

River Valley School System Assessment Leadership Report

Assessing where your School is now on its continuous improvement journey



It is good to have an end to journey toward; but it is the journey that matters in the end.

Ursula K. LeGuin 1999

System Assessment Performed by
the **Consortium for Educational Change (CEC)**
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INTRODUCTION

The following system assessment feedback report was developed for River Valley School, Lemont School District 113A by the System Assessment External Review Team of the Consortium for Educational Change (CEC).

Using the best practice criteria of a correlation between the Characteristics of Professional Learning Communities (PLCs) and the Baldrige Performance Excellence Education Criteria as lenses, the External Review Team reviewed information provided by River Valley School and interviewed administrators, faculty, staff, students and parents/community to identify strengths and opportunities for system-wide District improvement.

This feedback report was developed through reflecting upon the indicators described in the next few pages. It is a response to written information provided by the school as well as from information gathered from interviews. It is not intended to represent the perspective of all school administrators, faculty, staff, students, and parents.

Nor is this feedback report an “evaluation” of River Valley School in terms of rating the school as successful or unsuccessful. Instead, it is a “critical friends” report that describes where the school is right now on a continuous improvement journey; a journey that will never end. The intent of this report is to describe strengths that the school can celebrate and opportunities where it can take next steps to become even better as a system.

This report’s accuracy is dependent on the quality and comprehensiveness of the information presented to the External Review Team by the District’s system assessment planning team and those interviewed.

River Valley School houses 673 3rd through 5th graders (8 sections of third, nine sections of 4th & 5th). River Valley was a 3rd through 5th grade building from 2003-2011, a 3rd & 4th grade building from 2012-2015 (3 yrs) and is again a 3rd through 5th grade building (2015-present).

The system assessment process is built on values/beliefs:

- 1. The district and school must believe in **continuous improvement**. A belief that every student, every staff member, every team, every department and the school itself can be better tomorrow than it is today is necessary.*
- 2. The district and school must believe strongly in the power or effective **labor-management collaboration**. The board of education, district leaders, union leaders, and family/community leaders must get on the same page through clear communication and collaboration to pull the improvement rope in the same direction. There must be trust, respect and a focus on learning for what is best for learners that guides shared decision-making.*
- 3. The district and school must **be familiar with the best practices of a continuous improvement framework** and believe in systems thinking. The best practices originate from the Baldrige Performance Excellence Criteria for Education. Those practices were translated into the Professional Learning Community framework. These best practices are research-based and are to be used to benchmark against in striving for continuous improvement. It is clear when these practices are executed with a high level of fidelity, performance grows and improves.*
- 4. The district and school must believe that **all children can grow and learn at high levels and should have equal access to quality education**. It supports recent federal requirements in placing an emphasis on the growth for all learners toward a set of expectations. It celebrates those who demonstrate growth in their performance results.*
- 5. The district and school must believe their organization must **define how to measure success and both progress monitor and report performance periodically to its stakeholders** to demonstrate responsibility and accountability.*

Lemont District 113A and River Valley School asked to use the Professional Learning Community Framework as its format. That framework with its 50 best practice Indicators is outlined below:

**PROFESSIONAL LEARNING COMMUNITY CONTINUOUS IMPROVEMENT FRAMEWORK:
FIRST BIG IDEA - FOCUS ON LEARNING**

Focus on Learning: We acknowledge that our fundamental collective purpose is to help all students achieve high levels of learning and therefore we are willing to examine all of our practices in light of their impact on learning.	
<i>A Guaranteed and Viable Curriculum</i>	
A.	<i>Establishing the Curriculum:</i> We articulate student learning outcomes across all classrooms to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement and outcomes for the next course or grade in all subject areas.
B.	<i>Executing the Curriculum:</i> We ensure that each teacher give priority to the identified learning outcomes in every unit of instruction to guarantee that each student has equal access to instruction that addresses those learning outcomes in all classrooms for the grade level or course.
C.	<i>Clarifying and Communicating the Curriculum:</i> We ensure that every teacher can assist all students and their families in knowing the essential learning outcomes so they can assist in monitoring performance in relationship to those outcomes.
<i>Formative and Summative System of Assessments</i>	
D.	<i>Defining the Assessment System:</i> 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 in all subject areas.
E.	<i>Assessing What Each Student Knows and Needs to Learn Next:</i> We ensure each teacher monitors the learning of all students, aligns the learning to outcomes per unit, and identifies what each student knows, can do and needs to learn next.
F.	<i>Providing Frequent and Timely Descriptive Assessment Feedback:</i> We ensure there is frequent and timely feedback regarding the performance of our students on classroom, team, school, district, and state assessments. We demonstrate that we use formative and summative assessment data differently and for appropriately different purposes.
G.	<i>Using Assessment Data and Information to Drive Instruction:</i> We ensure teachers to use assessment data, aligned to student learning outcomes per unit, to determine how instruction should be modified, adjusted or changed to effectively respond to individual student and group learning needs.
H.	<i>Using Assessment Data and Information to Recognize Growth and Achievement.</i> We regularly recognize and celebrate individual and collective student growth, mastery and success aligned to appropriate unit-based learning outcomes.
<i>Instruction: Differentiation, Interventions and Enrichments</i>	
I.	<i>Differentiating Instruction:</i> We ensure Instructional activities are engaging and differentiated to meet individual and small group needs for a minimum of 80% of the students within the classroom. We ensure classroom differentiation to include models of co-teaching, cross grade instruction, push-in instruction, flexible grouping, etc. in all subject areas.
J.	<i>Aligning Interventions:</i> 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-based learning outcomes. Such an intervention system must be school-wide and engage a team of support specialists who assist classroom teachers in improving mastery of each grade level or course's unit-based learning outcomes.
K.	<i>Aligning Enrichments:</i> We ensure teachers extend and enrich the learning of students who have already mastered common learning targets so every student is appropriately challenged. Such an enrichment system must be school-wide and engage a team of support specialists who assist classroom teachers in improving mastery of content beyond each grade level or course's unit-based learning outcome expectations.
<i>Ensuring a Focus on Learning</i>	
L.	<i>Organizing and Allocating Resources:</i> We organize, allocate and reflect on resources of people, time and money with a focus on learning as opposed to a focus on teaching. Resources support our vision.
M.	<i>Providing Training and Support:</i> We provide sufficient training and follow-up support to guarantee the implementation of alignment of assessments and instruction within a standards-driven curriculum. Professional learning is aligned to our vision.
N.	<i>Providing Conditions for an Optimal Learning Environment:</i> We ensure all learning environments are safe, respectful and engaging while supporting a climate of high expectations for social emotional learning. We utilize student, family and staff satisfaction data as three types of evidence sources to assess and improve learning conditions.
O.	<i>Judging Quality Work:</i> We ensure that all teachers establish the criteria or standards by which they will determine that student work is of an organizationally prescribed level of quality and practice applying those criteria until they can do so consistently.
P.	<i>Examining Learning Practices:</i> We ensure that all teachers examine homework, grading, report cards, etc. to provide organization-wide clarity and common expectations regarding judgments of student performance. We provide consistency in these areas across all classrooms, teams and all other organizational levels.

**PROFESSIONAL LEARNING COMMUNITY CONTINUOUS IMPROVEMENT FRAMEWORK:
SECOND BIG IDEA - FOCUS ON COLLABORATION**

Focus on Collaboration: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high performing teams.	
<i>Building Shared Knowledge and Leadership: Mission, Vision, Values, Goals and Strategies</i>	
A.	<i>Clarifying the “Big Picture”:</i> We deploy and evaluate mission, vision, values (collective commitments), long-range goals and high-level strategies to measure and monitor our direction. Everyone knows where we are and where we want to be.
B.	<i>Communicating the “Big Picture”:</i> We have established clear direction by communicating a “Big Picture” so everyone sees how current and new initiatives connect to that direction and how those initiatives align with district and school direction. Everyone understands how his/her work contributes to the “Big Picture’s” improvement planning process.
C.	<i>Reinforcing the “Big Picture”:</i> We ensure that common behaviors and actions of all staff support the vision, mission, values, goals and strategies of the organization at all levels. Everyone is accountable for aligning their behaviors and actions to our mission, vision, values and goals.
D.	<i>Living the “Big Picture”:</i> We consistently carry out strategies through action plans that describe the steps to be taken toward the attainment of goals. The improvement planning process serves as the centerpiece for examining how the organization performs.
<i>Making Appropriate Decisions Through High Performing, Collaborative Teams</i>	
E.	<i>Setting Expectations for Team Function:</i> Work is consistently done through collaborative teams in which members work together interdependently to achieve common goals. We consistently use appropriate structures and processes to efficiently organize our time as a team. We consistently use appropriate structures and processes to promote shared and distributed leadership.
F.	<i>Providing Time & Purpose for Teams to Meet:</i> We provide sufficient time during the contractual day and school year for teams to meet. Team meeting time focuses on improving student learning. Team meetings are effective and efficient.
G.	<i>Providing a Safe Data Culture for Effective Team Function:</i> We ensure safe team environments at all levels to report and compare data and our own practices so as to learn from one another and share effective practices with the team.
H.	<i>Making Teams Accountable:</i> We ensure teams are accountable for the decisions they make and the results they achieve. We ensure each team understands its charge and expectations and take responsibility for its actions leading to improvement results. We ensure all members of the team assume equal responsibility for the learning progress of every student within the team. We ensure each team to understand its charge and expectations and take responsibility for its actions leading to improvement results.
I.	<i>Implementing a High Performance Culture:</i> We ensure a culture/teaching environment of personal growth and high performance. We high attained and continue to maintain high morale and professional relationships. We ensure that team time is used to engage in collective inquiry on questions specifically linked to gains in student achievement. We ensure team time is used to engage in professional growth, sharing and learning.
<i>Fostering Strong Partnerships</i>	
J.	<i>Fostering Collaborative Internal Staff Partnerships:</i> We ensure collaborative staff partnerships between and across all organizational levels to ensure decisions are made in the best interests of students. We consistently acting and responding to staff satisfaction data to improve working conditions.
K.	<i>Fostering Collaborative External Family Partnerships:</i> We ensure collaborative partnerships with parents (families) to engage them in decisions about the progress of district, school and student goal attainment. We consistently act on parent (family) satisfaction data to improve home-school relationships in order to improve student learning.
L.	<i>Fostering Collaborative External Community Partnerships:</i> We generate and sustain collaborative partnerships with the community to engage them in decisions about the progress of district, school and student goal attainment.
<i>Ensuring a Focus on Collaboration</i>	
M.	<i>Organizing and Allocating Resources:</i> We organize and allocate and reflect on our resources of people, time and money with a focus on collaboration. Resources support our vision.
N.	<i>Providing Job-embedded Training:</i> We ensure professional development and to include team effectiveness, parent engagement and school culture to be job-embedded and ongoing. Professional learning is aligned to our vision.
O.	<i>Providing Conditions for an Optimal Work Environment:</i> We ensure all work environments to be safe, respectful, and engaging in order to support a climate of high expectations for student learning. We ensure collaboration, commitment and accountability through the actions and behaviors of all for improving our organization and its results.
P.	<i>Providing Meaningful, Aligned Evaluation Systems:</i> We ensure the aligned evaluation system includes data-based evidence of results.

**PROFESSIONAL LEARNING COMMUNITY CONTINUOUS IMPROVEMENT FRAMEWORK:
THIRD BIG IDEA - FOCUS ON RESULTS**

Focus on Results: We assess our effectiveness based on results rather than intentions. Individuals, teams, schools and districts seek relevant data and information and use that information to promote continuous improvement.	
<i>Data Transparency and Efficacy</i>	
A.	Setting SMART Goals: All district, school, team and individual staff goals are specific, measurable, attainable, results-oriented and timely (SMART). They address gaps identified through key data sources that focus improvement efforts.
B.	Measuring What Matters Most: We have aligned key data indicators, measures and targets throughout the organization — district to school to grade level team/department to individual --- and ensure effective ways to monitor and report progress.
C.	Aligning Administrator Performance Evaluation: Administrative performance goals align with the organization’s improvement plans. Administrative performance goals address improving student learning results. Administrator evaluation system meets state requirements for student growth.
D.	Aligning Teacher Performance Evaluation: Teacher performance goals align with district, school and/or team improvement plans. Teacher/ team goals address improving student learning results. Teacher evaluation system meets state requirements for student growth.
E.	Aligning Student Performance Evaluation: Student performance goals align with unit-based learning outcomes and other assessment data and information. Individual student goals address improving individual student learning results.
<i>Creating a Results Orientation</i>	
F.	Using Data Effectively: We ensure all staff to use assessment data to: a) identify students who need additional time and support for learning; b) measure and report progress toward goals; c) define action plans, and d) discover strengths and weaknesses in their own job performance.
G.	Reporting and Acting on Satisfaction Data: We collect, analyze, prioritize and act upon student, parent, and staff satisfaction data at all levels of the organization to be certain they are addressing the needs and requirements of our stakeholders.
H.	Monitoring and Reporting Progress to ensure accountability: We view, monitor, and report progress to all stakeholders on through an established reporting timeline to identify what to celebrate and what to focus on next in terms of improvement.
I.	Promoting Student Responsibility for Their Own Learning: We ensure that staff assist students in taking responsibility for their own learning by setting goals, collecting data, monitoring their performance, and reporting their results to others and comparing their performance to high expectations and the performance results of others.
<i>A Data-Based Picture of Results</i>	
J.	Closing Achievement Gaps: We have data-based evidence to show our results have substantially narrowed or closed achievement gaps between groups of students. We know and are celebrating our strengths. We know and are continuing to address our opportunities for improvement.
K.	Examining Trend Data: We have data-based evidence to show our results have substantially improved compared to the past. Our achievement results include measures of both proficiency and growth. We know and are celebrating our strengths. We know and are continuing to address our opportunities for improvement.
L.	Examining Cohort Data: We are acting on data-based evidence to show our student cohort achievement results have substantially improved from grade to grade. Our achievement results include measures of both proficiency and growth. We know and are celebrating our strengths. We know and are continuing to address our opportunities for improvement.
M.	Examining Comparative Data: We are acting on data-based evidence to show our achievement have substantially improved compared to others (state and other benchmark districts). We know and are celebrating our strengths. We know and are continuing to address our opportunities for improvement.
<i>Ensuring a Focus on Results</i>	
N.	Organizing and Allocating Resources: We organize and allocate and reflect on our resources of people, time and money with a focus on results. Resources support our vision.
O.	Providing Job-embedded Training: We ensure professional development and training around data and results is job-embedded and ongoing. We know professional development is meeting the needs of our staff. Professional learning is aligned to our vision.
P.	Managing Data: We improve policies and processes related to data collection, management and analysis to be certain they are effective and efficient. Data are easily accessible and user-friendly in their formats. Staff satisfaction with the quality and timeliness of available data is high.
Q.	Providing Meaningful Data-based Evaluation Systems: We ensure the aligned evaluation system includes data-based evidence of results.

SYSTEM ASSESSMENT SUMMARY OF ACTIVITIES:

The school responded to a set of questions aligned to the three criteria research best practice areas listed above. The external team reviewed the Professional Learning Community effective practices and identified school strengths and opportunities for improvement. The school self-assessed itself as to where they viewed their progress toward implementation of the criteria. The external team assessed the school and provided the school with affirmation in areas where there was evidence to support strengths and lack of evidence to identify opportunities for improvement.

The External Team examined the information and data prior to the site visit. They developed a list of questions to explore as part of the site visit. The External Team interviewed all stakeholder groups.

On the first day the Team interviewed:

- Principal and Assistant Principal
- Parent Organization Leaders
- Team Leaders
- Union Leaders
- Instructional Support Team- paraprofessionals
- Non-instructional Support Team
- Special Education/MSST, RtI Team
- Physical Education and Music Teachers
- Self-Study Team: Learning, Collaboration, and Results
- District Leaders

On the second day, the Team interviewed:

- Parents
- Students
- Teachers

Team members conducted classroom visits to interview students about ownership of their learning.

The schedule was set by school leaders. Representatives interviewed reflected the demographics of the school. Approximately 165 stakeholders were interviewed. Following interviews, the Team reviewed its findings and prepared an oral report to give the school a preview of overall strengths and opportunities for improvement aligned to the framework and criteria. The week following the visit, the Team communicated electronically to prepare the final written feedback report. This final report was sent to the school within seven days of the visit.

CEC is available to assist the school in any way it chooses to follow up with suggested next steps. The school has committed to use the information to update its improvement plans. It also has committed to allow staff members to serve on a Review Team for another school's system assessment visit.

System Assessment Team:

River Valley System Assessment Team January 17-18, 2017		
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This report summarizes the strengths and opportunities aligned to the continuous improvement criteria.

SUMMARY OF OVERALL STRENGTHS

Among all of the strengths within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and celebrating these strengths will showcase past investment of resources in improving performance results.

Focus on Learning Strengths:

- + Teachers received training and are in the process of creating learning ladders for ELA. This will ensure curriculum differentiation, rigor, relevance and alignment to the Common Core Standards. They will be developing comprehensive unit plans aligned to these high priority, rigorous standards. Unpacking standards provides a scope and sequence to curriculum that defines grade level expectations with an eye on what students should have mastered in the grade before and what students will be expected in the grade following.
- + NWEA MAP data is valued as an assessment tool by teachers and students. They are beginning to use pretests, mirrored assessments, and common formative assessments to guide instruction. They recognize the importance of formative assessment data.
- + The district has invested in a dynamic support team including: 1 ELL/bilingual (Polish) teacher, 2.5 reading specialists, 5 special education teachers, 1 title math teacher, 1 school psychologist, 1 social worker, 1.2 speech therapist, 1 shared PT, and 1 shared digital coach.
- + There is an advanced math program available for 3rd, 4th, and 5th grade students

who qualify based off the attached rubric.

- + Technology is a tool used to enhance both teaching and learning. There is a one-to-one initiative scheduled to roll out next year.
- + Students appear to be respectful of one another. Students behavior was not identified by any stakeholder group as a significant problem. Parents feel the school is responsive to social-emotional needs. Safety is not a concern.
- + The school provides a safe, welcoming environment that allows students to take risks with their learning. Students enjoy coming to school and feel their principal and staff care about them.

Focus on Collaboration Strengths:

- + There are structures to allow for communication, collaboration, and shared-decision-making. The District Leadership Team, School Leadership Team and Grade/Level/Department/PLCs provide the scaffolding for shared decision-making.
- + Staff want to support the Big Picture but need to know the detailed plan of what it is, how they are going to get there, and what is expected. The district and school are rebounding from some serious financial issues and are beginning to build programs and services to provide a high-quality education. District and school leadership believes in continuous improvement.
- + Teacher personal plan time is during specials (music and PE). Collaboration time is the first 30 minutes of the day. Additional time is being sought. There is a

recognition that collaboration cannot occur without sufficient time to do critical work together.

- + The Student Support Team is a strong example of a cohesive team. This team works hard to identify and provide additional support and services to students who have special needs and talents. Intervention and enrichments are provided.
- + Staff is dedicated. People are the greatest asset of the school. Staff cares deeply about student success. A commitment to students and the school is at the heart of school culture. There is a high level of staff participation around curriculum and school activities. Staff in general are supportive of each other.
- + Parents are very proud of the school. Parent satisfaction is high. Parents value staff members. They report they are open, easy to contact, respond with timeliness when approached with the question or concern.
- + River Valley School is referred to as the, “Happy Place” as it provides a safe and respectful environment for students to grow and learn.
- + The school schedule supports collaboration.

Focus on Results Strengths:

- + Teams set goals using data.
- + Students are beginning to set goals related to MAP. Measures of Academic Progress is an assessment valued by teachers, students and the district.

- + Some students are beginning to take more ownership of their learning by being clear about learning curriculum expectations, identifying what they know and need to know, and then working with the teacher to act, progress monitor, and report about their learning.**
- + Data analysis has identified student achievement gaps.**
- + The Student Support Team has developed a systematic approach to progress monitoring and use data.**
- + Resources are being used to re-established and/or restore personnel programs and services which were lost due to financial cuts.**

SUMMARY OF OVERALL OPPORTUNITIES

Among the opportunities within each category and for all core values, the assessment team finds these strengths to be highest in priority. It is hoped that recognizing and addressing these opportunities will showcase past investment of resources in improving performance results.

Focus on Learning Opportunities:

- △ Teachers are writing curriculum and teaching curriculum at the same time. There are too many subject areas being addressed at the same time. Teachers will focus on assessment in ELA next year as a part of their unit work. (Both formative and summative)
- △ Students and parents report the lack of enrichment to challenge those students who have learned and are ready for more. There is no advanced ELA program for 3rd, 4th, and 5th grade.
- △ There is a disconnect between Tier I and Tier II in relationship to supporting classroom learning. Tier II opportunities are separate and not aligned. Classroom teachers have very little knowledge of what is happening when students are pulled out of the classroom. There is an absence of co-teaching and other push-in strategies between the support team and classroom team at the Tier II level.
- △ Some teachers express they are afraid to take risks. Some are afraid to experiment with new ideas. Some do not feel there is a safe teaching environment. Some

feel they are not able to use best practices. There is not a long term professional development plan that is open to feedback and adjustments.

- △ The school is not measuring student engagement or student satisfaction.**
- △ The knowledge and skills related to the integration of technology in teaching and learning varies by classroom teacher.**
- △ Many learning resources have not been updated and aligned to new curriculum.**

Focus on Collaboration Opportunities:

- △ The expectations for communication, collaboration and shared decision-making are not clearly understood. While structures are in place, aligned processes are missing. Roles and responsibilities are not understood. It is not clear how the structures align and provide two-way communication and collaboration.**
- △ Morale is a constant discussion among and between teams. It does not appear there is objection about what is being done but rather how it is done. Trust is an issue among some teams and with some teams and administration. Input is heard but not always responded to or rationale provided is not used. There is not always good follow-through. There is a revolving door among teams. There are too many priorities causing stress and frustration.**
- △ Teams are large with insufficient time to communication and collaborate. Some**

teams have better relationships among themselves and/or with administration. Expectations for PLC time are unclear. Implementation of PLC time this year has caused stress and contributed to the low morale. Time is a contract issue. The contract has not been resolved. It has moved to mediation.

- △ There is lack of readiness before execution of many initiatives. Teachers report they are “building and flying” at the same time. Staff is overwhelmed. There are so many initiatives without clear understanding of how they align and connect. There is a lack of prioritization.
- △ There is a lack of Big Picture focus. What is our direction? Where are we now? What do we need to do? How will we be supported? When will we get there? How can we adjust along the way? What will it look like, feel like, and sound like when we get there? How does it connect to everyone’s work?
- △ Parents are not clear of the expectations the school has for them. Parents feel not engaged in decision-making opportunities that impact them or their students. Parents report many inconsistencies teacher-to-teacher and grade-to-grade relating to communication, engagement, homework, and progress reporting.

Focus on Results Opportunities:

- △ The school is transitioning between SMART School Improvement and Rising Star. Roles, timelines, processes, action plans, progress monitoring and reporting are not happening.
- △ Staff satisfaction is an area for focus and improvement. Student satisfaction data is

not collected. Satisfaction data is not always acted on for improvement efforts.

- △ There is a lack of understanding of using assessment data and information to drive decision-making at all levels. There is a lack of alignment between district, school, team, classroom and individual goals. Goals are not always measurable. Many goals lack targets.**
- △ The data system is not aligned and does not flow from the student to the classroom to the board table. There is not an effective and efficient data management system to make data easily accessible and user-friendly.**
- △ Data was not always disaggregated among subgroup populations. Many staff were unaware of achievement gaps. There are achievement gaps with Hispanic students (particularly boys) and our special education students. Data discussion did not seem to focus on student growth.**
- △ Several teachers are uncomfortable sharing their personal data with others.**
- △ Recognizing and celebrating student and staff successes is an opportunity for improvement.**

NEXT STEPS

While this report is not intended to be prescriptive, this section provides some suggestions for addressing key opportunities for improvement. It provides suggestions that could serve as next steps. The strengths and areas of opportunity are based on set criteria framed by continuous improvement research. The priorities are not listed in any order. Each is equally important. Next Steps are framed by the experiences and opinions of the assessment team.

Priority: Focus on Learning

Continue the journey of common unit plan instruction for all subjects guided by strong instructional leadership.

- ✓ Continue to develop curriculum ladders and unpack standards.
- ✓ Align formative and summative assessment to the unpacked standards.
- ✓ Align learning outcomes and assessment to unit plans while unpacking and assessment work is being done.
- ✓ Consider assessment literacy training as a part of assessment design.
- ✓ Communicate to students and parent the essential learning outcomes for each grade level.
- ✓ Use the curriculum ladders to differentiate curriculum
- ✓ Use PLC meetings to plan for instruction aligned to where students are and where they need to be.
- ✓ Invest in differentiation professional development to promote flexible grouping within the classroom and across the grade level team.

Priority: Collaborative Culture

Address school culture.

- ✓ Ensure stakeholders see the Big Picture direction so they know where the school is headed. Align district and school goals.
- ✓ Make sure everyone has access to the same messages. Streamline communication. Provide weekly communication updates to staff using the same communication tool.
- ✓ Improve staff morale. Improve trust between staff and leadership. Act on staff satisfaction data.
- ✓ Provide opportunities for shared decision-making. Provide PLC training for all staff.
- ✓ Bring clarity to staff expectations. Bring clarity to parent expectations.
- ✓ Evaluate periodically team effectiveness with all teams. Act on results to improve teamwork.

Priority: Results Orientation

Use key data indicators and measures for progress monitoring and reporting to continuously improve.

- ✓ Be certain the School Leadership Team is clear about its work and how it interfaces with the school to guide improvement efforts. Develop and communicate the roles and responsibilities of all leadership teams and committees.
- ✓ Consider SMART goal training after unit plan work is well under way.
- ✓ Provide consistency in goal setting and the improvement process.
- ✓ Set clear expectations for progress monitoring and reporting on goal plans. Set targets.
- ✓ Define student expectations for goal setting and progress monitoring/reporting.