



Priority Schools

in a PLC at Work™

Progress Check for March 2022

District: Huntsville, Texas

School: Scott Johnson Elementary

Principal: Jennifer Barnes

Date: 3/04/2022

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Purpose of the Progress Check for Continuous School Improvement

The Progress Check for Continuous School Improvement is utilized to determine how the school is performing in relation to the Critical Practices and Guiding Principles to be leveraged in the Professional Learning Community process. The process is data-driven and objectively identifies a school's strengths as well as opportunities for improvement. This report offers specific direction for school improvement based on the findings.

School Improvement for All Rating Categories

Level 0 – We haven't discussed this yet

We are not yet engaged in this action, nor have we discussed how to begin implementing it in a way that will produce student learning results.

Level 1 – We are just beginning to talk about this

We have only just now learned we need to do this action or have initiated some work related to the action without a clear vision or idea how to proceed. This is not yet being implemented.

Level 2 – We are attempting to do this

We have started this action though at times teams are told to do it without understanding why the work is critical to improve student learning. Some staff will resist the work.

Level 3 – We are intentionally practicing this with room to grow

We are clear about the action and intentionally working to implement it, though there may still be needs for significant revision in the process. Teachers understand the importance of the action and many not yet have efficient and effective strategies for its full implementation.

Level 4 – We are embracing this as part of our routines and culture

We implement the action routinely, regularly monitor results, and adjust team practices and actions as needed when analyzing student learning of standards on a unit by unit basis.

Major Findings in Examining Critical Practices and Guiding Principles for Continuous School Improvement

Culture of Success

A culture of success supports a safe, orderly, and equitable learning environment. There is an expectation of high levels of learning for all and culture of doing whatever it takes for each student to succeed. Creating Collective Commitments is a first step in establishing a culture of success.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Some staff work to create classroom cultures focused on student learning and/or safety.	Most staff work to create a culture focused on student achievement or safety with defined behavioral expectations.	Staff works to create a culture focused on student achievement and safety through behavioral expectations.	Staff works to create a culture steeped in equity and respect with a focus on student achievement and safety through positive behavioral expectations.
Few staff members believe in and practice the three improvement principles: (1) do not blame the kids, (2) learning is required, not optimal and (3) hope is not a strategy.	Some staff members believe in and practice the three improvement principles: (1) do not blame the kids, (2) learning is required, not optimal and (3) hope is not a strategy.	All staff believe in and practice the three school improvement principles: (1) do not blame the kids, (2) learning is required, not optimal and (3) hope is not a strategy.	Staff members believe in and practice the three school improvement principles and hold each other accountable for them daily.
Some student successes are celebrated publicly.	Student successes are celebrated publicly.	Teacher and student successes are recognized.	Teacher, student, and team successes are recognized and celebrated in routine and systematic ways.

Overall Rating

Level 3- Practicing

Evidence and Justification

The staff have created safe and caring learning environment for all students at Scott Johnson Elementary School due to the heavy emphasis on social and emotional well-being. They have also made ensuring high levels of learning for all students is the culture. They are creating and implementing systems to ensure these beliefs become reality. For example, the school has strengthened their MTSS system so it is not left up to individual teachers.

To reach embracing I would want to the pattern of these efforts to indicate sustainability.

Engaging in the Right Work

Implementation of an ongoing process in which educators work collaboratively in recurring cycles (unit by unit) of collective inquiry and action research to achieve better results for the students they serve. Collaboration is the engine that drives the school improvement process. Teams focus on answering four critical questions that guide the process and ensure everyone is engaged in the right work.

Professional Learning Communities

In a Professional Learning Community, teachers and adult stakeholders focus on three big ideas:

1. A Focus on Learning
2. A Collaborative Culture and Collective Responsibility
3. Results Orientation

It is recommended that collaborative teams meet a minimum of 60 minutes per week to address these three big ideas and the four critical questions that follow. Teams also need to have foundational pieces in place that include functional norms, purposeful agendas, and SMART goals.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Collaborative teams discussed norms but may not have a written record. Norms do not address the behavioral issues on the team impacting an effective focus on student learning.	Collaborative teams have written norms though they are more general to meeting behaviors without specifics to the work of the collaborative team (e.g., come on time, be prepared, etc.)	Collaborative teams have written norms to be referenced and used. Norms include desired teacher behaviors to include norms for accountability and consensus.	Every teacher on each collaborative team operates using team norms to include norms for accountability and consensus. Team members hold one another accountable to the norms as needed.
Collaborative teams sometimes use agendas or stray from agendas created and lack a consistent way to store artifacts created.	Collaborative teams use agendas for most meetings and/or save work in binders for future use.	Collaborative teams use agendas and record team work in electronic folders for team access.	Collaborative teams create agendas before meetings, routinely use protocols, and save team work and data in electronic folders for team access.
Collaborative teams have a SMART goal with or without action steps and seldom refer to the goal.	Collaborative teams have a SMART goal with limited to no action plan and reference it when directed to.	Collaborative teams have SMART goals with action steps that drive their work and are used for celebration.	Collaborative teams have SMART goals with action steps that drive their work and are used for celebration. Teams routinely monitor their progress and make adjustments as needed.

Overall Rating

Level 3 Practicing

Evidence and Justification

Teams have norms and are using them to hold each other accountable to the work. Not all teams have system to guarantee consensus.
Goals are being used by teams as well as by students to track their progress and growth. Including professional practice is an essential next step.

Critical Question 1

What is it we want our students to know and be able to do?

A guaranteed and viable curriculum (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time allotted. Teachers must work collaboratively to determine the guaranteed and viable curriculum for each course and grade level. The essential learnings are derived from the state standards and broken down into learning targets.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Collaborative teams do not reference a common pacing guide and may use curriculum suggestions and topics as a general progression of learning.	Collaborative teams use a district pacing guide and may give common assessments on different, but close, dates.	Collaborative teams create and follow a clear scope and sequence which identifies standards students will learn in a given calendar window with clear common assessment dates.	Collaborative teams reference unit plans and a common scope and sequence to ensure students will learn all of the essential standards for the year before the start of each unit. They make adjustments as needed.
Collaborative teams discuss the topics students will learn without necessarily referencing standards or proficiency.	Collaborative teams discuss standards students are going to learn.	Collaborative teams unpack standards in a unit to develop a shared understanding of what students must know and be able to do.	Collaborative teams unpack standards and record their work in unit plans with examples to clarify what students must do to be proficient with standards.
Collaborative teams do not create student learning targets or use different student learning targets across the team.	Collaborative teams use book objectives and student learning targets and change them daily.	Collaborative teams generate student learning targets to use throughout a unit with students.	Collaborative teams create student learning targets and use them with students for reflection and goal setting.

Overall Rating

Level 3- Practicing

Evidence and Justification

Teams have a pacing guide that they have created. They are determining the pacing of essentials as well as supporting standards. All essentials are being unpacked into learning targets that are used with students.

The use of exemplars will benefit both teams as they are clear on what proficiency looks like and students as they are clear on what is expected.

Teams have embraced the work as theirs and are leading their work.

Critical Question 2

How will we know if each student has learned it?

The teachers collaboratively create common formative and summative assessments to help students acquire agreed upon knowledge and skills. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis, to inform the teachers of the effectiveness of their practices, and to provide scaffolding to students. SMART goals are established to monitor the progress made.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teams create the common assessment near the end of the unit and it may or may not match the standards to assess. Proficiency and common scoring agreements may or may not be determined.	Teams create the common assessment at the start of the unit and most items are aligned to the standards and targets. Scoring agreements and proficiency may or may not be determined.	Teams create common assessments before the unit begins. Items are clearly aligned to the learning targets and standards and student proficiency is determined through common scoring agreements.	Teams create common assessments before the unit begins, align items, and emphasize priority standards. The assessment has enough items to determine proficiency and includes common scoring agreements.
Teams quickly glance at data, use averages, or analyze data for a few teachers who gave the assessment on a given day.	Teams wait to look at data until all team members have given the assessment and then move on (this means some students have the data immediately and others wait a long time).	Teams analyze data from the common assessment given on the same day and teachers determine next instructional steps.	Teams analyze data from common assessments given on the same day to determine next instructional steps and students analyze and reflect on their data to make learning goals.

Overall Rating

Level 3- Practicing

Evidence and Justification

Teams are creating common assessments prior to instruction. The time frame in which teams analyze and respond to data has been tightened up. Teams are hungry for data. A pattern of quick data analysis and response will facilitate move to embracing.

Critical Question 3

How will we respond when some students do not learn it?

A multi-tiered system of interventions in a school wide plan ensures that every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The intervention occurs during the school day and students are required to devote the extra time and secure the skills. This is a collective school wide responsibility.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers acknowledge some students need interventions that they identify with common assessment data but move on to the next lesson regardless.	Teachers make an individual plan to address interventions as necessary based on classroom data or from a common assessment.	The collaborative team creates interventions based on data from common assessments.	The collaborative team creates and determines the effectiveness of team interventions based on data from common assessments.
Some students needing intervention receive it during a lesson through differentiation.	Students needing intervention have varied experiences based on individual teacher classroom implementation.	Every student needing the intervention has access to it, whether the team decides to implement it during core instruction or during an alternate time in the school day.	Every student needing the intervention is required to devote extra time and support to learn during the school day.

Overall Rating

Level 3- Practicing

Evidence and Justification

Teams are using the school wide huddle time to provide intervention and extension as determined by team created assessments.

Using student goals and reflection will help students own their learning and create commitment to learning.

Critical Question 4

How will we extend the learning for students who have demonstrated proficiency?

Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. This group of students will engage in extensions of learning connected to the essentials.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers acknowledge some students need extensions that they identify with common assessment data but move on to the next lesson regardless.	Teachers make an individual plan to address extensions as necessary based on classroom data or from a common assessment.	The collaborative team creates extensions based on data from common assessments.	The collaborative team creates and determines the effectiveness of team extensions based on data from common assessments.
Some students needing extension are routinely asked to help others during lessons.	Students needing extensions have varied experiences based on individual teacher classroom implementation.	Every student has access to extension activities based on non-priority standards.	Every student who demonstrates the need to extend learning has access to an extension to the unity and priority standards being currently taught.

Overall Rating

Level 3- Practicing

Evidence and Justification

Teams are using the school wide huddle time to provide intervention and extension as determined by team created assessments.

Shifting from All to Each

School schedules, operational systems, grouping of students, and any activities impacting student learning are all focused to provide each student with the necessary skills and knowledge to become proficient in the guaranteed and viable curriculum. All decisions are made with this purpose as the most crucial goal.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers independently try to create time for interventions, as needed, often running out of time for core instruction or intervention.	Teams create time in the school day by carving time out of core instruction to implement team created interventions, as needed.	Time is built into the school day in addition to core instruction for collaborative teams to implement team created interventions, as needed.	Time is built into the school day in addition to core instruction and teams use data to determine its best use to implement team created interventions, as needed.
Teachers only give intervention or remediation support in class through differentiation or sending students to another adult on campus.	Teams determine students in need of intervention and remediation and work to give additional instruction to topics.	Teams routinely determine students in need of intervention and remediation and offer the additional targeted and specific learning for an established period of time using appropriate staff members.	Teams routinely determine students in need of targeted interventions and remediation and monitor the effectiveness of learning in each.

Overall Rating

Level 4- Embracing

Evidence and Justification

Teams are using the school wide huddle time to provide intervention and extension as determined by team created assessments.

Leadership for Learning

The leadership team or guiding coalition comprised of teachers and administrators will be established to lead and monitor the school improvement processes that ensure learning for all. The building principal is responsible for implementing the Professional Learning Community at Work framework with fidelity. This includes but is not limited to data review weekly, scheduling, protecting instructional time, and supporting teachers with embedded professional development and time to do the work.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Team contains volunteer teachers and staff.	Team contains previously designated leaders or rotating leaders.	Team contains teachers with characteristics including change agent, expert, credible, and leader.	Team contains teachers with characteristics including change agent, expert, credible, and leader, and re-evaluates members each year with entrance and exit interviews.
Team focuses on every issue and may spend more time on complaints and ideas for first-order change than student learning.	Team leads the work of school improvement, but may be focused on first-order change.	Team models and leads the work of school improvement.	Team models, monitors with feedback, and leads the work of school improvement.
Team looks at data related to student achievement and demographics.	Team gathers and analyzes data related to demographics and student learning.	Team gathers and analyzes a full picture of data to determine the root issues to address to improve learning.	Team gathers and analyzes data from all stakeholders routinely and in a location that leadership can easily access.
A school mission, vision, collective commitments, and SMART goals to guide the work may have been previously written but is seldom referenced or used to guide the work. Not all staff know the documents exist.	Team has established a mission, vision, collective commitments, and SMART goals to guide the work, but not all staff members had a voice in the process or can articulate the work.	Team has established a mission, vision, collective commitments, and SMART goals to guide the work.	Team has established a mission, vision, collective commitments, and SMART goals to guide the work and involved community members in the process with plans for continual revision as needed.

<p>Teachers wait to be told what to do (and will do it) but are not clear about what is tight and loose in the work of school improvement.</p>	<p>The work of collaborative teams is all designated as tight and teams are on rigid schedules of what to address and when, but may not be clear about why.</p>	<p>The team is clear about what is tight and what is loose in the work of school improvement.</p>	<p>Teams are clear about and commit to what is tight and what is loose and it is evident in their products of collaboration.</p>
<p>Team relies on collaborative teams to create their own necessary system and protocols to address academics and behavior.</p>	<p>Team creates necessary school wide systems and protocols so they can address academics or behavior.</p>	<p>Team creates necessary schoolwide systems and protocols so collaborative teams can address academics and behavior.</p>	<p>Team creates necessary schoolwide systems and protocols to address academics and behavior. Collaborative teams explicitly teach students the system for behaviors and protocols for learning.</p>

Overall Rating

Level 3- Practicing

Evidence and Justification

The leadership team is comprised of team representatives. While many decisions may be made a district level the team is deciding how to implement and what it means for the school. Instructional coaches are filling the role of coach more and facilitator less. Teams are using SMART goals, student goal setting and reflection is happening. We are looking for sustainability with those things.

The inclusion of all stakeholders is the next step in shared leadership.

Engaging Students in Owning Their Learning

Schools and teachers adopt and ensure a growth mindset to improve achievement for each student. Students set their own learning goals in the form of SMART goals and track their own growth. Teachers create learning opportunities that personalize and engage students in owning their learning by learning target, bringing meaning to the process.

Level 1 Beginning	Level 2 Attempting	Level 3 Practicing	Level 4 Embracing
Teachers seldom ask students to self-reflect.	Teachers ask students to self-reflect occasionally.	Teachers across the team have consistent routines and protocols for students to self-reflect.	Teachers across the team tie all learning to learning targets so students consistently reflect using evidence of their learning.
Students just try to do better from one common assessment to the next with no clear goals or use averages or an overall percentage from common assessment data to make a general goal.	Students are given learning goals by target based on their common assessment data.	Students use their common assessment data to make learning goals by target.	Students analyze and reflect on their common assessment data to make learning goals by target and a plan to achieve them.

Overall Rating

Level 3- Practicing

Evidence and Justification

Students are engaged in understanding what the learning targets are, what the criteria for success is, what proficiency looks like and have a way to track their progress toward proficiency and their goal. Learning progressions are being used by teams. These allow students to track their progress and determine their strengths and weaknesses.