

The following protocol is designed to facilitate your school leadership team’s reflection on the results and linked resources after taking the Core Ready Schools self-assessment.

- Begin by reflecting generally on your school’s results. What surprised you? Is your school further along than you expected? Less than you had hoped?
- For each indicator, discuss your results and implications, making notes in the planning template below. The list of linked resources in your results report may be very helpful in this discussion.
- Discuss as a team which indicators and action steps are most likely to advance your school’s CCSS implementation efforts. For example, are there certain steps or indicators that will establish a foundation for others? Determine your highest priority next steps and articulate them in the planning template below.
- Review the highest priority next steps that you have established. How do these steps align with your existing School Improvement Plan or other action or strategic planning documents for the current (or upcoming) school year?

| Indicator | Our School’s Score | Evidence Used to Determine Your Score | Next Steps to Advance against This Indicator | Tools and Resources We Can Use |
|---|--------------------|--|---|---|
| <p>1. A team that includes classroom teachers and administrators leads and is accountable for common understanding and implementation of the CCSS.</p> | 2 | <ul style="list-style-type: none"> • All grade levels, are represented, but ELL program is not. • ILT meetings are scheduled but reading leadership team (RLT) mtgs “trump” ILT mtg times. • Only math and literacy coaching staff deeply understands CCSS and the ILT has not studied ELP standards. • There is a plan for CCSS ELA and math, but | <ol style="list-style-type: none"> 1. Invite bilingual program coach to join ILT. (July 2015) 2. Merge RLT into the ILT to eliminate competing mtgs. (July 2015) 3. Co-construct with bilingual program services lead coach (1) six week inquiry cycles for ILT members on English language acquisition: 1) Assess student needs, 2) Develop capacity to meet student needs through collaborative study/safe practice/debrief, | <ol style="list-style-type: none"> 1. Use <i>The WIDA Standards Framework and its Theoretical Foundations and Academic Achievement for English Learners, What Can We Reasonably Expect?</i> (Boals, Cook and Lundberg, 2011) as core readings for the inquiry cycles. 2. Aspen ILT and LASW PD module at aspendr1.org |

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| <p>2. The leadership team establishes common expectations for CCSS-aligned instructional practice. School personnel use observation tools to support and assess this practice in mathematics, English language arts, science, social studies, and technical subjects.</p> | | <p>nothing for ELP yet.</p> <ul style="list-style-type: none"> • ILT agreed to use data from ghost walks, Learning walks, and LASW, but these data are not examined in ILT mtgs. • ILT has not learned, nor discussed, the change process and strategies for managing changes of this magnitude. | <p>and 3) Evaluate results. (Jan Feb 2016 Cycle 1)</p> <p>4. Use observational data from classroom walkthroughs and ghost walks to gather baseline data on use of targeted ELD strategies. (Second semester SY 2015-16)</p> <p>5. Look at Student Work on a monthly basis to deepen ILT member knowledge of CCSS and ELP standards. (Second semester SY 2015-16)</p> <p>6. Schedule summer ILT retreat to include work on CBAM change process and trust building exercises. (June 2016)</p> | |
| | 2 | <ul style="list-style-type: none"> • CCSS and ELP standards are seen as separate from one another and are not viewed as part of the non-ELA , ELD and math classrooms. • The ILT communicated a school wide priority on evidence based writing. • Feedback to teachers by | <p>1. ILT will create a specific SMARTe goal and related action steps to outline expectations and supports to ALL content area teachers on evidence-based writing and targeted ELP strategies. (Aug 2015)</p> <p>2. ILT will study how to infuse the teaching of evidence based</p> | <p>1. LDC Framework, modules and teaching tasks</p> <p>2. Hillock's <i>Teaching Argument Writing and Teaching Argument Writing to ELLs</i>.</p> |

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| | | <p>coaches and supervisors is focused on the Framework for Teaching domains with few references to CCSS or ELP specific pedagogy.</p> | <p>writing across all content areas and will begin research/study groups with their teacher teams. (Sept-Oct 2015)</p> | |
| <p>3. Ongoing professional learning, including feedback and coaching systems, is focused on deepening educator knowledge of and facility with the CCSS.</p> | <p>1</p> | <ul style="list-style-type: none"> • No multi-year learning plan in place • No system in place to assess effectiveness of professional learning • Professional learning is a series of single session discussions. • Common planning time is used to deal with discipline and student based issues. | <p>1. Coaches on the ILT will facilitate a six week inquiry cycle on evidence based writing for the ILT. The cycle will include 1) Assess student needs, 2) Develop capacity to meet student needs through collaborative study/safe practice/debrief, and 3) Evaluate results. (Sept-Oct 2015)</p> <p>2. Following the six week cycle, coaches will observe two ILT members teaching evidence based writing and will provide feedback and explicit next steps to the teacher (or administrator) observed. (Oct 2015)</p> <p>3. Second semester, ILT members will begin facilitating LASW with their teacher teams</p> | <p>1. <i>Instructional Coaching: A Partnership to Improving Instruction, Knight (2007)</i> 2. <i>Designing Training and Peer Coaching: Our Needs for Learning, Joyce and Showers (2002)</i></p> |

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| | | | to deepen teachers' understanding of the standards and rigorous tasks to promote evidence-based writing. | |
| 4. School personnel use data from a CCSS- aligned assessment system (including interim/benchmark and summative assessments as well as ongoing collection of student work) to inform instruction and gauge effective implementation of CCSS. | | | 1. 2. 3. | |
| 5. Instructional resources, whether purchased or developed, are aligned to the CCSS.\ | | | 1. 2. 3. | |
| 6. Families and communities are engaged in supporting the success of the CCSS. | | | 1. 2. 3. | |
| 7. Decisions about staffing, time, and spending reflect a prioritization of the CCSS. | | | 1. 2. 3. | |