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
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| [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
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| [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 InstructionStudents 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?
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| **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** |
| CollectiveResponsibility(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 schoolgoals 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-PrincipalTrust(Components 2, 5,10) | Teachers and principals share a high level of mutual trustand 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?
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| Program CoherenceSchool 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?
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| **Supportive Environment** (The school is safe and orderly with a culture reflecting support and high expectations for student success) |
| **5 Essentials Element****(Title I SWC)** | **Description** | **Needs Assessment Questions (Component 1)** | **Possible Data Sources** | **Sample Indicators** |
| 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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| Safety 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?
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| **Involved Families** (A system-wide effort to build strong relationships with families and community in supporting learning) |
| **5 Essentials Element****(Title I SWC)** | **Description** | **Needs Assessment Questions (Component 1)** | **Possible Data Sources** | **Sample Indicators** |
| 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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