



World's Best Workforce Plan 2017-2018

The World's Best Workforce (WBWF) bill was passed by the Minnesota Legislature in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the five goals:

- Closing the identified achievement gap in the district
- All students ready for kindergarten
- All students in third grade achieving grade level literacy
- All students attaining career and college readiness before graduating from high school
- All students graduating from high school.

Stonebridge World School's WBWF plan serves as a foundational plan to align the many initiatives already in place to ensure all our students are equipped with necessary skills for the 21st century. Included in our WBWF plan are the many actions we are taking in order to improve student achievement, including:

- Clearly defined school goals and benchmarks for instruction and student achievement for all student subgroups
- Process for assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce
- System to review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations and teacher evaluations
- Strategies for improving instruction, curriculum and student achievement
- Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture



that develops and supports teacher quality, performance and effectiveness

- Annual budget for continuation of the district plan's implementation

School Goals

Our school goal for reading and math for the spring of 2018 is that the percentage of students enrolled October 1 in grades 4-6 who are making medium-high to high growth (0 and above Z score) on all reading state accountability tests (MCA-III, MTAS) will continue to be at or above 55% in 2018.

Our yearly cluster goal for reading and math for the spring of 2018 is that 50-60% of students in grades K-6 will meet or exceed their predicted target RIT growth score established by NWEA.



Assessing and Evaluating Student Progress

Our assessment calendar informs all stakeholders of the testing windows and specific dates for school-wide testing. There are three main assessment seasons: Fall (September), Winter (January-February) and Spring (March-May). School-wide assessments, such as the NWEA- Measures of Academic Progress (MAP) are used to monitor student growth throughout an academic year and from year to year. The Minnesota Comprehensive Assessments (MCAs) are required for all students in Minnesota to determine student proficiency of academic standards.

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|------------------------|----------------------|
| September 4-8 | W-APT (ELL) |
| September 11-October 6 | NWEA (K-6) |
| January 16-February 2 | NWEA (K-6) |
| February 5-March 2 | Access for ELL (ELL) |
| March 21-April 26 | MCA (3-6) |
| April 30-May 25 | NWEA (K-6) |



Assessing and Evaluating Instruction and Curriculum

Stonebridge World School continually reviews what and how students are taught. Student performance guides the school in deciding what needs to be done so that all students can be successful. The School Board, administration, teachers, staff, parents and students are committed to high student achievement and continuous improvement for all students. We believe that academic standards, when embedded into the curriculum, help ensure that students will be critical thinkers, effective communicators, engaged learners and responsible citizens.

Curriculum Review

The Stonebridge Review Cycle chart describes program areas that are under review in any given year. The process involves a review of data, revisiting the vision of our school, alignment with standards, review of new materials and or digital content and staff/student surveys. Curriculum changes and recommendations are then presented to the School Board.

| School Year | Evaluate present curriculum; curriculum mapping; plan and pilot |
|-------------|-----------------------------------------------------------------|
| 2012-2013 | Social Studies, Science |
| 2013-2014 | Reading Intervention |
| 2014-2015 | Math |
| 2015-2016 | Literacy |
| 2016-2017 | Literacy |
| 2017-2018 | Literacy |
| 2018-2019 | Math |
| 2019-2020 | Math |



Teacher Evaluation

Stonebridge World School adopted TAP (Teacher Advancement Program) in 2013-2014 school year. TAP encompasses teacher evaluation, PLC and coaching in one system. The TAP program has an evaluation system capable of differentiating teacher performance levels and providing feedback for improvement, ongoing professional growth using student and teacher data to guide improvement, recruitment and retention of effective teachers and the creation of a challenging, rewarding and collegial environment focused on high-quality instruction and student learning.

| INSTRUCTION | | | |
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| | Exemplary (5)* | Proficient (3)* | Unsatisfactory (1)* |
| Standards and Objectives | <ul style="list-style-type: none"> All learning objectives and state content standards are explicitly communicated. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. Expectations for student performance are clear, demanding, and high. State standards are displayed and referenced throughout the lesson. There is evidence that most students demonstrate mastery of the objective. | <ul style="list-style-type: none"> Most learning objectives and state content standards are communicated. Sub-objectives are mostly aligned to the lesson's major objective. Learning objectives are connected to what students have previously learned. Expectations for student performance are clear. State standards are displayed. There is evidence that most students demonstrate mastery of the objective. | <ul style="list-style-type: none"> Few learning objectives and state content standards are communicated. Sub-objectives are inconsistently aligned to the lesson's major objective. Learning objectives are rarely connected to what students have previously learned. Expectations for student performance are vague. State standards are displayed. There is evidence that few students demonstrate mastery of the objective. |
| Motivating Students | <ul style="list-style-type: none"> The teacher consistently organizes the content so that it is personally meaningful and relevant to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. | <ul style="list-style-type: none"> The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. The teacher sometimes develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher sometimes reinforces and rewards effort. | <ul style="list-style-type: none"> The teacher rarely organizes the content so that it is personally meaningful and relevant to students. The teacher rarely develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort. |
| Presenting Instructional Content | Presentation of content always includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. | Presentation of content most of the time includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. | Presentation of content rarely includes: <ul style="list-style-type: none"> visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; examples, illustrations, analogies, and labels for new concepts and ideas; modeling by the teacher to demonstrate his or her performance expectations; concise communication; logical sequencing and segmenting; all essential information and; no irrelevant, confusing, or nonessential information. |
| Lesson Structure and Pacing | <ul style="list-style-type: none"> All lessons start promptly. The lesson's structure is coherent, with a beginning, middle, end, and time for reflection. Pacing is brisk and provides many opportunities for individual students who progress at different learning rates. Routines for distributing materials are seamless. No instructional time is lost during transitions. | <ul style="list-style-type: none"> Most lessons start promptly. The lesson's structure is coherent, with a beginning, middle, and end. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. | <ul style="list-style-type: none"> Lessons are not started promptly. The lesson has a structure, but may be missing closure or introductory elements. Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions. |

INSTRUCTION - Continued

| | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
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| Activities and Materials | <p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. | <p>Activities and materials include most of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). | <p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> • support the lesson objectives; • are challenging; • sustain students' attention; • elicit a variety of thinking; • provide time for reflection; • are relevant to students' lives; • provide opportunities for student-to-student interaction; • induce student curiosity and suspense; • provide students with choices; • incorporate multimedia and technology and; • incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.). |
| Questioning | <p>Teacher questions are varied and high quality, providing a balanced mix of question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning. | <p>Teacher questions are varied and high quality, providing for some, but not all, question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and sex. | <p>Teacher questions are inconsistent in quality and include few question types:</p> <ul style="list-style-type: none"> ◦ knowledge and comprehension; ◦ application and analysis; and ◦ creation and evaluation. <ul style="list-style-type: none"> • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students. |



| INSTRUCTION - <i>Continued</i> | | | |
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| | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| Academic Feedback | <ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and homework review. The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. Feedback from students is regularly used to monitor and adjust instruction. Teacher engages students in giving specific and high-quality feedback to one another. | <ul style="list-style-type: none"> Oral and written feedback is mostly academically focused, frequent, and mostly high quality. Feedback is sometimes given during guided practice and homework review. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is sometimes used to monitor and adjust instruction. | <ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is rarely given during guided practice and homework review. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is rarely used to monitor or adjust instruction. |
| Grouping Students | <ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. All students in groups know their roles, responsibilities, and group work expectations. All students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. | <ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. Most students in groups know their roles, responsibilities, and group work expectations. Most students participating in groups are held accountable for group work and individual work. Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson. | <ul style="list-style-type: none"> The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. Few students in groups know their roles, responsibilities, and group work expectations. Few students participating in groups are held accountable for group work and individual work. Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson. |
| Teacher Content Knowledge | <ul style="list-style-type: none"> Teacher displays extensive content knowledge of all the subjects she or he teaches. Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. Limited content is taught in sufficient depth to allow for the development of understanding. | <ul style="list-style-type: none"> Teacher displays accurate content knowledge of all the subjects he or she teaches. Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas. | <ul style="list-style-type: none"> Teacher displays under-developed content knowledge in several subject areas. Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way. |
| Teacher Knowledge of Students | <ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning difficulties. Teacher practices regularly incorporate student interests and cultural heritage. Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | <ul style="list-style-type: none"> Teacher practices display understanding of some students' anticipated learning difficulties. Teacher practices sometimes incorporate student interests and cultural heritage. Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | <ul style="list-style-type: none"> Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. Teacher practices rarely incorporate student interests or cultural heritage. Teacher practices demonstrate little differentiation of instructional methods or content. |



| INSTRUCTION - <i>Continued</i> | | | |
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| | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| Thinking | <p>Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. | <p>Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. | <p>The teacher implements few learning experiences that thoroughly teach any type of thinking.</p> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints. <p>NOTE: If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.</p> |
| Problem Solving | <p>Over the course of multiple observations the teacher implements activities that teach and reinforce 6 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing | <p>Over the course of multiple observations the teacher implements activities that teach and reinforce 4 or more of the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing | <p>Over the course of multiple observations the teacher implements less than 2 activities that teach the following problem-solving types.</p> <ul style="list-style-type: none"> • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing |

| DESIGNING AND PLANNING INSTRUCTION | | | |
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| | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| Instructional Plans | <p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. provide appropriate time for student work, student reflection, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners and; evidence that the plan provides regular opportunities to accommodate individual student needs. | <p>Instructional plans include:</p> <ul style="list-style-type: none"> goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards. are sequenced from basic to complex. build on prior student knowledge. provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners and; evidence that the plan provides some opportunities to accommodate individual student needs. | <p>Instructional plans include:</p> <ul style="list-style-type: none"> few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> are rarely aligned to state standards. are rarely logically sequenced. rarely build on prior student knowledge inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and; little evidence that the plan provides some opportunities to accommodate individual student needs. |
| Student Work | <p>Assignments require students to:</p> <ul style="list-style-type: none"> organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school. | <p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing and; connect what they are learning to prior learning and some life experiences. | <p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; rarely draw conclusions and support them through writing and; rarely connect what they are learning to prior learning or life experiences. |
| Assessment | <p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards and; include descriptions of how assessment results will be used to inform future instruction. | <p>Assessment Plans:</p> <ul style="list-style-type: none"> are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks and; include performance checks throughout the school year. | <p>Assessment Plans:</p> <ul style="list-style-type: none"> are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; include performance checks, although the purpose of these checks is not clear. |



| THE LEARNING ENVIRONMENT | | | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | Exemplary (5) | Proficient (3) | Unsatisfactory (1) |
| Expectations | <ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students take initiative and follow through with their own work. Teacher optimizes instructional time, teaches more material, and demands better performance from every student. | <ul style="list-style-type: none"> Teacher sets high and demanding academic expectations for every student. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where most students can experience success. Students complete their work according to teacher expectations. | <ul style="list-style-type: none"> Teacher expectations are not sufficiently high for every student. Teacher creates an environment where mistakes and failure are not viewed as learning experiences. Students demonstrate little or no pride in the quality of their work. |
| Managing Student Behavior | <ul style="list-style-type: none"> Students are consistently well-behaved and on task. Teacher and students establish clear rules for learning and behavior. The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly. | <ul style="list-style-type: none"> Students are mostly well-behaved and on task, some minor learning disruptions may occur. Teacher establishes rules for learning and behavior. The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. | <ul style="list-style-type: none"> Students are not well-behaved and are often off task. Teacher establishes few rules for learning and behavior. The teacher uses few techniques to maintain appropriate student behavior. The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. Disruptions frequently interrupt instruction. |
| Environment | <p>The classroom</p> <ul style="list-style-type: none"> welcomes all members and guests. is organized and understandable to all students. supplies, equipment, and resources are easily and readily accessible. displays student work that frequently changes. is arranged to promote individual and group learning. | <p>The classroom</p> <ul style="list-style-type: none"> welcomes most members and guests. is organized and understandable to most students. supplies, equipment, and resources are accessible. displays student work. is arranged to promote individual and group learning. | <p>The classroom</p> <ul style="list-style-type: none"> is somewhat cold and uninviting. is not well organized and understandable to students. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning. |
| Respectful Culture | <ul style="list-style-type: none"> Teacher-student interactions demonstrate caring and respect for one another. Students exhibit caring and respect for one another. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. | <ul style="list-style-type: none"> Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit respect for the teacher and are generally polite to each other. Teacher is sometimes receptive to the interests and opinions of students. | <ul style="list-style-type: none"> Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. Students exhibit disrespect for the teacher. Student interaction is characterized by conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students. |

Best Practice Strategies and Action Steps

#1 Strategy: Through professional development provided in weekly cluster, teachers will fully understand and implement the TAP Rubric across all content areas in order to improve teaching and provide quality instruction to all students, as measured by the leadership team's evaluations of classroom instruction.

Plan (PD, support, coaching):

- TAP Leadership Team (TLT) will receive extensive training in the TAP Rubric and learn how to fully implement it effectively
- TLT will meet weekly to plan how to support staff with implementation
- TLT will train staff in the components and research supporting the TAP Rubric
- TLT will evaluate data from CODE (database of evaluation results) in order to determine the schools' areas of need and strengths

Do (Take Collective Action):

- Master/Mentor Teachers will support staff with implementation through coaching, team teaching, modeling and feedback.
- Teachers will attend weekly **Cluster** Meetings in order to learn how to best implement the TAP Rubric
- TLT will complete weekly walkthroughs to gather information on the success of the implementation on the TAP Rubric

Study/Act (Monitor and Adjust):

- Monitor and evaluate the effectiveness of the implementation of the TAP Rubric through observations and evaluations
- Provide extra support to the teachers performing under an average of a 2.0

#2 Strategy: Mentor and Master teachers will field test strategies and present information to career teachers in cluster.

Plan (PD, support, coaching):

- TLT evaluates data to determine greatest area of need
- Choose one skill to work on
- Task Analysis, Criteria for Mastery, Selecting the Strategy

Do (Take Collective Action):

- Master/Mentor Teachers will test strategies with groups of students
- Administer Pre and Post-test
- Master and Mentor will identify critical attributes and criteria for mastery
- Master Teacher will present strategies in cluster
- Teachers will see strategy modeled in cluster
- Teachers will plan lessons to teach strategy in their classroom during cluster

Study/Act (Monitor and Adjust):

- Teachers will analyze student work in order to monitor student progress toward mastery and identify areas of need



Best Practice Strategies and Action Steps

#3 Strategy: Students will participate in Power 30 Intervention Time, either staying in their classrooms for large-group interventions or being pulled for a small group intervention.

Plan (PD, support, coaching):

- Literacy Specialists will receive training in Leveled Literacy Intervention curriculum
- Leadership Teams will examine data in the summer to set goals for Reading and identify gaps and weaknesses
- Academic Director will suggest areas grades need to focus on in the classroom during Power 30

Do (Take Collective Action):

- LLI is implemented with the lowest students in each grade
- Teachers will receive coaching support in Guided Reading throughout the school year

Study/Act (Monitor and Adjust):

- At the end of each quarter, students will be assessed using Fountas and Pinnell. The students not making adequate progress, with either LLI or Power 30 intervention will receive more intensive intervention.
- After students are assessed using Fountas and Pinnell, Literacy Specialists will work with Academic Coordinator to determine which students will receive the intervention

#4 Strategy: Academic Director will conduct weekly PLCs with grade-level teams focusing on math instruction and assessment.

Plan (PD, support, coaching):

- Academic Director will attend PLC professional development
- Academic Director will evaluate school-wide math data and determine areas of focus for each grade level

Do (Take Collective Action):

- Academic Director will conduct weekly PLCs with teachers
- PLCs will involve creating common standards-based assessments, collectively analyzing data and making instructional decisions

Study/Act (Monitor and Adjust):

- Academic Director will evaluate math data with teachers regularly



Best Practice Strategies and Action Steps

#5 Strategy: Leadership team will develop a Professional Development Plan for all teachers.

Plan

- Survey teachers at the end of each year, asking about professional development needs and strengths
- Use the results from this survey to develop a professional development plan for the upcoming school year
- Also evaluate needs based on data and teacher evaluations when making professional development plan

Do

- Implement PD plan each school year
- Survey teachers at the end of Teacher Week to determine needs and strengths
- Train teachers in Readers and Writers Workshop, Good Habits Great Readers, Great Writers, International Baccalaureate, Responsive Classroom, Saxon Math, TAP and other necessary trainings.

Study

- Evaluate PD surveys each year to determine the highest needs in the school, determined by teachers and by data

#6 Strategy: Outreach Coordinator will work with leadership team to develop a Parent Involvement Plan.

Plan

- Create a plan for each school year in order to increase parent involvement and engagement in the school

Do

- Communicate with families throughout the school year to ensure all students are coming to school
- Reach out to families to arrange transportation for parent conferences and events
- Organize and coordinate all monthly family meetings and events
- Work with teachers to increase parent involvement in the classroom
- Review parent phone logs to support teachers with communicating with parents
- Develop outreach in a range of areas in the community to increase the visibility of our school in the community

Study

- Survey parents and students
- Track attendance at family events
- Evaluate effectiveness of outreach on family events