6 ESSENTIAL SYSTEMS FOR A STRONG LEARNING CLIMATE

JCPS

1
STANDARDS IMPLEMENTATION

The school identifies essential, grade-level standards that a student must reach to demonstrate high levels of learning and commits to ensure mastery and application for all students. This serves as the foundation for instructional transformation and informs every other system in the process.

2
EFFECTIVE USE OF DATA

The school collects, analyzes, and uses key data points to inform academic and non-academic decision making.
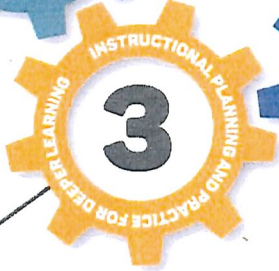
3
INSTRUCTIONAL PLANNING AND PRACTICE FOR DEEPER LEARNING

Teams of teachers and administrators collaboratively plan units, lessons, and assessments to reinforce high levels of learning and ensure mastery for all students.

4
PROGRESS MONITORING AND ANALYSIS OF STUDENT WORK

Teams of teachers and school leadership collect/review/analyze data and student work samples to determine student progress towards meeting mastery and application of standards and performance benchmarks.

5
ACADEMIC AND BEHAVIORAL SUPPORT

Teachers use academic and behavioral data to prescribe short- and long-term supports for students to meet and exceed standards and strengthen their sense of belonging.

6
INSTRUCTIONAL FEEDBACK AND PROFESSIONAL LEARNING

The District and school have identified common frameworks (leadership, content, pedagogy, systems) and use structured walkthroughs, feedback and coaching, and professional learning to improve leadership and instructional practices.

1

System Name:	**System 1: Standards Implementation**				
Definition:	The school identifies essential, grade-level standards that a student must reach to demonstrate high levels of learning and commits to ensure mastery and application for all students. _This serves as the foundation for instructional transformation and informs every other system in this process_.				
Description:	PLCs review standards and curriculum resources and teachers and leaders commit to: 1. Developing an understanding of the complexity of grade-level standards in order to avoid surface-level standard implementation; 2. Spending collaborative time planning lessons, creating formative assessments, and reviewing student work; 3. Teaching the standard at deep levels of learning and to competency; 4. Providing high-quality corrective instruction for students not meeting the standard; and 5. Monitoring individual, class, and grade-level progress toward mastery and application of the standard(s). The District has created curriculum and instructional frameworks that identify essential standards for each grade level/course in addition to articulating a culturally proficient instructional vision for the school. Administrators are actively involved in the collaborative process and assist with providing time to unpack standards, develop protocols to identify standards, make essential standards public, and track individual student/class/grade level progress.				
		Always	Often	Sometimes	Never
Success Criteria:	1. The school considers essential/need to know standards and guarantee that all students in a class/grade/level will demonstrate competency.				
	2. Teachers and administrators have a working knowledge of District curriculum and instructional frameworks including considerations for cultural responsiveness.				
	3. Administrators communicate to students and teachers the school's commitment to evaluating mastery of standards in a manner other than individual student grades.				
Ensuring Equity:	1. Student populations, including but not limited to, students of color, ECE and ELL have access to on grade level standards-based instruction.				
	2. Courses taught include the appropriate content to ensure that grade-level standards are taught.				
	3. School teams systematically monitor progress towards mastery of standards by racial/ethnic groups.				

Resources	JCPS Curriculum Framework Documents
	JCPS Instructional Framework Documents

	1	2	3	4
Initial Rating:	(little to no design)			(fully implemented and functioning)

Implementation Evidence:	

Notes and Next Steps:	

System Name:	**System 2: Effective Use of Data**				
Definition:	The school collects, analyzes, and uses key data points to inform academic and non-academic decision making.				
Description:	In this system, administrators identify clear expectations for the development and implementation of a balanced assessment system that includes both academic and non-academic data. Administrators promote a culture that values consistent assessment practices. Data is created, collected, and used at the classroom, PLC, and school level to identify strengths and weaknesses in individual and collective practices, to learn from one another, to identify areas proving problematic to students, to improve collective capacity to help all students learn, and to identify students' academic and non-academic needs. Data use supports the school goal of at least a year's worth of growth in reading and math for each student, progress towards graduates meeting academic and career readiness benchmarks, and improving behavioral and attendance outcomes.				
		Always	Often	Sometimes	Never
Success Criteria:	**Diagnostic Assessments (MAP)**				
	1. Administered and analyzed in Grades K-11 three (3) times per year.				
	2. Data used to inform				
	1. Instructional planning.				
	2. Progress monitoring.				
	3. Academic support.				
	Common Formative Assessments				
	1. Created collaboratively by teachers.				
	2. Administered frequently.				
	3. Contains a variety of formats				
	4. Data used to inform:				
	a. Instructional planning.				
	b. Progress monitoring.				
	c. Academic support.				
	District Common Assessments (Optional)				
	1. Administered and analyzed two (2) times per year in tested areas.				
	2. Administered and analyzed three (3) times per year in non-tested areas.				
	3. Data used to inform:				
	a. Instructional planning.				
	b. Progress monitoring.				
	c. Academic support.				

		Always	Often	Sometimes	Never
	Demonstrations of Learning				
	1. Products and artifacts of deeper learning based on authentic learning experiences designed to enhance the success skills identified in the *District Graduate Profile- Backpack of Success Skills*				
	2. Classroom or grade-level team rubrics and protocols are used in PLCs to ensure quality				
	3. Digital platform is utilized to collect and curate backpack artifacts.				
	Attendance				
	1. An Attendance Committee meets.				
	2. The committee reviews data, creates/revises plans, and provides individual supports through student case management.				
	Behavior				
	1. Overall behavior data is reviewed by a team consisting of teachers, administrators, and support staff.				
	2. Expectations for data entry are shared with staff members and monitored.				
	3. A Behavior Plan is created to collect and analyze data and develop improvement practices.				
	Transition Readiness				
	1. The school maintains up-to-date data regarding the number of students who are on track to successfully transition to the next level.				
	2. Academic and Transition Readiness data is reviewed frequently by a team consisting of teachers, administrators, and support staff.				
	3. Data entry is monitored.				
	Culture and Climate				
	1. A school team analyzes CSS data by student populations.				
	2. The team develops and implements action plans (i.e. CSIP/PGP) based on data analysis (ex. TELL, CSS).				
	3. The team monitors for progress and continuous improvement.				
Ensuring Equity:	4. Analysis of all data sets include disaggregation of student populations including, but not limited to, students of color, ECE, and ELL.				
	5. Racial Equity Improvement Plans include targets and strategies/activities for students of color, ECE, ELL and other special populations.				
	6. Assessments designed by teachers should be culturally sensitive and responsive to diverse needs and populations.				

Resources	Transition Readiness Name and Need Chart (HS)
	CCR Planning Tool (HS)
	Monthly/Quarterly Data Report
	Dashboards – Equity Scorecard, Behavior, CCR, Attendance, CASCADE
	Increased Engagement Toolkits - Toolkit 3. Formative Assessment
	MAP Student Growth Report Reflection Tool
	JCPS Deeper Learning Website
	MAP Implementation Guide

Initial Rating:

1	2	3	4
(little to no design)			(fully implemented and functioning)

Implementation Evidence:	

Notes and Next Steps:	

System Name:	**System 3: Instructional Planning and Practice for Deeper Learning**				
Definition:	Teams of teachers and administrators collaboratively plan units, lessons, and assessments to reinforce high levels of learning and ensure mastery for all students.				
Description:	In this system, PLC teams collaborate to: review standards identified in System 1, identify necessary skills, establish instructional pacing, create common learning targets/objectives, incorporate personalized learning opportunities, and develop common assessments. Administrators provide supports to PLCs that include time, protocols, feedback, anchor documents, etc. to reinforce working conditions that foster a strong learning climate and improve learning outcomes for all students. Collaborative PLC teams commit to: 1. Share collective ownership and responsibility for students. 2. Organize into purposeful teams (grade/vertical/content/cross-departmental). 3. Collaborate at least weekly. 4. Utilize team protocols and the quality work protocol to regularly analyze student work. Administrators commit to supporting PLC teams by: 1. Organizing PLCs into purposeful teams. 2. Valuing protected time for collaboration. 3. Providing monitoring, coaching, support, and reflection. 4. Recognizing teachers for team successes. 5. Utilizing rubrics to evaluate PLC team efficacy.				
		Always	Often	Sometimes	Never
Success Criteria:	**Standards-based Units and Lesson Design**				
	1. Teachers deconstruct standards to identify prerequisite skills/concepts/ vocabulary for lessons and units.				
	2. Teachers understand the level of complexity represented in the standard in order to adequately design learning experiences that are rigorous and advance success skills.				
	3. Unit and lesson design takes into account the cultural and social contributions of diverse student populations including, but not limited to, students of color, ECE and ELL to ensure relevance and equity.				
	4. Learning targets are developed for lessons and assignments and include age-appropriate language to provide clarity to maximize student understanding.				
	5. Teachers scaffold learning targets within units to ensure higher levels of rigor.				

	Always	Often	Sometimes	Never
6. Daily lessons close with a formative assessment of critical understanding.				
7. MAP *Learning Continuum* is used to create customized learning paths for individual groups and small group instruction.				
8. Units of study guide inquiry based on big ideas/essential questions/ authentic projects of interest.				

Instructional Pacing

	Always	Often	Sometimes	Never
1. Teachers develop a clear scope and sequence that indicates what/when will be taught/assessed while also ensuring time for personalized pacing that allows for flexibility based on student needs.				
2. Time for re-teaching or regrouping is embedded into the plan and utilizes differentiated instructional strategies.				

Personalized and Deeper Learning Strategies

Strategies are identified and incorporated that:	Always	Often	Sometimes	Never
1. Engage the learner.				
2. Activate and build on prior knowledge.				
3. Provide student choice.				
4. Contain opportunities to write critically.				
5. Promote collaboration and purposeful talk.				
6. Require students to report assessment progress and reflect on learning.				
7. Incorporate *Success Skills* relevant to the instructional lesson/unit.				
8. Contain opportunities for students to create their own products, thoughts, ideas, etc.				
9. Connect learning to audiences other than the classroom.				

MTSS High-Yield Strategies

	Always	Often	Sometimes	Never
1. A needs assessment is completed to determine *MTSS Toolkit* selection and implementation.				
2. A long-range implementation plan is created to provide training, coaching, and accountability regarding toolkit implementation.				
3. Staff engages in self-assessment and reflection to identify individual needs and progress towards strategy implementation.				
4. Classroom walkthrough processes include collection of data and guide whole-school and individual professional learning.				

		Always	Often	Sometimes	Never
	Common Formative and Performance-Based Assessments				
	1. There are multiple opportunities to demonstrate learning.				
	2. Teachers create common formative assessments that demonstrate mastery of skills and standards and administer to provide specific clarity and feedback to the learner.				
	3. Teachers develop a common understanding of performance-based criteria necessary to meet the success skill/standard.				
Ensuring Equity:	1. Lesson planning protocols include explicit considerations for cultural proficiency.				
	2. Student interests, communities, and cultural assets are taken into account when instruction is designed.				
	3. The curriculum is reflective and inclusive of multiple perspectives in order to ensure a variety of cultural contributions are represented.				
	4. Texts, examples, and resources represent the student/class population.				
	5. Assessments designed by teachers should be culturally sensitive and responsive to diverse needs and populations.				
	6. Teachers employ culturally proficient teaching strategies to enhance engagement, motivation, and relevance for students by connecting learning to prior experiences and knowledge.				
	7. Students have choice throughout their learning experiences (i.e. content, projects, assessments).				
	8. Students are able to access learning experiences by having accommodations and scaffolds for student populations including, but not limited to, students of color, ECE and ELL.				
	9. Strategies for sheltered instruction are in place for enhancing vocabulary and instructional supports for English Language Learners.				
	10. *Elements of Quality Work* are used to develop assignments in classrooms and grades that value perspectives and experiences of underrepresented populations including, but not limited to, students of color, ECE and ELL.				
Resources	Learning by Doing, "Critical Issues for Team Consideration" pp. 130-131. Tapping the Power of Personalized Learning: A Roadmap for Leaders, James Rickabaugh Institute for Personalized Learning JCPS Literacy and Numeracy Curriculum and Instructional Frameworks				

	Increased Engagement Toolkits
	Toolkit 1. Teacher Clarity
	Toolkit 2. Feedback via Engagement
	Toolkit 3. Formative Assessment
	Toolkit 4. Modes of Instruction and Student Practice
	Toolkit 5. Self-Reflection and Assessment
	Toolkit 6. Classroom Systems that Support Student Behavior
	Sheltered Instruction for ELs - Center for Applied Linguistics Practitioner Brief
	Elements of Quality Work

	1	2	3	4
Initial Rating:	(little to no design)			(fully implemented and functioning)

Implementation Evidence:	

Notes and Next Steps:	

10

System Name:	System 4: Progress Monitoring and Analysis of Student Work			
Definition:	Teams of teachers and school leadership collect/review/analyze data and student work samples to determine student progress towards meeting mastery and application of standards and performance benchmarks.			
Description:	In this system, teachers and administrators create processes for tracking individual student performance on a standard during the instructional cycle. This information is shared in PLCs to discuss corrective instructional practices (whole class and individual). Samples of student work are analyzed to identify performance trends and instructional needs. In addition, the school maintains up-to-date information regarding students trending towards meeting grade-level benchmarks and Academic and Career Technical Readiness. Administrators maintain and review student performance information in order to and provide instructional supports to ensure that all students meet standards and benchmarks.			
		Always	Often	Sometimes	Never
Success Criteria:	**Formative Classroom**				
	1. School leadership verifies progress monitoring throughout the instructional cycle.				
	2. A timeline for progress monitoring checkpoints is established.				
	3. All staff members involved in providing instructional supports to students participate in progress monitoring and reviewing student work samples.				
	4. Multiple and varied sources of data are collected, monitored, and analyzed to inform progress towards meeting mastery of standards and ensure equitable opportunities at the following levels:				
	1. Individual student.				
	2. Classroom.				
	3. Teacher.				
	4. Team/Department/Grade.				
	5. School.				
	5. PLCs use a protocol (i.e. Elements of Quality Work) to analyze student work in order to identify trends and needs and determine effective, equitable, and varied instructional practices.				
	Progress Towards MAP Growth Goals				
	1. Data review and goal setting takes place immediately following MAP administrations with:				
	a. Students.				
	b. Teachers.				
	c. Administrators.				
	d. Grade-level teams.				
	e. Parents.				

		Always	Often	Sometimes	Never
	2. School-wide strategies are planned to accelerate growth toward MAP benchmarks and mastery of standards.				
	3. Schools will analyze the percentage of students meeting growth targets to determine the effectiveness of core instruction.				
	Academic and Transition Readiness (All Levels)				
	1. MAP data is used for instructional planning.				
	2. MAP results are compared to progress toward ACT Benchmarks.				
	3. ACT Standards and Curriculum Review documents guide progress toward meeting transition *and* college readiness standards at all levels.				
Ensuring Equity:	1. Data analysis procedures include examining the progress of subgroups of students using multiple sources of data to ensure appropriate structures and supports are in place.				
	2. PLCs intentionally focus on achievement gaps and racial inequities in student data.				
	3. Teachers are mindful of and address bias when analyzing data and creating instructional groups.				
	4. Elements of Quality Work are used to analyze work products, with specific considerations for student populations including, but not limited to, students of color ECE and ELLs.				
Resources	Elements of Quality Work *Cultural Proficiency: A Manual for School Leaders* (Lindsey, Robins, & Terrell) *Professional Learning Communities at Work* *MAP Implementation Guide* ACT Standards and Curriculum Review Documents				

	1	2	3	4
Initial Rating:	(little to no design)			(fully implemented and functioning)

Implementation Evidence:	
Notes and Next Steps:	

System Name:	**System 5: Academic and Behavioral Supports**				
Definition:	Teachers use academic and behavioral data to prescribe short- and long-term supports for students to meet and exceed standards and strengthen their sense of belonging.				
Description:	In this system, two forms of academic assessment results are used to inform accelerated learning opportunities for students. First, PLCs utilize common formative assessment results to: 1. determine short-term interventions for students who do not master standards and skills during core classroom instruction, and 2. inform instructional enrichment for students mastering standards and skills/benchmarks, thus deepening their understanding. The second form of assessment results includes individual MAP and other screening data to develop intensive, long-term support plans for students who require extended time to master standards and related skills/benchmarks School behavior data is used to cultivate a school-wide system that proactively promotes positive behavior. Tiered interventions are implemented for students who face challenges in meeting expectations, as well as a wide range of progressive discipline options emphasizing non-exclusionary consequences. The system is inclusive of all students, with teams meeting frequently to examine patterns in the behavior data; analyze the effectiveness of interventions, and inform next-step decision making. Additionally, teacher teams plan, implement, communicate, and evaluate social-emotional learning and trauma-informed care practices.				
		Always	Often	Sometimes	Never
Success Criteria:	**Academic Supports**				
	Short-Term				
	1. Supports are available to all students within the school day and include core instruction.				
	2. Groupings are fluid and flexible (students can easily move in/out).				
	3. Intervention is based on the learning needs of students.				
	4. Intervention is informed by frequent formative assessment data.				
	5. Review and practice of core concepts taught in class is the focus and provides additional time for mastering content.				
	6. Progress monitoring occurs daily and informs progress towards meeting mastery of standards.				
	7. Support systems promote high expectations (meeting benchmark standards) for all students.				
	Long-Term				
	1. Supports are available to all students within the school day				

	Always	Often	Sometimes	Never
2. Supports provide considerable time for reviewing concepts and allowing practice.				
3. Intervention is informed by MAP and other screening data.				
4. Students receive individualized learning pathways that focus on skill deficit.				
5. Supports contain intensive practice of core and remediation content.				
6. Progress monitoring occurs weekly.				
7. Support systems promote high expectations (meeting grade-level benchmark and remediation).				
Behavioral Supports				
1. A school-wide behavior plan is communicated to all stakeholders.				
2. School-wide behavior expectations are in place and clearly taught, modeled, practiced, and re-taught throughout the year.				
3. Each teacher has a classroom management plan, including plans for ALL students in the classroom.				
4. A school-based team, consisting of teachers and administrators, collects, reviews, and analyzes data for decision-making and plan modification.				
5. The school has three (3) clear tiers of interventions for all students, and the team meets to monitor student behavior data to appropriately move students into and out of the tiers.				
6. There is a professional development plan in place to teach:				
a. Tier 1 classroom interventions to teachers, supporting them in addressing classroom-managed behaviors.				
b. A plan to complete the six (6) Trauma-Informed Care Modules with certified and classified staff				
7. There is a system of progressive discipline in place that:				
a. Focuses on proactive interventions.				
b. Includes a non-exclusionary emphasis for discipline and suspension.				
c. Effectively transitions students returning from discipline and suspension.				
8. Behavior plans and systems are analyzed for alignment with ECE Regulations.				
9. A school-level team meets regularly to review and analyze data and uses that data to inform the effectiveness of selected practices and interventions. Data is communicated to stakeholders to foster transparency, continued improvement, and equity of practices.				

		Always	Often	Sometimes	Never
	Family Engagement				
	1. The school has a community outreach plan that communicates opportunities for stakeholders/families to engage with staff around student progress, learning opportunities, and community building.				
	2. The school has a clear and functioning system to communicate and engage with families after a behavior event or when a crisis with a student occurs.				
Ensuring Equity:	1. Students have been taught a small set of positive school-wide expected behaviors.				
	2. Staff recognizes and rewards appropriate student behaviors.				
	3. School behavior data is reviewed by race, ethnicity, and disability.				
	4. Racial Equity Improvement Plans include components, activities, and benchmarks regarding disproportionality in behavior.				
	5. The school uses the REAP to neutralize implicit bias and re-traumatization in policies and discipline decisions.				
	6. Staff members receive feedback and coaching regarding interactions with students and responses to behavior.				
Resources	MTSS Toolkit - Classroom Behavior Support Systems Behavior Modules PBIS Anchors RP Anchors and Pre-Dispositions				

	1	2	3	4
Initial Rating:	(little to no design)			(fully implemented and functioning)

Implementation Evidence:	
Notes and Next Steps:	

System Name:	**System 6: Instructional Feedback and Professional Learning**				
Definition:	The District and school have identified common frameworks (leadership, content, pedagogy, systems) and use structured walkthroughs, feedback and coaching, and professional learning to improve leadership and instructional practices.				
Description:	Through the use of common instructional and pedagogical frameworks, teachers are provided training, coaching, and support to ensure that students are receiving high-quality instruction. A core team, led by the principal and also containing faculty other than evaluators, conducts daily walkthroughs and ensures that teachers receive a minimum of one data-guided coaching session every 9 weeks (4 per year) in addition to the formative/summative evaluation process. Data from walkthroughs is used to inform professional learning needs at the teacher/grade/school level. Similarly, school- and district-level administrators enhance and develop leadership skills through the use of common curricular, pedagogical, and systems frameworks. A core team, led by the supervisor and containing district- and school-level administrators, conducts three walkthroughs during ten week cycles. Each school-level administrator receives feedback at the end of each cycle. Data from walkthroughs are used to inform areas of strength, growth, action steps for support, and professional learning needs.				

		Always	Often	Sometimes	Never
Success Criteria:	**Instructional Framework**				
	1. The school has identified a common instructional framework containing specific strategies grounded in research.				
	2. Teachers have been trained in the framework components.				
	3. A walkthrough document and process has been developed to reinforce the instructional framework.				
	4. A core team has been identified and trained to:				
	a. Conduct walkthroughs and collect data.				
	b. Use effective coaching strategies.				
	c. Follow a schedule to conduct walkthroughs.				
	d. Calibrate with members of the core team.				
	e. Collaborate to discuss instructional trends and needs.				
	f. Support PLCs in designing professional learning opportunities.				
	5. Teachers:				
	a. Receive initial/yearly training on the framework.				
	b. Receive feedback (electronic/in-person) following each walkthrough visit.				
	c. Observe peer classrooms using the school's walkthrough tool.				
	d. Receive a minimum of three walkthroughs every two weeks by administrative/core team.				

	Always	Often	Sometimes	Never
e. Participate in data-guided coaching sessions every nine weeks.				
f. Provide feedback to leadership regarding the framework/walkthrough/coaching process.				
6. School leadership shares key walkthrough data with the entire staff for analysis, discussion, and planning.				
7. Professional learning is differentiated (whole-group and individual) based on teacher/team need and/or choice.				
Instructional Leadership Framework				
1. The District has identified a common leadership framework containing specific strategies grounded in research.				
2. Administrators have been introduced to the framework.				
3. Structured weekly reports are shared with Assistant Superintendents.				
4. A walkthrough document and process has been developed to reinforce the leadership framework which entails the following:				
a. Living a Mission and Vision Focused on Results				
b. Leading and Managing Systems Change				
c. Improving Teaching and Learning				
d. Building and Maintaining Collaborative Relationships				
e. Leading with Integrity and Professionalism				
f. Creating and Sustaining a Culture of High Expectations				
5. Principals:				
a. Receive initial/yearly training on the framework.				
b. Observe peer schools using the school's walkthrough tool (PPLC).				
c. Provide opportunities to calibrate on the framework within the school and with colleagues.				
d. Receive a minimum of three walkthroughs every two weeks by the administrative team using the ADSS tool.				
e. Participate in data-guided coaching sessions every nine weeks.				
f. Provide feedback to leadership regarding the process.				
6. District leadership shares key walkthrough data with building level administrators.				
7. Professional learning is generated for building and district leadership.				

		Always	Often	Sometimes	Never
Ensuring Equity:	1. Walkthrough documents incorporate evidence of *respectful environments* of cultures and special student populations including, but not limited to, students of color, ECE and ELL.				
	2. Walkthrough documents incorporate evidence of *student engagement in learning* from special student populations including, but not limited to, students of color, ECE and ELL.				
	3. Data-guided coaching sessions include analysis of trends by racial/ethnic groups and special student populations including, but not limited to, students of color, ECE and ELL.				
	4. Professional learning incorporates training opportunities focused on cultural proficiency.				
Resources					

	1	2	3	4
Initial Rating:	(little to no design)			(fully implemented and functioning)

Implementation Evidence:	

Notes and Next Steps:	