning environments to be safe, respectful, and engaging while supporting a climate of high expectations for social emotional learning.			■		■
M.	**Examining Learning Practices:** We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure there is clarity and consistency across all classrooms, teams and schools.		■	■		
N.	**Judging Quality Work:** 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.	■		■		
O.	**Providing Training and Support:** 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.		■	■		
P.	**Organizing and Allocating Resources:** We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.			■	■	

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

SUPPORT Strengths:

+ **Teachers have late start Monday's for department time.** Late starts on Mondays ensure time for department meetings. These calendared days guarantee time for teachers to work collaboratively

+ **Grading practices are common amongst courses.** The department has determined the importance of common grading amongst courses and have worked to put those in place.

+ **The AP provides PD with the assistance of teacher leaders during "Eat, Learn, Go".** Teachers reported positively to the time that they had to learn from teacher leaders and the Assistant Principal on those days.

SUPPORT Opportunities for Improvement:

△ **Students and parents report different expectations for success criteria between teachers of the same course.** Within the same course, students and parents reported different expectations, as well as assessments. Students said they knew who the teachers felt could handle the material because they got more challenging assessments than others. Parents reported that they knew how hard a course would be depending on which teacher their child had.

△ **Students and parents also report that most students do not feel connected to or engaged in their science classes.** Students and parents voiced that they did not feel that the science courses did anything to make students feel engaged in the classes (other than students in the Themed classes). Parents were very disheartened that their students love for science dwindled by the time they moved through the science courses at Central and several discussed how the school misses the opportunity to empower students to go into the sciences. Students stated how they were very stressed out due to the amount of personal learning and memorization that they must do on their own (2-6 hours per night) and teachers telling them that these are college classes, so they need to "get used to it". When asked were their classes difficult or challenging, students overwhelmingly reported that they were just hard to be hard, not challenging and they made them not want to pursue science in the future.

△ **Teachers do not feel they time to work on curriculum.** Teachers report that while they have late start Mondays, the time is spent on building or district initiatives that take away from their time to work together on curriculum. They also report a lack of common planning time to collaborate with other teachers who teach the same course. There used to be summer work time dedicated to curriculum work but that has been taken up by technology lately. A couple courses have been allowed to take a few days to work on planning common curriculum, but more are needed.

Ensuring a Focus on Learning

These practices and procedures outline the expectations for implementation with fidelity of the guaranteed and viable curriculum, the aligned balanced and coherent assessment system, and the alignment of the system for differentiation, interventions and enrichments. They address the importance of an optimal learning environment, grading, homework, training, support and aligned resources.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
L	**Providing Conditions for an Optimal Learning Environment:** We expect all learning environments to be safe, respectful, and engaging while supporting a climate of high expectations for social-emotional learning.	Schools lack a formal discipline and behavior management system OR the discipline and behavior management system is ineffective and may not provide for the safety of staff and students.	The discipline and behavior management system is **inconsistently implemented** by staff **within a school**. The behavior management system **is effective** in providing for the safety of staff and students.	The discipline and behavior management system is **consistently** implemented by staff within a school. The behavior management system is effective in providing for the safety of staff and students.	The discipline and behavior management system is consistently implemented by staff across the **district**. The behavior management system is effective in providing for the safety of staff and students **and provides meaningful recognition for positive student behavior.**	The discipline and behavior management system is consistently implemented by staff across the district. The behavior management system is effective in providing for the safety of staff and students and provides meaningful recognition for positive student behavior. **A representative group of stakeholders periodically reviews and updates the systems to ensure a safe environment for staff and students.**
		Students feel disconnected from their school; few positive relationships with	Students **feel connected** to their school and **have positive** relationships **with peers** in the school.	Students feel connected to their school and have positive relationships with **adults and** peers in the school.	Students feel connected to their school and have positive, **trusting, and caring** relationships with adults and peers in the school. **Positive character traits are**	Students feel connected to their school and have positive, trusting, and caring relationships with adults and peers in the school, **students feel emotionally safe in the**

Ensuring a Focus on Learning

These practices and procedures outline the expectations for implementation with fidelity of the guaranteed and viable curriculum, the aligned balanced and coherent assessment system, and the alignment of the system for differentiation, interventions and enrichments. They address the importance of an optimal learning environment, grading, homework, training, support and aligned resources.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
		peers or adults in the school exist.			**taught as part of the instructional program.**	**school.** Positive character traits are taught **and reinforced** as part of the instructional program.
		Classroom norms/rules are **posted** but **teacher and student interactions are not consistent with the norms/rules.**	Classroom norms/rules **are established by the teacher.** Norms/rules are **occasionally** referred to but teacher and student interactions are not consistent with the norms/rules.	Classroom norms/rules are established by **teacher and students.** Teacher and student interactions are consistent with the norms/rules.	Classroom norms/rules **that encourage risk-taking and collaboration** are established by teacher and students at the start of the year. Norms/rules are **defined and understood,** teacher **refers** to the norms/rules, whole and small group **interactions frequently align with the norms/rules.**	Classroom norms/rules that encourage risk-taking, collaboration, **and respect for divergent thinking and students' culture** are established by teacher and students at the start of the year. Norms/rules are defined and understood, teacher **and students** refer to the norms/rules, whole and small group interactions consistently align with the norms/rules.
			BOE policies **support** social-emotional learning		BOE policies **require** implementation of social-emotional standards, **instruction,** and support services for	BOE policies require implementation of social-emotional standards, instruction, **monitoring,** and support

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		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
		Limited evidence that BOE policy supports social-emotional curriculum or support services OR limited evidence that BOE social-emotional policies are addressed in curriculum or support services.	for all students. **Programs are in place to meet the social-emotional needs of students.**	BOE policies support implementation of social-emotional standards and support services for all students. Programs are in place to meet the social-emotional needs of students.	students. **People, processes,** and programs are in place to meet the social-emotional needs of students.	services for students. People, processes, and programs are in place to meet the social-emotional needs of students. **Assessments are identified, consistently administered, and results used to determine effectiveness and make improvements in the process and programs.**
		Limited, or no, evidence that schools plan to emotionally support students as they transition	**Some schools have a plan** to ensure students are emotionally prepared for the next grade.	There are **school-level plans** to ensure students are emotionally prepared for transition to the next grade or school; plans are	There is a **systemic** plan for transitioning students **within and among feeder schools** to ensure students are emotionally prepared for transition to the next grade or school.	There is a **systematic** and systemic plan for transitioning students within and among feeder schools to ensure students are emotionally prepared for transition to the next grade or school; **plans are reviewed annually for effectiveness and improvement.**

Ensuring a Focus on Learning

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		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
		to the next grade or school.		inconsistent from school to school and lack systematic implementation.		
M	**Examining Learning Practices:** We provide opportunities for teachers to examine homework, grading, report cards, etc. to ensure there is clarity and consistency across all classrooms, teams and schools.	Planning time is used by individual teachers, not teams **OR** Teams meet to discuss managerial tasks (i.e., field trips, special events, etc.)	Teams meet to plan common units or assessments.	Teams meet to plan common units, common assessments, and examine student work.	Teams **use the results from the examination** of common student work **to improve instructional practices.**	Teams use the results from the examination of student work to **identify the most impactful** instructional practices **on student learning that will be utilized consistently across** classrooms.
N	**Judging Quality Work:** 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.	Limited evidence that Board of Education (BOE) policies in the area of assessment and grading reflect standards-based thinking.	BOE policies **expect grading practices to be standards-based.**	BOE policies expect **teaching and** grading practices to be standards-based **across teachers in the same school.** **BOE policy demonstrates support for collaborative team time during the school day for teachers to develop success criteria within their team.**	BOE policies expect teaching, **assessment** and grading practices to be standards-based **and consistent** across teachers **and schools.** BOE policy **and daily schedule** demonstrate support for collaborative team time during the school day for teachers to develop **and**	BOE policies expect teaching, assessment, grading, **and reporting practices** to be standards-based and consistent across teachers and schools. BOE policy, **bargained agreement,** daily schedule demonstrate support for collaborative team time during the

Ensuring a Focus on Learning

These practices and procedures outline the expectations for implementation with fidelity of the guaranteed and viable curriculum, the aligned balanced and coherent assessment system, and the alignment of the system for differentiation, interventions and enrichments. They address the importance of an optimal learning environment, grading, homework, training, support and aligned resources.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
		Teams meet to determine common assignments or assessments for upcoming lessons.	Teams meet to discuss scoring of common assignments or assessments.	Teams meet to collaboratively determine success criteria for common assignments or assessments.	consistently apply success criteria within their team. Teams meet to collaboratively determine success criteria that will evidence achievement of the grade/course standards for common assignments or assessments.	school day for teachers to develop and consistently apply success criteria within the grade level across schools. Teams meet to build inter-rater reliability for consistency in application of the collaboratively determined success criteria that will evidence achievement of the grade/course standards.
O	**Providing Training and Support:** 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.	There is limited evidence of professional learning or training to support curriculum, instruction, technology, or assessment implementation.	Training on new resources/materials and technology programs occurs at the point of new adoptions or implementations.	Initial training on new standards, instructional units, resources/materials, technology, and assessment programs occurs at the point of new adoptions or implementations.	Initial training and ongoing support on new standards, instructional units, resources/materials technology, and assessment programs and units occurs.	Initial training occurs during the development of new curriculum, instruction, technology, and assessment. Ongoing support continues during implementation for at least the first 2 years of implementation.

Ensuring a Focus on Learning

These practices and procedures outline the expectations for implementation with fidelity of the guaranteed and viable curriculum, the aligned balanced and coherent assessment system, and the alignment of the system for differentiation, interventions and enrichments. They address the importance of an optimal learning environment, grading, homework, training, support and aligned resources.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
		There is no, or limited, evidence that professional learning needs surveys are conducted. There are no, or limited, data to determine professional learning needs.	Professional learning needs surveys are conducted on a random, inconsistent basis. There is limited evidence that the survey results are reviewed or used to plan professional learning.	Teachers complete a professional learning needs survey only addressing the area currently in implementation. Results of the survey are reviewed by district-level leaders, but professional learning follows a pre-set plan that may or may not address identified needs.	Teachers **and administrators** complete a **comprehensive** professional learning needs survey **every couple of years to determine training and support needs in the areas of curriculum, instruction, and technology.** Results of the survey are reviewed by district-level leaders, **some of the identified needs are addressed.**	Teachers and administrators complete a comprehensive professional learning needs survey **each year** to determine training and support needs in the areas of curriculum, instruction, technology, and **assessment.** Results of the survey are **collaboratively analyzed by teachers and administrators to identify overall needs and plan appropriate support to address those needs.**
P	***Organizing and Allocating Resources:*** We organize and allocate resources of people, time and money with a focus on learning as opposed to a focus on teaching.		BOE policies expect curriculum aligned to state standards in academic learning.	BOE policies expect teams of teachers and administrators to establish curriculum aligned to state standards in academic learning.	BOE policies expect teams of teachers and administrators to establish **rigorous** curriculum **and assessments** aligned to	BOE policies expect teams of teachers and administrators to establish rigorous curriculum and assessments aligned to

Ensuring a Focus on Learning

These practices and procedures outline the expectations for implementation with fidelity of the guaranteed and viable curriculum, the aligned balanced and coherent assessment system, and the alignment of the system for differentiation, interventions and enrichments. They address the importance of an optimal learning environment, grading, homework, training, support and aligned resources.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
					state standards in **both** academic **and social-emotional learning.**	state standards in both academic and social-emotional learning and **to conduct periodic review of the effectiveness.**
		Time is not available for teams of teachers to plan together.	Time **is allocated before or after school** for teams of teachers to plan together.	Some time is allocated during **the school day** for teams of teachers to plan together.	**Sufficient** time is allocated during the school day for teams of teachers to plan together.	Sufficient time is allocated during the school day for teams of teachers to plan together. **The schedule fosters collaboration and planning across grade levels/content areas and programs (i.e. special education, ELL, interventions, etc.)**
		There is little evidence of budgetary considerations for curriculum,	Budgetary **discussions** for curriculum, instruction, instructional technology, assessment, and professional learning **occur at or after the**	Budgetary discussions for upcoming curriculum, instruction, instructional technology, assessment, and professional learning occur randomly, and	Budgetary discussions for upcoming curriculum, instruction, instructional technology, assessment, and professional learning **occur between**	**Regular discussions to proactively plan, and budget for, future (2-3 years out) financial expenditures** in curriculum, instruction, instructional technology, assessment, and

Ensuring a Focus on Learning

These practices and procedures outline the expectations for implementation with fidelity of the guaranteed and viable curriculum, the aligned balanced and coherent assessment system, and the alignment of the system for differentiation, interventions and enrichments. They address the importance of an optimal learning environment, grading, homework, training, support and aligned resources.

		1 Aware	2 Plan	3 Do/Study	4 Act	5 Sustainability and Culture
		instruction, instructional technology, assessment, or professional learning.	point of decision making or ordering of materials, little evidence of planning ahead.	individually with finance leaders. No or limited evidence of all leaders developing budget needs as a team.	curriculum, professional learning, technology, and finance leaders.	professional learning occur between curriculum, professional learning, and finance leaders. **Leaders understand financial capacity of the district and work together to meet curricular and instructional needs while maintaining fiscal responsibility.**

Suggested Next Steps:

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides possible suggestions which could serve as next steps. Next Steps are framed by the experiences and opinions of the review team.

⇒ **Review and revise course curricular and instructional alignment to the NGSS standards to increase student engagement, differentiation, rigor and interest in Science.** A high-quality, robust science education means students will develop an in-depth understanding of content and will gain knowledge and develop skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives. This includes hands-on, collaborative and integrated classroom environments that are rooted in inquiry and discovery rather than memorization and lecture. NGSS heightens teaching in a way that engages them in scientific practices that prepares them to think critically, analyze information, and solve complex problems. This is student-centered learning that will get students at Central to love Science again.

⇒ **Develop common expectations and assessments for students within the same course.** Having a common assessment system, with common expectations for all, is a key part of a guaranteed and viable curriculum. Every student within the same course should be able to expect that their teachers have the same high expectations for them as they do for all other students. Common assessments are also a way for teachers to be able to review data to identify intervention needs across courses and evaluate the effectiveness of curricula.

⇒ **Develop a communication plan for parents (and students) to engage them in the science programming, expectations, and support options.** Parents and students are the key stakeholders of any school district and can be the districts greatest supporters or worst critics. It is critical that communication with them is frequent, common and positive. There are some messages currently in the community that need to be addressed and reframed as the department acts on the audit information. Having an open, two-way flow of information is a good process to have in place to ensure that the school is aware of parental (and student) perceptions and can be proactive in addressing misconceptions, while promoting positive information.