ECTAC Coordinators Meeting December 7, 2014

An Example of a cNA Framework Based on the 5 Essentials For Use in Step Zero

Adapted from elements in the 5 Essentials

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| **Ambitious Instruction** (High expectations for academically demanding instruction are supported and implemented) | | | | |
| **5 Essentials Element (Title I SWC)** | **Description** | **Needs Assessment Questions (Component 1)** | **Possible Data Sources** | **Sample Indicators** |
| [Course Clarity](#_bookmark1)  (Components 8, 9) | Students are provided clear learning goals and instruction that supports achievement. | * Do curriculum and materials align with the Florida Standards? * Do students track their progress toward learning goals? | * Feedback from grade level leaders, resource teachers, curriculum specialists * Data chats, student led conference schedules * Student survey results | * Curriculum gaps with Florida Standards * Regularly scheduled, meaningful feedback to students on learning progress |
| [English Instruction](#_bookmark2)  (Components 8, 9) | Students interact with course material and one another to build and apply critical reading and writing skills. | * Are student subgroups meeting grade level proficiency goals in English Language Arts? | * FSA results * District and school assessment results (e.g., FAIR, i-Ready) | * % of subgroup students meeting FSA ELA learning targets * % of students meeting grade level learning targets on state and local ELA assessments |
| [Math Instruction](#_bookmark3)  (Components 8, 9) | Students interact with course material and one another to build and apply knowledge in their math classes. | * Are student subgroups meeting grade level proficiency goals in Mathematics? | * FSA results * District and school assessment results (e.g., USA Test Prep, i-Ready) | * % of subgroup students meeting FSA Math learning targets * % of students meeting grade level learning targets on state and local Math assessments |
| [Quality of Student Discussion](#_bookmark4) (Components 8, 9) | Students participate in classroom discussions that build their critical thinking skills. | * Does classroom instruction reflect cooperative learning opportunities and student interaction in addressing learning objectives? | * Classroom walkthrough, observation results | * Classroom observation trends reflecting effective student engagement practices (e.g., Marzano strategies) |

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| **Ambitious Instruction** (High expectations for academically demanding instruction are supported and implemented) | | | |
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| Course Clarity  Students are provided clear learning goals and instruction that supports achievement. | * Do curriculum and materials align with the Florida Standards? * Do students track their progress toward learning goals? |  |  |
| English Instruction  Students interact with course material and one another to build and apply critical reading and writing skills. | * Are student subgroups meeting grade level proficiency goals in English Language Arts? |  |  |
| Math Instruction  Students interact with course material and one another to build and apply knowledge in their math classes. | * Are student subgroups meeting grade level proficiency goals in Mathematics? |  |  |
| Quality of Student Instruction Students participate in classroom discussions that build their critical thinking skills. | * Does classroom instruction reflect cooperative learning opportunities and student interaction in addressing learning objectives? |  |  |
| **Barriers** | | | |
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| **Resources** | | | |
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| **Strategies** | | | |
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| **Collaborative Teachers** (School leadership supports teacher teams which are committed to the school, engage in strong professional development and work together to improve the school.) | | | | |
| **5 Essentials Element (Title I SWC)** | **Description** | **Needs Assessment Questions (Component 1)** | **Possible Data Sources** | **Sample Indicators** |
| Collective  Responsibility  (Components 3, 4) | Teachers share a strong sense of responsibility for student development, school improvement, and professional growth. | * Do grade level/ instructional teams meet on a regular basis to review strategies to address student instructional needs? * Are teachers participating in professional development that supports student and school goals? | * Teacher team summary / action plans * Professional development records | * Grade level Instructional plans reflecting a focus on academic areas of concern * Professional development participation aligned with school goals |
| Quality Professional Development  (Components 3, 4) | Professional Development is rigorous and focused on student learning. | * Is professional development ongoing and based on identified student learning goals? | * Professional development listed in school plan * Professional development records | * Professional development plans aligned with school goals that incorporate pd follow-up and review * Professional development focusing on student mastery of Florida Standards |
| School Commitment (Components 3, 4) | Teachers are deeply committed to the school. | * Do teachers work together to support school improvement? | * Instructional/ grade team meeting action plans * Teacher/ climate Survey | * Instructional/ grade team meeting actions plans that support school goals * Teacher survey results that reflect approval/ satisfaction with school climate and direction |
| Teacher-Teacher Trust  (Components 3, 4) | Teachers are supportive and respectful of one another, personally and professionally. | * Is there a collaborative relationship among the teachers? | * Teacher coaching and mentoring assignments * Teacher surveys | * Number of teacher coaching and mentoring opportunities * Teacher survey results indicating support from colleagues |

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| **Effective Leaders** (Leadership at all levels work together to implement a clear, strategic vision for school success.) | | | | |
| **5 Essentials Element**  **(Title I SWC)** | **Description** | **Needs Assessment Questions (Component 1)** | **Possible Data Sources** | **Sample Indicators** |
| Problem Solving  (Components 2, 5,10) | The principal considers multiple perspectives in assessing the utility and effectiveness of current and potential programs and strategies. | * Is school data analyzed by leadership team in making decisions about student learning gains and program improvement? * Is the effectiveness of new programs and strategies assessed in relation to school goals? | * Leadership team meeting summaries and plans * Data team meeting outcomes * School instructional goals * Outcome data from program and strategy review | * Meeting summaries from data and leadership team meetings showing effective use of data analysis to address issues * School goals based on data supported needs areas |
| Principal Instructional Leadership  (Components 2, 5,10) | The principal is an active and skilled instructional leader who sets high standards for teaching and student learning. | * Does the principal demonstrate leadership in the setting and supporting of high instructional standards? * Is professional development provided that is based on teacher and student needs? | * School instructional goals * Grade/ instructional, data team meeting outcomes * Classroom walkthrough results * Professional development records | * School plan reflecting challenging instructional goals * Classroom observation trends reflecting effective instructional strategies |
| Program Coordination  (Components 2, 5,10) | School programs are coordinated and consistent with school  goals for student learning. | * Are school programs coordinated to reflect common school learning goals and to avoid fragmenting students? | * Supplementary program and intervention plans and materials * Master school schedule | * Pursuit of school goals reflected across programs and interventions * Correlation of instruction and materials with Florida Standards |
| Teacher-Principal  Trust  (Components 2, 5,10) | Teachers and principals share a high level of mutual trust  and respect. | * Does the school culture reflect an environment of professional respect and cooperation between principal and faculty? * Is there evidence of shared leadership between principal and faculty? | * Climate and staff survey results * Leadership Team membership that includes teachers | * Survey findings reflecting teacher belief that shared leadership is practiced by school administartors |

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| Principal Instructional Leadership The principal is an active and skilled instructional leader who sets high standards for teaching and student learning. | * Does the principal demonstrate leadership in the setting and supporting of high instructional standards? * Is professional development provided that is based on teacher and student needs? |  |  |
| Program Coherence  School programs are coordinated and consistent with its goals for student learning. | * Are school programs coordinated to reflect common school learning goals and to avoid fragmenting students? |  |  |
| Teacher-Principal Trust  Teachers and principals share a high level of mutual trust and respect. | * Does the school culture reflect an environment of professional respect and cooperation between principal and faculty? * Is there evidence of shared leadership between principal and faculty? |  |  |
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| **Supportive Environment** (The school is safe and orderly with a culture reflecting support and high expectations for student success) | | | | |
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| Teacher Support for Students  (Components 5, 6, 7, 8, 9) | Teachers support students in a personal and professional manner in pursuit of student academic goals. | * Does the classroom environment support student achievement for students at all learning levels? | * Classroom walkthrough, observation results * Student surveys | * Teacher-student interaction trends reflecting supportive instructional practices * Survey results showing students believe teachers are supportive of their academic goals |
| Safety  (Components 5, 6, 7, 8, 9) | Students feel safe both in and around the school building, and while they travel to and from home. | * Does the school reflect a safe and orderly learning environment? | * Climate, parent and student surveys      * Classroom and behavior management procedures | * Survey results indicating that students and parents believe the school is a safe and orderly learning environment * Discipline procedures are implemented consistently and equitably |
| High Expectations for Student Success  (Components 5, 6, 7, 8, 9) | The school expects all students to achieve academic success and promotes college and career readiness. | * Do the school leadership and faculty have high expectations for the success of all students? * Does the school implement support systems and procedures such as MTSS in a way that most effectively supports student success in the classroom? | * Climate, parent and student surveys * List of resources, programs and interventions for students at risk of not meeting state standards | * Survey results finding that students and parents believe school leadership and staff are committed to academic success for all students      * Evidence of programs and interventions that effectively assist struggling students |
| Student-Teacher Trust  (Components 5, 6, 7, 8, 9) | Students and teachers share a high level of mutual trust and respect. | * Does the school culture reflect a learning environment where students trust and respect their teachers? | * Student and climate surveys | * Survey results showing evidence of a “family” atmosphere in the school culture with students believing teachers sincerely work toward their success |

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| **Involved Families** (A system-wide effort to build strong relationships with families and community in supporting learning) | | | | |
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| Human and Social Resources in the Community  (Component 6) | Students come from communities where there are adults they can trust who provide a safe environment. | * Has the school developed relationships with community and business partners to help support student learning? * Does the school provide assistance to families in locating needed community resources? | * List of business and community partners * List of methods and opportunities the school uses to inform parents of community resources | * Involved community partners who are committed to supporting school efforts * Procedures for informing and directing parents to community resources for identified family needs |
| Outreach to Parents  (Component 6) | The school creates a welcoming and communicative environment for all parents. | * Does the school provide a welcoming environment for families? * Do parents receive regular feedback on their child’s learning? | * Parent Survey Results * Teacher methods of communication with parents | * Survey results showing positive parent perception of school environment and teacher communication |
| Teacher-Parent Trust  (Component 6) | Teachers and parents are partners in improving student learning. | * Does the school provide opportunities for parent input in school decisions?      * Is the school perceived by parents as soliciting and valuing their input? | * Membership of school planning and oversight groups * Parent survey results | * Parent participation in SAC and school planning teams * Survey results showing parents believe teachers value their input |
| Parent Involvement in School  (Component 6) | Parents are active participants in their child's schooling. | * Do parents participate in school functions? * Does the school provide opportunities for parents to learn how they can support their child’s learning at home? | * Parent attendance at school meetings, trainings, conferences related to student achievement * Parent trainings and opportunities for facilitating their child’s learning | * Number of parents attending school functions related to student achievement * Number and type of parent activities designed to increase parent capacity to support their child’s learning |

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