

# Dunlap Strategic Planning- Teacher Assessment/Reflection

The data below represents "consensus" ratings from all 7 schools.

Essential Elements	Rate: A = in place, frequently observed B = partially in place, occasionally observed C = we need to work on this! D = N/A; doesn't fit	Prioritize: Of those rated A, B or C, rate the priority level: 1 = high priority 2 = medium priority 3 = low priority														
1. The entire staff build shared knowledge regarding both best practices and the current reality of conditions in the school.	<table border="0"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td><b>D</b></td> </tr> <tr> <td></td> <td><b>5</b></td> <td><b>2</b></td> <td></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>5</b>	<b>2</b>		<table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><b>2</b></td> <td><b>5</b></td> <td></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	
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2. Our school organizes teachers into teams, provides teams with time to collaborate, and ensures that each team addresses the three critical questions of learning: (1) What do we want each student to learn? (2) How will we know when each student has learned it? (3) How will we respond when a student experiences difficulty in learning?	<table border="0"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td><b>D</b></td> </tr> <tr> <td></td> <td><b>2</b></td> <td><b>5</b></td> <td></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>2</b>	<b>5</b>		<table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><b>7</b></td> <td></td> <td></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>7</b>		
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3. Teacher teams agree upon essential outcomes for each course/grade level and use these essential outcomes to plan instruction and to assure an appropriate scope and sequence.	<table border="0"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td><b>D</b></td> </tr> <tr> <td><b>1</b></td> <td><b>6</b></td> <td></td> <td></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>1</b>	<b>6</b>			<table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><b>5</b></td> <td><b>2</b></td> <td></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2</b>	
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4. Teacher teams develop common formative assessments that they use multiple times throughout the year to monitor student learning.	<table border="0"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td><b>D</b></td> </tr> <tr> <td></td> <td><b>3</b></td> <td><b>3</b></td> <td><b>1</b></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>3</b>	<b>3</b>	<b>1</b>	<table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><b>1</b></td> <td><b>6</b></td> <td></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>6</b>	
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5. Teacher teams agree to specific protocols or norms to clarify expectations for all team members.	<table border="0"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td><b>D</b></td> </tr> <tr> <td></td> <td><b>2</b></td> <td><b>5</b></td> <td></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>2</b>	<b>5</b>		<table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><b>2</b></td> <td><b>5</b></td> <td></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	
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6. Teacher teams identify and work together interdependently to achieve SMART (Specific, Measurable, Attainable, Results-oriented, Time-bound) goals that are aligned with school goals.	<table border="0"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td><b>D</b></td> </tr> <tr> <td></td> <td><b>2</b></td> <td><b>5</b></td> <td></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>2</b>	<b>5</b>		<table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><b>4</b></td> <td><b>3</b></td> <td></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>3</b>	
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7. Teacher teams are provided with timelines that guide their creation of specific products (list of interventions, assessment calendars, data review protocols, action plans, etc.) related to the work of their team.	<table border="0"> <tr> <td><b>A</b></td> <td><b>B</b></td> <td><b>C</b></td> <td><b>D</b></td> </tr> <tr> <td></td> <td><b>2</b></td> <td><b>5</b></td> <td></td> </tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>2</b>	<b>5</b>		<table border="0"> <tr> <td><b>1</b></td> <td><b>2</b></td> <td><b>3</b></td> </tr> <tr> <td><b>3</b></td> <td><b>3</b></td> <td><b>1</b></td> </tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
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8. Every teacher is provided with relevant information that clarifies the success of their students in meeting an agreed upon standard on a valid test in comparison to other students.	<table border="1"> <tr><td><b>A</b></td><td><b>B</b></td><td><b>C</b></td><td><b>D</b></td></tr> <tr><td><b>3</b></td><td><b>4</b></td><td></td><td></td></tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>3</b>	<b>4</b>			<table border="1"> <tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr> <tr><td><b>4</b></td><td><b>2</b></td><td><b>1</b></td></tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>2</b>	<b>1</b>
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9. The school has implemented systematic, school-wide structures to monitor every student's learning on a regular and timely basis.	<table border="1"> <tr><td><b>A</b></td><td><b>B</b></td><td><b>C</b></td><td><b>D</b></td></tr> <tr><td><b>3</b></td><td><b>3</b></td><td><b>1</b></td><td></td></tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>3</b>	<b>3</b>	<b>1</b>		<table border="1"> <tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr> <tr><td><b>3</b></td><td><b>3</b></td><td><b>1</b></td></tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>
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10. The school has implemented a plan to provide additional time and support for students who experience initial difficulty in learning. (The plan ensures that all students receive timely support that focuses on intervention rather than remediation and is directive rather than invitational.)	<table border="1"> <tr><td><b>A</b></td><td><b>B</b></td><td><b>C</b></td><td><b>D</b></td></tr> <tr><td></td><td><b>6</b></td><td><b>1</b></td><td></td></tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>6</b>	<b>1</b>		<table border="1"> <tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr> <tr><td><b>6</b></td><td></td><td><b>1</b></td></tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>6</b>		<b>1</b>
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11. Staff demonstrates that the primary focus of the school is student learning and examines all of its practices, policies, and procedures to identify and eliminate those that are incongruent with that purpose.	<table border="1"> <tr><td><b>A</b></td><td><b>B</b></td><td><b>C</b></td><td><b>D</b></td></tr> <tr><td><b>2</b></td><td><b>5</b></td><td></td><td></td></tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>2</b>	<b>5</b>			<table border="1"> <tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr> <tr><td><b>5</b></td><td><b>2</b></td><td></td></tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>5</b>	<b>2</b>	
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12. The school has a leadership team which meets regularly, reviews data, empowers teachers to contribute to decision-making and helps set direction for the school.	<table border="1"> <tr><td><b>A</b></td><td><b>B</b></td><td><b>C</b></td><td><b>D</b></td></tr> <tr><td></td><td><b>1</b></td><td><b>6</b></td><td></td></tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>		<b>1</b>	<b>6</b>		<table border="1"> <tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr> <tr><td><b>7</b></td><td></td><td></td></tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>7</b>		
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13. The school regularly seeks input from students, staff, and parents through surveys and/or evaluations of meetings or events and uses the feedback to make improvements.	<table border="1"> <tr><td><b>A</b></td><td><b>B</b></td><td><b>C</b></td><td><b>D</b></td></tr> <tr><td></td><td></td><td><b>7</b></td><td></td></tr> </table>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>			<b>7</b>		<table border="1"> <tr><td><b>1</b></td><td><b>2</b></td><td><b>3</b></td></tr> <tr><td><b>2</b></td><td><b>5</b></td><td></td></tr> </table>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>5</b>	
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What are the greatest strengths of our school? What are we most proud of? What is going well?	What would we change or do differently at our school to make it even better? What needs to be addressed?
<p><b>Admin/Teachers/Staff</b></p> <ul style="list-style-type: none"> <li>• Staff – cooperative, helpful, goes above/beyond, gets along well</li> <li>• Principal</li> <li>• Proactive and progressive</li> <li>• Support staff</li> <li>• Issues are addressed quickly</li> <li>• Collaborating</li> <li>• Cohesive, collaborative staff</li> <li>• Leadership here has helped to establish &amp; maintain this cohesive &amp; collaborative staff</li> <li>• Strong leaders</li> </ul>	<p><b>Admin/Teachers/Staff</b></p> <ul style="list-style-type: none"> <li>• Common grade level planning time (3)</li> <li>• Communication between grades and collaboration (2)</li> <li>• Professional development</li> <li>• More time for teachers – meetings, interventions, etc...</li> <li>• Support for interventions (3)</li> <li>• Gather staff input</li> <li>• Time for collaboration (2)</li> <li>• Procedural inconsistencies</li> <li>• Work as formal teams</li> </ul>

- Positive/Supportive staff (3)
- We work well together
- Open communication (2)
- Good “teamwork” with staff
- When given opportunity staff is willing to voice opinion and to make change where necessary
- Teacher’s knowledge & action when it comes to student needs
- Progressive methodologies
- Success of teachers (3)
- Strong teams
- Administrative support
- Administration supports teachers
- Administration stays current
- Integrity of procedures
- Continuing education in building
- Interventions
- Balance work and fun
- Dedicated staff
- Leadership-school and district
- Good training

### **Academic Achievement**

- ISAT scores are outstanding
- Student achievement and improvement (5)
- No slackers, high achievement level
- The students that all of a sudden blossom
- Our students-we’re thankful to have the students we have (2)
- Motivated to succeed
- Success of students (2)
- High test scores (2)
- Academics
- Scores are awesome
- Students and their homes
- Making gains from previous years RtI
- Extra curriculums
- Success while opening a new school ISAT

### **Community/Family Support**

- Parent/Family participation/involvement (5)
- Accepting of the diversity

### **Data/Resources**

- Data Collection (2)
- Benchmark data is started well but there is room to grow in learning application of data
- Abundance of resource materials and workshop opportunities
- Library resources
- Best technologies (2)

- Common goals (whole staff)
- RtI information for regular education staff
- More access for interventions in classrooms (what’s available)
- Separate math & reading interventionists
- Time for grade level/team/collaboration and planning (monthly) (2)
- Overall consensus of behavioral/academic expectations
- No formal teacher teams formed
- More open communication within building
- Everyone on same page
- Teams = cross curriculum
- Consistency/stability in administration (3)
- Interaction between the grade levels (6-7-8)
- Explore Special Education part of teams
- Overall communication between teams and administration
- One negative can affect whole attitude
- Collaboration between schools
- Working together as a whole
- No Shared teachers
- More aides
- All willing to work as a team
- Communication –include Explore (2)
- Teachers should be held to professional standards, on time
- All staff should be willing to help others and participate equally
- More articulation up and down

### **Academic/Instructional Needs**

- Summer school offering (2)
- Need a sensory room for special needs students
- Place Life Skills in a room with a bathroom
- Early identification of student problems and utilization of BBT
- Not so much standardized testing
- Class size (3)
- Tiers 1 & 2 in classroom
- Using assessment to drive instruction
- More access to technology support/training
- Reliable technology (internet)
- PBIS or school wide discipline program
- After school tutoring programs
- Recess monitors hired instead of teacher (or parent volunteers)
- Need to focus on intervention rather than remediation
- Offer more explore so kids could choose
- No computers in 6<sup>th</sup> grade
- Gifted programs
- De-emphasize test scores
- Less emphasis on teaching to ISAT tests

**School Climate**

- We are an accepting school to kids with special needs
- Welcoming climate (2)
- Open-minded
- Going the extra mile
- Diversity of school
- Flexibility
- Resiliency
- Good work environment
- People are treated equally
- Safe atmosphere

**Other**

- Great facilities
- PAWS
- Master Change
- Our district is financially sound

**Other**

- Lots of struggling students that have little support at home for homework etc...
- After school care for children (teacher's children)
- Following through with data collection
- Develop school pride/spirit
- We need more community involvement
- Student leadership