

**Nixa Public Schools
Strategy Implementation Guide 2021-2022**

Critical Components	Gold Standard (Tight)	On Track (Right)	Off Track (Lite)
<p>Educators work in collaborative teams and take collective accountability for student learning.</p>	<p>Teams meet to address PLC critical questions and focus on collective accountability for all student learning.</p> <p>Roles, norms, goals, and processes are focused on sharing and improving best practices.</p> <p>Data-driven decision-making results in a higher level of learning through a focus on targeted student needs.</p>	<p>Teams meet to address PLC critical questions.</p> <p>Roles, norms, goals, and processes are clear and observable.</p> <p>Data is analyzed and discussed.</p>	<p>Teams meet, but PLC critical questions are not addressed.</p> <p>Roles, norms, goals, and processes are unclear and/or unobservable.</p> <p>Data is collected, but is not analyzed and does not produce desired student learning outcomes.</p>
<p>Collaborative teams implement a guaranteed and viable curriculum unit by unit.</p>	<p>Teams use identified, unwrapped Essential Standards, learning targets, and pacing guides to ensure student mastery of essential standards.</p> <p>Teams use backwards design to develop guaranteed and viable curriculum.</p> <p>Teams collaborate with district level leaders/specialists.</p> <p>Teams collectively reflect to improve curriculum implementation.</p>	<p>Teams identify and unwrap essential standards, develop learning targets, and utilize district pacing guides.</p> <p>Teams use backwards design to plan curricular units.</p> <p>Teams seek support from district-level leaders and specialists.</p> <p>Teams collectively reflect on curriculum implementation.</p>	<p>Teams/individuals plan lessons based on personal preference, non-district approved curriculum, and/or internet resources in isolation.</p> <p>Teams/individuals make curricular adjustments arbitrarily.</p> <p>Work by educators does not produce desired student learning outcomes.</p> <p>Individual teachers reflect on curriculum implementation.</p>
<p>Collaborative teams monitor student learning through an ongoing assessment cycle that includes frequent, team-developed, common formative assessments.</p>	<p>Teams work collectively to create CFAs based on Essential Standards and their learning targets prior to instruction taking place.</p> <p>Teams determine proficiency, utilize protocols, and have established timelines for CFAs.</p> <p>Teams give CFAs over all essential standards as part of the assessment cycle.</p> <p>Teams reflect on, analyze, and revise CFAs.</p>	<p>Teams work collectively to create CFAs aligned to essential standards.</p> <p>Teams determine proficiency and timelines for CFAs.</p> <p>Teams give CFAs over most essential standards.</p> <p>Teams review CFAs for validity.</p>	<p>Individual teachers create CFAs for the team.</p> <p>Assessment protocols and proficiency vary from teacher to teacher.</p> <p>CFAs are delivered on an inconsistent basis over some essential standards.</p> <p>CFAs are created based on previous instruction or too many standards.</p>

<p>Educators use results of common assessments to improve individual practice, build the team's capacity to achieve goals and intervene and extend on behalf of students.</p>	<p>Teams use protocols to efficiently and effectively analyze CFAs and summative data to identify which individuals and groups of students need more time, support, and/or extension.</p> <p>Teams collectively retain, refine, and replace instructional practices through targeted team inquiry and learning to promote student growth.</p> <p>All team members share analyzed data in an open and safe environment.</p>	<p>Teams analyze CFAs and summative data to identify which students need more time and support.</p> <p>Teams refine current instructional practices.</p> <p>All team members share data.</p>	<p>Teams review CFAs and summative results to generate grades or monitor student progress without effective data analysis.</p> <p>Teachers wait to analyze individual data until team meetings or not at all.</p> <p>Work by educators does not produce desired student learning outcomes.</p>
<p>The school provides a systematic process for intervention and extension.</p>	<p>Dedicated and protected time is provided in the master schedule for organized interventions and extensions without missing essential instruction.</p> <p>Teams design targeted interventions and extensions of grade-level essential standards based on results from common formative and end-of-unit assessments.</p> <p>Teams consistently provide targeted interventions and extensions for all students on grade level essential standards and learning targets.</p> <p>Teams monitor student response to interventions to make adjustments and/or seek schoolwide support.</p>	<p>Dedicated and protected time is provided in the master schedule for organized interventions and extensions.</p> <p>Teams design targeted interventions of grade-level essential standards based on results from common formative and end-of-unit assessments.</p> <p>Teams provide targeted interventions on grade-level essential standards and learning targets.</p> <p>Teams monitor how each student responds to the interventions and extensions.</p>	<p>The time provided for interventions and extensions is not protected, dedicated, or organized.</p> <p>Teachers design interventions in isolation or without using data that are not on grade-level standards.</p> <p>Teams provide inconsistent interventions.</p> <p>Teams rarely monitor the progress of student's response to interventions.</p>

