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| **Instruction** | | | | |
| **INITIATIVE** | **PRE-INITIATION STAGE** | **INITIATION STAGE** | **DEVELOPING STAGE** | **SUSTAINING STAGE** |
| **Effective Instructional Strategies** | I Instructional strategies at the school emphasize the memorization of content and repeated practice of isolated skills. Staff believe that all learners should be exposed to the same strategies regardless of learning style or cultural background. | \* The instructional lesson/unit plans of some staff members are written to take into account the diverse needs of their students.  Individual teachers are exploring effective instructional strategies and are beginning to implement new strategies in the classroom. | \* Some instructional lesson/unit plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge.  Technology is an important component in the differentiation of instructional strategies. | All instructional lesson/unit plans have components built from insights on modern learning research, such as activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge.  Structured practices are in place for staff to research and implement effective instructional strategies. Written documentation exists which outlines effective instructional strategies implemented including the effective use of technology.  A system is in place to monitor and evaluate the effectiveness of instructional strategies being employed at the school.  Instructional strategies are selected to align to the type of learning target (knowledge, reasoning, skill, performance or disposition) of the benchmark(s) and the matched assessment method(s) selected. |
| **Response to Intervention** | * Planning for school wide interventions is beginning * PD for classroom interventions has taken place * Guaranteed and viable curriculum is being developed * Individual use of formative assessments for classroom interventions is taking place | * Using data to determine the need for school wide intervention (what, why?) * Implementing some of the researched interventions * Starting to build common formative assessments * Some teachers are differentiating instruction in Tier I * PLC sharing of classroom Tier I, Tier II, and Tier III interventions | * Schoolwide Tier II and Tier III interventions in place * PLC using common assessments based on an implemented guaranteed and viable curriculum * Progress monitoring is taking place regularly in Tier II and Tier III interventions * PLC planning Tier I, Tier II, and Tier III interventions * Most teachers are differentiating instruction in Tier I | * Use of data to determine the success of the intervention and re-evaluate student placement in Tier II and Tier III interventions frequently * Analyze quality of assessments and revise to make assessments that are valid and reliable * Differentiated instruction is pre-planned, already in place; already part of the scope and sequence including high end activities * A strong guaranteed and viable curriculum is in place (Tier I) |
| **Special Education Inclusion** | * All staff understand the “why” and beliefs around inclusion, PD, and built in structures and systems that support implementation of inclusion to the maximum extent possible * Building data processes are used to identify students who would benefit the most from early inclusion model | * Professional development collaboration between the special education and general education teachers by building based on individual student needs * The primary supports for students with special needs are provided in a non-mainstream setting * A limited number of students participate in core instruction inclusion­ | * Special education staff collaborate with teachers to better understand each individual students’ disabilities and what instructional strategies work best for the individual students in large group instructional settings * Numerous opportunities exist for students in special programs to integrate into mainstream classrooms * Efforts are made to provide equal access to curriculum and activities for all students | * All students participate in general education instruction and activities to the maximum extent possible based on their abilities and with accommodations and modifications as needed * Teachers collaboratively set appropriate student outcomes with access points to the CCSS/NGSS for all students |
| **STEM** | * Understanding the “what” and “why” around the beliefs of STEM. Teacher and student understanding of how STEM connects to the real world * Professional Development for all teachers on how to create project based lessons for teaching Science, Technology, Engineering, and Math | * Developing vertical alignment in STEM curriculum PreK through 12 * Some teachers are instructing students using STEM project based and/or collaborative learning activities * Two areas of STEM are taught concurrently (integrated) | * Develop guaranteed and viable curriculum aligning to CCSS /NGS appropriate for STEM. * Most teachers are instructing students using STEM project based and/or collaborative learning activities * Vertical alignment exists in STEM curriculum PreK through 12 * Three areas of STEM are taught concurrently (integrated) | * An integrated project based approach in teaching Science, Technology, Engineering, and Mathematics through real world hands on application that are highly engaging and prepare students for college and careers * All teachers are instructing students using STEM project based and/or collaborative learning activities * All areas of STEM are taught concurrently (integrated) |
| **Standards Based Grading** | * Teachers know and understand the CCSS and NGSS in teaching * The school is building a shared knowledge around the “why” of SBG * A professional development plan around SBG has been created * The school is shifting toward teacher interdependence with a focus on student learning * Few teachers in the school are in the early stages of using SBG * The school is establishing a common assessment language | * Teachers are applying the CCSS & NGSS in teaching * Professional Development Plan is being implemented * Content/grade levels have agreed essential standards * PLC’s are in the process of creating common rubrics for essential standards and common final assessments * Some teachers in the school are in the early stages of using SBG | * Common formative assessments with rubrics are used in all classrooms * Assessment data is used to inform instruction during PLC’s * Guaranteed and viable curriculums with pacing guides are in place * Most teachers in the school are in the early stages of using SBG | * Inter-rater reliability between all assessors is in place and practiced * Interdependence and accountability for student learning among both teachers and students is in place * Students and parents are involved in monitoring the students progression of learning toward mastery of the essential standards * All teachers in the school are in the early stages of using SBG |