

## Curriculum, Instruction, and Assessment Audit SCIENCE

Hinsdale Central High School October 30, 2018

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## Curriculum, Instruction, and Assessment Audit

District	Hinsdale High Schoo	l District 86 – Central Camp	us
Dates of Review	October 30, 20	018	
Grade Levels Serve	d: <u>9-12</u>	Student Enrollment:	2786
District Mission Sta	tement:		
	ligh School District 86 is a command responsibility. We believe .	nunity of learners committed to education in	n an environment that promotes
- Students learn best	pable of learning by is an integral part of education tin a safe and supportive enviro		
Structure for Curric	ulum, Instruction, a	nd Assessment Work	
Personnel			
	leadership position if the number of staff on the	here is one person filling the role; line.	if multiple personnel fill that
Assistant Superintende	ent for Academics		X
Assistant Superintende	ent for Student Services	-	X
Other: <u>Department Ch</u>	air		X
Work Teams			
Place an X next to each	team structure utilized	for curriculum and assessment re	eview work in the district.
Curriculum/Instruction	/Assessment Advisory C	Council/Team	
Professional Developm	ent Council/Team		X
Subject Area Committe	es/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)

### **Highlight Key:**

- 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 rating table 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 Gu	aranteed and Viable Curriculum	1	2	3	4	5
	Establishing the Curriculum: We set student learning outcomes across					
_	all schools and classrooms to build shared knowledge regarding					
A.	common core state standards, district curriculum guides, trends in					
	student achievement and outcomes for the next course or grade.					
	<b>Executing the Curriculum:</b> We expect that each teacher give priority to					
В.	the identified learning outcomes in every unit of instruction to					
ъ.	guarantee that each student has equal access to those learning					
	outcomes in all classrooms for the grade level or course.					
	Clarifying and Communicating the Curriculum: We expect that every					
C.	teacher is able to assist each student and their parents (families) know					
L.	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.



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 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 nonstudents, 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.

		notning connects W	nat is taugnt to what is	nothing connects what is taught to what is learned to what is being assessed.	assessed.	
		-	2	3	4	2
		Aware	Plan	Do/Study	Act	Sustainability and Culture
	Establishing the Curriculum:	Some or all classes	There is written	The written curriculum	The written curriculum	The written curriculum
	We set student learning	for which there are	curriculum for all	for all grade levels and	for all grade levels and	for all grade levels and
	outcomes across all schools	state or industry	grade levels and	courses is <mark>aligned to</mark>	courses is <b>aligned to</b>	courses is aligned to the
	and classrooms to build	standards lack	courses.	the content of state or	the cognitive	cognitive demands of
	shared knowledge regarding	written curriculum.		industry standards.	demands of state or	state or industry
	college and career ready				industry standards.	standards and essential
	standards, district curriculum					learning outcomes are
	guides, trends in student					identified.
	achievement and outcomes					
	for the next course or grade.			Standards are		Unpacked learning
		Some classes/		unpacked into	Standards are	progressions for all
4		courses are unaware	Standards are not	learning progressions	unpacked into learning	grade levels and
		of the standards	vet unpacked into	for some grade levels	progressions for all	courses are prioritized.
		which should guide	leaming	and courses.	grade levels and	
		their teaching.	progressions.		courses.	
				Most content areas		Units of instruction are
		There is limited or		have a research-based,	Most, or all, content	written to support
		no, evidence that an		instructional	areas have a research-	implementation of the
		instructional	Some content	framework identified	based, instructional	research-based
		framework is	areas have an	for consistent	framework for	instructional
		identified for	Instructional	instructional delivery.	consistent	framework.
		instructional delivery	framework		instructional delivery	
		in each content area.	identified for		identified and defined.	



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nothing connects what is ta	ught to what is l	hat is taught to what is learned to what is being assessed.	issessed.	
1	2	3	4	5
Aware	Plan	Do/Study	Act	Sustainability and Culture
instructio	instructional		Inits of instruction	
			exist for <b>all</b> grade	Units of instruction
There is limited		Units of instruction	levels and courses and	exist for all grade levels
evidence that units		exist for some grade	include the following	and courses and
of instruction exist		levels and courses and	consistent	include the following
	Units of Instruction	include the following	components:	consistent
	exist for some	consistent	-Essential Questions	components:
are text or resource grade	grade levels and	components:	-Key Vocabulary	-Essential Questions
driven.	courses, unit	-Essential Questions	-Essential/Priority	-Key Vocabulary
duo	components are	-Key Vocabulary	Learning Targets/	-Essential/Priority
not co	not consistent.	-Essential/Priority	Progressions	Learning Targets/
		Learning Targets/	-Differentiated	Progressions
		Progressions	Learning Experiences	-Hook/Unit Opener
		-Resources	-Resources	-Resources
		-Summative	-Variety of	-Variety of Assessments
		Assessments	Assessments	-Unit Closure
				-Student and Teacher
				Reflection and
				Feedback
			Curriculum is vertically	
		Curriculum is vertically	aligned from grade to	Curriculum is
		aligned from grade to	grade and course to	horizontally and
		Progressions -Resources -Summative Assessments  Curriculum is vertically aligned from grade to	Learr -Reso -Varia -Varia -Varia -Varia -Varia -Varia -Varia	ning Experiences ources ety of ssments culum is vertically ed from grade to and course to



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		nothing connects w	hat is taught to what is	nothing connects what is taught to what is learned to what is being assessed.	assessed.	
		П	2	3	4	5
		Aware	Plan	Do/Study	Act	Sustainability and Culture
		Curriculum is not yet		grade and course to	course, and	vertically aligned from
		aligned between or	Considerations to the 6th or	course.	norizontally aligned	and between
		or courses	process of hains		across classrooms	cidssrooms, grade levels
			vertically aliened		schools	classrooms and schools
			from grade to			in the district
			grade and course to			
			course.		A cyclical process for	A cyclical process for
				A cyclical process for	curriculum review	curriculum review
				curriculum review	exists and is	exists and is
		Curriculum review is		exists but is randomly	implemented on a	implemented <b>for all</b>
		random in		followed.	periodic basis for	grade levels and
		occurrence and	A process for		some grade levels and	courses. A calendar for
		process.	curriculum review		courses.	systematic review is in
			exists.			place and followed.
	Executing the Curriculum:	Most, or all, teachers	Some teachers rely	Some teachers rely on	There is consistency in	There is <b>fidelity to</b> , and
	We expect that each teacher	rely on textbooks or	on textbooks or	written units of	implementation of the	consistency in,
<b>~</b>	give priority to the identified	resources for	resources for	instruction for	written units of	implementation of the
1	learning outcomes in every	decisions about	decisions about	decisions about what	instruction for	written units of
	unit of instruction to	what to teach,	what to teach, units	to teach, unit	decisions about what	instruction for decisions
	guarantee that each student	limited evidence	of instruction are		to teach across grade	about what to teach,
	unit of instruction to guarantee that each student	decisions about what to teach, limited evidence	decisions about what to teach, units of instruction are	eedsions about what to teach, unit	instruction for decisions about what to teach across grade	



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		nothing connects w	hat is taught to what is	nothing connects what is taught to what is learned to what is being assessed.	ssessed.	
		1	2	3	4	2
		Aware	Plan	Do/Study	Act	Sustainability and Culture
	has equal access to those	around use of units	inconsistently	implementation is not	levels/courses within	across grade
	learning outcomes in all	of instruction.	implemented.	yet consistent.	a school.	levels/courses in all
	classrooms for the grade level					schools.
	or course.				Most teachers give the	
					identified priority	
		Limited evidence	Priority leaming		learning targets in	
		that priority learning	targets are		each unit additional	Most, or all, teachers
		targets have been	identified, but all	Some teachers give	attention and	give the identified
		identified.	learning targets	the identified priority	emphasis across a	priority learning targets
			receive equal	learning targets in	grade level/course	in each unit additional
			attention and	each unit additional	within a school.	attention and emphasis
			emphasis.	attention and		across grade
				emphasis.		levels/courses in all
						schools.
	Clarifying and	Some teachers	Some teachers	Most teachers,	Teachers, students,	Instructional goals and
	Communicating the	convey low or	convey <b>high</b>	students, and parents	and parents express	activities, teacher talk,
	Curriculum:	modest academic	expectations of	express confidence in	confidence in all	and the classroom
	We expect that every teacher	expectations.	some, but not all,	students' ability to	students' ability to	environment all convey
ပ	is able to assist each student		students. Some	make learning gains.	make substantial	high expectations for all
	and their parents/families to		students express		learning gains.	students.
	know the essential learning		low or modest			
	outcomes so they can assist in		academic			
	monitoring performance in					



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consistently in all grade Sustainability and Culture what they are learning friendly language and Most, or all, students is important, and can students throughout Learning targets are learning is relevant learning targets for written in studentlessons/units, why communicated to levels and courses. outside of school. explain how that know the priority the school year most grade levels and friendly language and Most students know students throughout the priority learning Learning targets are they are learning is written in studentexplain why what lessons/units, and communicated to the school year in Act 4 targets for important. courses. nothing connects what is taught to what is learned to what is being assessed. some grade levels an courses, may or may students throughout earning targets are earning targets for families about learn Some students can Communication to not be in studentcommunicated to friendly language. the school year in state the priority Do/Study essons/units. written and identify what they communicated to skills, chapters in texts, topics, etc. the beginning of learn as isolated Learning targets students only at are expected to expectations of are written and the school year. Most students Plan themselves. expected to know or know what they are evidence of learning evidence students communication to Aware be able to do. No or limited There is little students. relationship to those outcomes.



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 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 nonstudents, 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

INCHINIS CONTINECTS WI	iat is taught to what is	nothing connects what is tagglic to what is learned to what is being assessed.	assessed.	
	2	æ	4	5
Aware	Plan	Do/Study	Act	Sustainability and Culture
	Communication to	expectations occurs		Communication to
	families about	throughout theschool		families about learning
No or limited	learning	year in some grade	Communication to	expectations occurs
evidence of learning	expectations occurs	levels and courses,	families about learning	throughout the school
	at the beginning of	may or may not be in	expectations occurs in	year using multiple and
communication to	the school year.	student-friendly	student-friendly	varied methods,
		language.	language throughout	including technology
			the school year in	sources, that are
			most grade levels and	accessible and easy to
			courses.	navigate.



### **ASSESSMENT:**

Syste	m of Assessment	1	2	3	4	5
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.					
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.	<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.					
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.					
Н.	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.



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

		CONT	inuous improvement of instruction.	nt of instruction.			
		1	2	8	4	2	
		Aware	Plan	Do/Study	Act	Sustainability and Culture	
ă	Defining the Assessment System:	No assessments are	Summative	Formative and common	A variety of assessment	A variety of assessment	
3	We ensure there is alignment and	identified in the	assessments are	summative assessments	types (pre-, post-,	types and formats	
pa	balance between common,	written curriculum.	identified in the	are identified in the	diagnostic, interim,	(selected response,	
₽	formative assessment data to		written carriculum.	written curriculum.	benchmark) are	constructed response)	
ng 	guide instruction and learning; and				identified in the written	are identified in the	
8	common, summative assessment				curriculum.	written curriculum.	
þ	data to reflect on teaching,						
ď	programs, interventions, and			Assessment for Learning	Assessment for Learning	Assessment for Learning	
<u>_</u>	periodic student progress		Assessment for	results are used by	results are used by	results are used by	
<u> </u>	reporting.		Learning results are	teachers to determine	teachers to determine	teachers to determine	
			available, there is	instructional next steps.	instructional next steps,	instructional next steps	
			limited evidence of		and monitor student	and monitor student	
			use for informing		progress.	progress, and by students	
			next steps in teaching			to guide their next steps	
			and learning.			for learning.	
				Assessment of Learning			
				results are used to	Assessment of Learning	Assessment of Learning	
			Assessment of	monitor the	results are used to	results are used to guide	
			Learning results are	effectiveness of	monitor the	future planning, monitor	
			available, there is	classroom teaching.	effectiveness of	the effectiveness of	
			limited evidence of		classroom teaching and	classroom teaching,	
			use for monitoring		implementation of	implementation of	
					programs.	programs, and	



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

			III OI III DEI GCILOIII.			
	1	2	ĸ	4	5	
	Aware	Plan	Do/Study	Act	Sustainability and Culture	
		effectiveness in the			intervention efforts and	
		dassroom.			program	
					implementation.	
					-	
			Teacher teams use		Teacher teams and	
			assessment data to set	Teacher teams use	students use assessment	
			team goals.	assessment data to set	data to set team and	
	There is little	Some teachers use		team goals. Teacher	personal goals. Teacher	
	evidence of teachers	assessment data to		teams track and monitor	teams <b>and students</b> track	
	using assessment	set classroom goals.		progress toward	and monitor progress	
	data to set goals for			achieving the goals.	toward achieving the	
	the classroom or				goals.	
	students.					
					Most, or all, summative	
			Summative state, district,	Most summative and	and formative assessment	
			and classroom	formative assessment	data is shared in a clear	
	Summative state	Summative state and	assessment data is	data is shared in a dear	and understandable way	
	assessment data is	district assessment	shared in a clear and	and understandable way	with parents/ guardians.	
	shared way with	data is shared with	understandable way	with parents/ guardians.		
	parents/guardians.	parents/ guardians.	with parents/guardians.		Parents/guardians	
					receive information from	
					teachers and schools on	
					how to support student	



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

		The state of the s	AND THE PERSON NAMED IN COLUMN TWO IS NOT THE OWNER.	a charles on harbital his behind a charles of		
		Н	2	3	4	5
		Aware	Plan	Do/Study	Act	Sustainability and Culture
						learning at home in order
						to improve assessment
						results.
	Assessing What Each Student	Little evidence that	Primarily one	Some teachers use	Most teachers use	Most teachers use
	Knows and Needs to Learn Next:	assessments align to	assessment method	summative and	multiple summative and	multiple and varied
	We expect each teacher to monitor	the expectation of	aligned to the	formative assessment	formative assessment	summative and formative
	the learning of all students, aligned	the standards or	written curriculum is	methods aligned to the	methods aligned to the	assessment methods
	to the learning outcomes per unit,	written curriculum.	used to measure	cognitive demand (rigor)	cognitive demand (rigor)	aligned to the cognitive
	to identify what each student		student leaming.	of the standards and the	of the standards and the	demand (rigor) of the
	knows, is able to do, and needs to			written curriculum to	written curriculum to	standards and the written
	learn next.			measure student	measure student	curriculum to measure
ш				learning,	learning.	student learning.
				Assessments are utilized	A sufficient number of	A sufficient number of
				to identify what students	assessments and	assessments and
				know and are able to do.	assessment items are	assessment items are
					utilized to monitor and	utilized to monitor and
					make valid inferences	make valid inferences
					about what students	about what students
					know and are able to do.	know, are able to do, and
						need to leam next.
ц	Providing Frequent and Timely	Limited evidence of	Some students know	<b>Most</b> students know	Most students know	Most students know
-	Descriptive Assessment Feedback:	whether students	where they are in the	where they are in the	where they are in the	where they are in the



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

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



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		1	2	c	4	5
		Aware	Plan	Do/Study	Act	Sustainability and Culture
						about teaching and
						learning.
	Using Assessment Data and	Limited evidence	Pre-assessment data	Pre-assessment data is	Pre-assessment, and	Multiple, varied, and
	Information to Drive Instruction:	that assessment	is collected but little	utilized to determine	ongoing formative	ongoing assessments are
	We expect teachers to use	data is used to plan	evidence exists to	and plan for learning	assessments, are utilized	utilized to determine,
	assessment data aligned to student	for learning needs,	show use of the data	needs at the start of	to determine and plan	plan, <b>and adjust</b>
	learning outcomes per unit to	or only summative	to plan for learning	each unit of instruction.	for learning needs	instruction for learning
	differentiate instruction and	data is collected.	needs.		throughout each unit of	needs throughout each
	respond to students when they				instruction.	unit of instruction.
	either demonstrate they have not					
	learned or are ready for more	Limited evidence of		Data from district		Data from district
ڻ	challenge.	assessment data	Data from district	benchmark assessments	Data from district	benchmark and ongoing
,		being used to place	benchmark	are used to place and	benchmark and	classroom assessments
		and group students.	assessments are used	group students based on	summative classroom	are used to group and
			to place and group	knowledge and skills at	assessments are used to	regroup students, student
			students based on	the start of each grading	group and regroup	progress is monitored,
			knowledge and skills	period, student progress	students, student	and a <b>continual, flexible</b> ,
			at the start of the	is monitored.	progress is monitored,	remixing of groups occurs
			school year, groups		remixing of groups	as needed based on data
		8	remain constant		occurs at the start of	throughout the year.
			throughout the year.		each grading period or	
					unit of instruction.	



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

			alliana milanosam	HE OF HISCIACEDIT.		
		Н	2	ĸ	4	5
		Aware	Plan	Do/Study	Act	Sustainability and Culture
	Using Assessment Data and	Limited evidence	Some teachers	Most teachers recognize	School culture expects	District culture expects
	Information to Recognize Growth	that time is taken to	recognize individual	and celebrate individual	and supports recognition	and supports recognition
	and Achievement:	celebrate individual	student learning	student learning and	and celebration of	and celebration of
	We regularly recognize and	student or grade	and/or growth	growth aligned to unit	individual student	individual student learning
	celebrate individual and collective	level/course team	aligned to unit	learning targets. Informal	learning and growth	and growth aligned to unit
	student growth, mastery, and	learning or growth.	learning targets.	methods are used to	aligned to unit learning	learning targets and
	success aligned to appropriate unit		Informal methods	recognize student	targets and assessment	assessment data occurs.
	learning outcomes.		are used to recognize	successes.	data. Formal and	Formal and informal
			student successes,		informal methods are	methods are used to
					used to recognize staff	recognize and celebrate
					and student successes.	staff and student
Ξ						successes.
			Some grade level or		School culture expects	
			course teams	Most grade level or	and supports recognition	<b>District</b> culture expects
			recognize team	course teams recognize	and celebration of grade	and supports recognition
			learning and/or	and celebrate team	level/course teams in	and celebration of grade
			growth aligned to	learning and growth	their learning and growth	level/course teams in
			unit learning targets.	aligned to unit learning	aligned to unit learning	their learning and growth
			Informal methods	targets. Informal	targets and assessment	aligned to unit learning
			are used to recognize	methods are used to	data. Formal and	targets and assessment
			team successes.	recognize team	informal methods are	data. Formal and informal
				successes.	used to recognize team	methods are used to
					successes.	



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

1 2 3 4 5 Aware Plan Do/Study Act Recognize and celebrate team successes.
2 3 Plan Do/Study



### **INSTRUCTION:**

Diffe	rentiation: Instruction, Interventions and Enrichment	1	2	3	4	5
	Differentiating Instruction: We expect instructional activities are					
l.	engaging and differentiated to meet individual and small group needs					
	within the classroom.					
	Aligning Interventions: We ensure a system of interventions that					
١.	guarantees each student will receive additional time and support for					
J.	learning if he/she has not demonstrated mastery of grade level or					
	course unit learning outcomes.					
	Aligning Enrichments: We ensure teachers extend and enrich the					
K.	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.



earning? 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 Instruction answers the third and fourth critical questions of a PLC: How will we respond when a student experiences difficulty in

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



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	The second secon	when the II	nterventions vary fro	when the interventions vary from student to student.		
		Н	2	3	7	5
		Aware	Plan	Do/Study	Act	Sustainability and Culture
			Instructional	Instructional	Instructional experiences	Instructional experiences
		Instructional	experiences are	experiences engage	engage most students,	engage most students,
		experiences lack	engaging for some	most students in the	are relevant, and meet	are relevant, meet the
		appropriate rigor and	students.	learning.	the learning needs of	learning needs of most
		are unengaging for			most students.	students, and offer
		stndents.				choice in learning.
					Teachers have access to a	Teachers have access to a
		Teachers have access	Teachers have access	Teachers have access to	variety of appropriate,	variety of appropriate,
		to resources for	to resources for small	a variety of	engaging resources for	engaging resources for
		whole group	group instruction in at	appropriate, engaging	differentiation in flexible	differentiation in flexible
		instruction.	least subject area.	resources for small	groups for some subject	groups for most, or all,
				group instruction in	areas.	subject areas.
				some subject areas.		
	Aligning Interventions:	Interventions lack	Interventions are	Interventions are	Interventions are aligned	Interventions are aligned
	We ensure a system of	alignment with grade	aligned with grade	aligned with grade level	with grade level or course	with grade level or course
	interventions that guarantees	level or course	level or course	or course	targets/standards in	targets/standards in
	each student will receive	targets/standards.	targets/standards in	targets/standards in	most subject areas.	most, or all, subject areas.
_	additional time and support for		some subject areas.	some subject areas.		
	learning if he/she has not					Entrance and exit criteria
	demonstrated mastery of grade	Interventions are	Interventions are		Entrance and exit criteria	are established,
	level or course unit learning	optional, not	required, not	Entrance and exit	are established and	consistently applied
	outcomes.	required.	invitational.	criteria are established	consistently applied	across appropriate



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



earning? 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 Instruction answers the third and fourth critical questions of a PLC: How will we respond when a student experiences difficulty in

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



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



### **SUPPORT:**

Ensur	ing a Focus on Learning	1	2	3	4	5
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.					
М.	<b>Examining Learning Practices:</b> 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.					
О.	<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.					
Р.	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.



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



They address the important	e of an optimal	learning environment,	grading, homework, tra	aining, support and all	gned resources.
	П	2	3	4	2
	Aware	Plan	Do/Study	Act	Sustainability and Culture
	peers or adults in			taught as part of the	school. Positive
	the school exist.			instructional program.	character traits are
					taught and reinforced as
					part of the instructional
					program.
		Classroom norms/rules		Classroom norms/rules	Classroom norms/rules
	Classroom	are established by the		that encourage risk-	that encourage risk-
	norms/rules are	teacher. Norms/rules are	Classroom norms/rules are	taking and collaboration	taking, collaboration, and
	<b>posted</b> but	occasionally referred to	established by teacher and	are established by	respect for divergent
	teacher and	but teacher and student	students. Teacher and	teacher and students at	thinking and students'
	student	interactions are not	student interactions are	the start of the year.	<b>culture</b> are established
	interactions are	consistent with the	consistent with the	Norms/rules are defined	by teacher and students
	not consistent	norms/rules.	norms/rules.	and understood, teacher	at the start of the year.
	with the			refers to the	Norms/rules are defined
	norms/rules.			norms/rules, whole and	and understood, teacher
				small group interactions	and students refer to the
				frequently align with the	norms/rules, whole and
				norms/rules.	small group interactions
					consistently align with
					the norms/rules.
				ROF policies require	BOE policies require
				ביים ליים ביים ביים ביים ביים ביים ביים	בי אמונים ובאמונים
				implementation of	implementation of
				social-emotional	social-emotional
		BOE policies support		standards, instruction,	standards, instruction,
		social-emotional learning		and support services for	monitoring, and support



ning, support and aligned resources.	4 5	Act Sustainability and Culture	students. <b>People</b> , services for students.	<b>processes,</b> and programs People, processes, and	are in place to meet the programs are in place to	social-emotional needs meet the social-	of students. emotional needs of	students. Assessments	are identified,	consistently	administered, and	results used to	determine effectiveness	and make	improvements in the	process and programs.	There is a <b>systematic</b> and	There is a <b>systemic</b> plan   systemic plan for	for transitioning students   transitioning students	within and among heithin and among feeder	feeder schools to ensure schools to ensure	students are emotionally students are emotionally	prepared for transition to   prepared for transition to	the next grade or school.   the next grade or school;	plans are reviewed	annually for	
grading, homework, trai	က	Do/Study	BOE policies support	ocial-		support services for all	students.	Programs are in place to	meet the social-emotional	needs of students.														There are school-level	plans to ensure students	are emotionally prepared	
earning environment,	2	Plan	for all students. Programs	are in place to meet the	social-emotional needs	of students.																Some schools have a	plan to ensure students	are emotionally prepared	for the next grade.		
iportance of an optimal l	1	Aware	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.						Limited, or no,	evidence that	schools plan to	emotionally	support students	
address the III																											





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



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





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



I ney address the importance	e or an optime.	earning environment,	grading, homework, tra	aming, support and all	gned resources.
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	Aware	Plan	Do/Study	Act	Sustainability and Culture
				state standards in <b>both</b> academic <b>and social-</b> <b>emotional learning</b> .	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 <b>is allocated before or after school</b> for teams  of teachers to plan  together.	Some time is allocated during the school day for teams of teachers to plan together.	<b>Sufficient</b> 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,
	There is little evidence of budgetary considerations for curriculum,	Budgetary discussions for curriculum, instruction, instruction, assessment, and professional learning occur at or after the	Budgetary discussions for upcoming curriculum, instructional technology, assessment, and professional learning occur randomly, and	Budgetary discussions for upcoming curriculum, instruction, instructional technology, assessment, and professional learning occur between	special education, ELL, interventions, etc.) Regular discussions to proactively plan, and budget for, future (2-3 years out) financial expenditures in curriculum, instruction, instructional technology, assessment, and



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	Aware	Plan	Do/Study	Act	Sustainability and Culture	
		point of decision making	individually with finance	curriculum, professional	professional learning	
		or ordering of materials,	leaders, No or limited	learning, technology,	occur between	
	technology,	little evidence of	evidence of all leaders	and finance leaders.	curriculum, professional	
	L	planning ahead.	developing budget needs		learning, and finance	
	professional		as a team,		leaders. <b>Leaders</b>	
	learning.				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.

- and discovery rather than memorization and lecture. NGSS heightens teaching in a way that engages them in scientific practices that prepares them to think Review and revise course curricular and instructional alignment to the NGSS standards to increase student engagement, throughout their educational and professional lives. This includes hands-on, collaborative and integrated classroom environments that are rooted in inquiry 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 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 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 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 data to identify intervention needs across courses and evaluate the effectiveness of curricula.
- 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 and support options. Parents and students are the key stakeholders of any school district and can be the districts greatest supporters or worst critics. Develop a communication plan for parents (and students) to engage them in the science programming, expectations, It is critical that communication with them is frequent, common and positive. There are some messages currently in the community that need to be ensure that the school is aware of parental (and student) perceptions and can be proactive in addressing misconceptions, while promoting positive  $\uparrow$