Addison-Rutland Supervisory Union

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CONTINUOUS IMPROVEMENT PLAN 2017-2018

COMPREHENSIVE NEEDS ASSESSMENT

District Mission: We are dedicated to the academic excellence of every student by empowering them with the means for the successful completion of district, state, and national educational standards and by challenging them to be productive members of society. We are committed to a comprehensive system of support to assure each student has the opportunity to develop the skills and talents necessary for college and career readiness.

District Vision: All students are engaged in rigorous, authentic, experiential, individualized learning that is supported or accelerated to ensure that they meet or exceed standards.

Shared Beliefs

We Believe:

- In providing for the social, emotional and academic needs of every child so that they feel connected, safe, and respected in order to ensure student achievement.

- In providing a challenging and engaging atmosphere in which all members of the school community can learn and grow.

- In providing opportunities for inquiry, research, global collaboration, and communication.

- In providing varied, rich and personalized opportunities for learning.

- In providing experiences to develop critical thinking skills that allow students to become engaged participants in their school communities and beyond.

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OPERATIONAL SYSTEMS, RESOURCES & PRACTICES

The ARSU community is committed to fulfilling our mission, vision, and belief statements by providing:

Adequate Instructional Staffing

Adequate Support Staffing

Continuum of intervention & support

Access to professional development

Integrated use and access of technology

Positive learning environments

Safe, healthy, and efficient facilities

Utilization of research based best practices

Formative assessment and feedback

Culture of continuous improvement

Equity for ALL students

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NEEDS ASSESSMENT & PROGRAM EVALUATION

ARSU will assess student outcomes and evaluate program effectiveness based on ARSU, state, school, grade level, and individual student data.

The ARSU faculty has embraced assessment as a critical component of the learning process. ARSU has been creating a coherent system of varied, curriculum-embedded assessments that are aligned with standards and designed to capture a broad range of student learning. Formative, performance-based assessment strategies are used in every classroom throughout the school year to identify emerging student needs so that teachers can modify instruction and coordinate support before students fall behind. Performance assessments and demonstrations of learning are challenging, relevant, and model real-life situations and applications. Learning expectations are clearly communicated to all students at the beginning of courses and lessons, and students understand the assessment methods used by teachers. Teachers provide specific, detailed, and timely oral and written feedback to students on their learning strengths and weaknesses. Students are provided with differentiated assessment opportunities, where appropriate, so that they have ample opportunity to exhibit learning using multiple approaches. Equitable assessment practices ensure that all students have the time, resources, and support they need to demonstrate proficiency. (Adapted from Global Best Practices)

PROGRAM DEVELOPMENT & IMPLEMENTATION

ARSU will develop and implement programs with emphasis on the following:

The Vermont Education Quality Standards

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Common Core State Standards

Vermont School Quality Standards

Board Policy

District Action Plan Goals

Professional Goal Setting

Personalized Learning

TECHNOLOGY INTEGRATION & IMPLEMENTATION

Technology use across the school is transformative, changing the way that teachers teach and students learn. The school is a one-to-one learning environment, and each student has access to a ChromeBook, in grades 2-12, that can be used throughout the school day. Teachers take advantage of course-management software, a common student information system, and other digital tools to facilitate the planning, organization, and communication within and across courses. ARSU is in the process of integrating technology standards into classroom instruction and practices to ensure that students are career and college ready with 21st century skills and aligns with our district technology plan.
(Adapted from Global Best Practices)

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EDUCATOR MENTORING PROGRAM

Why Teacher Mentoring?

"Teaching is an occupation that loses many of its newly trained members very early in their careers," says national researcher Richard Ingersoll. The National Center for Educational Statistics shows about one third of America's teachers are leaving the field during their first three years of teaching. At the five year mark nearly half will have left. Teaching is one of the only professions that expect new hires to assume all the responsibilities of the experienced employee with little support from the system.

Being a novice teacher can be overwhelming. A good mentoring program supports new teachers while they transition from theory to practice. Mentoring programs also help transition more experienced teachers into new teaching assignments. Supporting the wellbeing of these new teachers will improve the quality of instruction. Mentoring has been shown to decrease the number of teachers leaving the profession. Students are the greatest benefactors of the support given to new teachers.

Mission Statement

The mission of the Addison-Rutland Supervisory Union's Educator's Mentor Program is to provide students with quality instruction by promoting the professional development of our teachers.

Purpose

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The purpose of the Educator's Mentor Program is to aid the transition of teachers, new to the district or position, into the classroom while encouraging best practices through collaboration with experienced educators.

Goals

- To create a structured mentoring system for professional staff.
- To reduce new teachers' feelings of isolation, improve teacher performance, increase new teacher retention and satisfaction, and encourage openness and dialogue between teachers of all levels.
- To create an "integrated professional culture" (Johnson, 2002) with characteristics such as:
    -frequent and meaningful interaction among all faculty members
     of all experience levels;
    -higher expectations for increased teacher contribution to their school's
     learning community;
    -curriculum guidance;
    -collaborative lesson planning; and
    -peer observation
- To continue to increase educator quality, which is essential for desired learning outcomes, as required by Vermont and federal law and regulations.
    -Vermont School Quality Standards state that each school should
     implement a mentoring system for professional staff in their first
     two years of employment.

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Collaborative Stakeholders Represented for Data Review:
In collaboration with staff, parents, community members, administrators, and Board members, we have created student-centered priority goals for improvement and professional growth.
Broad Area(s) of Focus Based on Data Overview:
Academic Proficiency: The school community has embraced and committed to becoming a standards-based learning community where all students participate and engage in rigorous learning experiences to ensure career and college readiness based on prioritized learning standards so that each learner demonstrates the most essential cross- curricular and discipline skills, as well as habits of work.(Adapted from Global Best Practices) **Personalization:** The school community has made a commitment to creating a student-centered culture and learning environment, and personalized instructional strategies are designed to meet each student's individual needs (academically, socially, and emotionally). (Adapted from Global Best Practices) **High Quality Staffing:** New staff begin with an orientation to the district, profession, and individual school and meet as a group on a monthly basis to go over pertinent subjects. **Safe,Healthy Schools:** The school community has made a commitment to intentionally model positive behaviors and promote positive

student self-images of academic ability, future aspirations, and personal potential through PBIS, Responsive Classroom, and Restorative Justice practices. The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.(Adapted from Global Best Practices)

Equity: The school community has embraced the belief that all students can succeed. All staff members take professional responsibility for student outcomes, ensuring that all students receive the personalized interventions and instructional time they need to achieve high learning standards. Teachers across content areas regularly discuss the learning needs of their shared students, while co-developing personalized support strategies for struggling and at-risk students. Academic support is focused on acceleration, not traditional remediation, and strategies are regularly evaluated to determine if student outcomes are improving. All students—both high-performing and low-performing—are engaged in some form of individualized academic acceleration, which has reduced the negative self-images and stigma typically associated with support options. Incoming ninth-graders are pre-assessed to determine learning needs, and interventions are provided at the first indication that a student is falling behind. (Adapted from Global Best Practices)

Identified Priority Problem(s)/Problems of Practice: *[Based on the identified broad focus areas, dig deeper into the data to determine a focused, learner-centered, prioritized problems for which you intend to seek innovative solutions/interventions]*

SBAC proficiency in reading, specifically reading comprehension is below the state average. Overall, Fountas & Pinnell Benchmark Assessment data shows that our students are unable to articulate what they have read in their writing.

Special Education, students in the FRL population perform at a lower proficiency rate than their peer group.

On average 54%(grades 3-9 and 11 in ELA) and 39% (grades 3-9 and 11 in Math)of our students this past year were successful on the SBAC assessments. They did especially poorly on the constructed response questions, both in ELA and Math. We may not be designing text based writing instruction that provides our students with enough access to constructed response questions, particularly tasks that require autonomy. We may not be equipping students with text dependent questions to ensure close reading which impacts reading comprehension.

Task determines engagement… and engagement determines performance

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Root Cause Analysis Results:
We have hypothesized that the root cause of our below state standards achievement is a lack of student engagement is inhibiting student learning. We will learn ways to build scaffolding through questioning techniques so students get the support they need to meet higher expectations. We will also seek ways to improve success

Prioritized ([SMART](#)) Goal(s)	EQS Component(s)	What data supports this need for improvement?
[What are we trying to accomplish? Define core priority goals directly aligned with the broad area(s) of focus and identified problems. Be sure to include	***Relevant area of EQS:*** ☐ Academic Proficiency ☐ Personalization ☐ High-Quality Staffing ☐ Safe, Healthy Schools Financial Efficiencies/Equity	***[List and describe the sources of data used to make this decision]***
ARSU will develop and implement a systematic and comprehensive approach to build upon the assets of students and support all learners academically and behaviorally through the differentiation of the core curriculum, identified Tier 2 and 3 Interventions and supports facilitated by strong, mindful distributed leadership.	Academic Proficiency Personalization Safe, Healthy Schools Equity	**Evidence:** Northwest Evaluation Association (NWEA)-Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), New England Common Assessment Program (NECAP) Science, local assessment data, graduation rates, Personalized Learning Plans (PLP), SWIS Data , Teacher evaluation/ walkthrough data
The Supervisory Union's Administrative Team will implement a comprehensive assessment system that will employ all 5 purposes for assessment (identify students who require a closer look (screening); investigate and analyze learning difficulties (diagnostic); inform instruction (formative); monitor	Academic Proficiency Personalization Equity	**Evidence:** Northwest Evaluation Association (NWEA)-Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), New England Common Assessment Program (NECAP) Science, local assessment data, graduation rates, Personalized Learning Plans (PLP), SWIS Data, F&P

progress (formative); and inform learning (summative) which provides a comprehensive and multi-faceted picture of students' academic and/or behavioral knowledge, abilities and dispositions		Data, Teacher evaluation/ walkthrough data
All teachers in the SU will provide high quality instruction which involves research-based educational practices, instructional strategies, and interventions. All teachers will differentiate the curriculum to support student learning and achievement.	Academic Proficiency Personalization High-Quality Staffing Equity	**Evidence:** Northwest Evaluation Association (NWEA)- Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), New England Common Assessment Program (NECAP) Science, local assessment data, graduation rates, Personalized Learning Plans (PLP), SWIS Data, F&P Data, Teacher evaluation/ walkthrough data
Effective Collaboration: School and community stakeholders will utilize a systematic process of working interdependently in an atmosphere of trust to accomplish collective commitments. We will include all pertinent stakeholders in the decision making towards accomplishing ARSU priorities.	Academic Proficiency Personalization High-Quality Staffing Safe, Healthy Schools	**Evidence:** Northwest Evaluation Association (NWEA)- Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), New England Common Assessment Program (NECAP) Science, local assessment data, graduation rates, Personalized Learning Plans (PLP), SWIS Data , Teacher evaluation/ walkthrough data
Provide the necessary professional development to implement the Supervisory Union Action Plan. ARSU will design professional development to support all instructional staff and leaders in the acquisition or refinement of expertise which aligns with the district action plan. We will use a well-designed evaluation process to determine whether the goals targeted by our professional learning have been achieved in practice.	Academic Proficiency Personalization High-Quality Staffing Safe, Healthy Schools Equity	**Evidence:** Northwest Evaluation Association (NWEA)- Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), New England Common Assessment Program (NECAP) Science, local assessment data, graduation rates, Personalized Learning Plans (PLP), SWIS Data, F&P Data, , Teacher evaluation/ walkthrough data
Maximize technology to engage students in real world predictable and unpredictable problem solving situations.	Academic Proficiency Personalization Equity	**Evidence:** Northwest Evaluation Association (NWEA)- Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), New England Common Assessment Program (NECAP)

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		Science, local assessment data, graduation rates, Personalized Learning Plans (PLP), SWIS Data, F&P Data, Teacher evaluation/ walkthrough data

IMPLEMENTATION PLAN

Objectives	Timeline/Next Steps	Evidence/Indicators/Vision/Resources
A. Provide prevention and intervention services for students with emotional and behavioral challenges that interfere with their ability to access academics and assist them in developing social/emotional skill sets, coping strategies, conflict resolution, regular school attendance	**On-Going:** ● Math, Science, and English Language Arts (ELA) teacher leaders guide and support work ● New teacher mentoring supports work ● Ensure Special education supports are aligned with standards based expectations ● Personalized Learning Plans (PLP) implementation ● Developing systematic approach to ensure that all students are working towards competencies Multi-tiered Systems of Support (MTSS) ● Development and implementation of supervisory union (SU) wide Assessment plan ● Schoolwide Program (SWP) Interventionists are hired to support	**Products:** Multi-tiered Systems of Support (MTSS) guides, Positive Behavior Intervention Systems (PBIS) handbooks, universal screeners **Evidence:** Northwest Evaluation Association (NWEA)- Measures of Academic Progress (MAP), Smarter Balanced Assessment Consortium (SBAC), New England Common Assessment Program (NECAP) Science, local assessment data, graduation rates, Personalized Learning Plans (PLP) **Resources:**Agency of Education (AOE), Southwestern Vermont Curriculum Coordinators Collaborative (SWVTCCC),

	students in grades K-8 ● PBIS Refresher training will be offered throughout the district ● Restorative Justice Practices and Responsive Classroom Approaches ● Encourage teacher leaders to attend Classroom Behavioral Coaching	**Funding:** Local funding, Consolidated Federal Funds Program (CFP), Individuals with Disabilities Education Act (IDEA B)
B. Students will make yearly progress, with appropriate supports, toward demonstrated achievement of defined proficiency-based graduation standards	On-going: ● Implementation of Positive Behavior Intervention Systems (PBIS) ● Districtwide Student Assistance Professional (SAP) counselor to work with grades 6-12 ● MTSS social/emotional handbook to be developed ● Trauma informed practices ● Life Space Crisis Intervention (LSCI) training ● Crisis Intervention training (CPI) training ● Restorative Justice Practices ● School Based Clinicians ● Home-School Coordinators ● PD around proficiency based education and transferable skills	

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C. Create common proficiencies, scoring criteria, and reporting methods for habits of work and content areas	On-going ● Teacher leaders, grade level teams, and content area departments to develop ● Region Wide (SWVTCCC): Work with participating SU/Districts to develop common content proficiencies and scoring criteria; crosswalk these standards with national standards On-going ● Provide professional development based on data and research based best practices, such as guided reading, Fountas & Pinnell, personalized learning, Smarter Balanced Assessment Consortium, Great Minds math program, Next Generation Science Standards, Common Core State Standards, PowerSchool, data analysis, and Universal Design. ● ARSU will continue to provide a research-based mentoring program for all new to the state and district teachers. ● Foster a pedagogical culture of research and inquiry in which teachers regularly review, discuss, and act upon the latest educational, instructional, developmental, and cognitive research.	**Products:** District/region wide common proficiencies & scoring criteria,standards based report card, SU wide assessment plan, **Evidence:** NECAP,SBAC, NWEA Data, common unit assessments **Resources:** Great Schools Partnership, AOE, professional content organizations **Funding:** Local, Title I, Title II, School Wide Plans Evidence: Walkthroughs, observations, student assessment data

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D. Focus on implementing best instructional and assessment practices based on current research and data.	• Contract a consultant/school coach—i.e., a skilled facilitator and school-improvement strategist who develops trusting relationships and a strong understanding of the school and its needs—to help guide the school-improvement work. • Provide teachers with time for classroom observation, common planning, and other collaborative strategies intended to improving instructional quality.	

PLAN CHANGES FOR IMPROVEMENT
THEORY OF IMPROVEMENT/ACTION: If we develop a school climate and culture where there are high levels of expectations for all students regardless of background or ability level, and the tasks that students do match this, then we will close the achievement gap.
If we build instructional leadership through the analysis of data, observation of practice, and increased knowledge about both the instructional core and the Common Core Learning Standards, then we will develop an informed and purposeful school improvement process that will lead to improved outcomes for all students. We believe that learning to read is critical to a child's success in school and later in life. It is essential and urgent to teach children to read and write competently, enabling them to achieve today's high standards of literacy. ARSU has a goal to graduate proficient readers in the reading content standards as evidenced through assessment data. While the foundation for reading success clearly begins in early childhood, and continues through preKindergarten, the ARSU goal focuses on grades PreK-12. Effective instructional material for reading is

based on scientifically-based reading research and emphasizes the five essential reading components: phonemic awareness, phonics, fluency, vocabulary, and comprehension as analyzed by the National Reading Panel in their landmark meta-analysis of K-12 reading research. Students must read at the highest possible level of proficiency in order to participate in all aspects of life. Students can learn to read proficiently, with few exceptions. Students who are not meeting the reading standards need intervention that emphasizes the components of instruction appropriate to their needs. An adequate amount of engaged, instructional time must be allocated in order to optimize student growth in reading. All students need the appropriate amount of reading instruction for their grade and performance level. Struggling readers need more time and more intensive instruction in order to close the achievement gap. Flexible grouping is necessary to maximize the growth of all students. Reading instruction needs to be adjusted based on frequent assessment of student performance and progress monitoring data. (Adapted from Global Best Practices)

If we build capacity of instructional coaches to provide effective feedback, identify instructional non-negotiables, link instruction and assessment by collaborating with teachers and administrators, then we will see shifts in instructional practices in all classes, close the achievement gap; provide all students with the skills and knowledge needed to meet proficiencies; promote a culture of collaboration shared beliefs, and reflective practice across schools of ARSU.

Instructional coaches in the ARSU work collaboratively with administrators in a supportive and informed working relationship to develop a program that takes into account district initiatives, goals, and pedagogical practice. To achieve this, ongoing communication is essential. Therefore, instructional coaches will meet with the administration up to three times during the school year to reflect on the continuing work and modify as needed. This will ensure a common understanding of initiatives, goals, and pedagogy.

Evidence-Based Improvement Actions and Intended Results (include evidence-based strategies directly connected to the framework and EQS success criteria; see resource section of framework for examples).		Funding Source(s): Please specify local or federal (e.g., Title I 1003a)
What evidence-based innovation(s)/intervention(s) are we implementing? *[Cite the evidence and the specific research or secondary source analyses of such research]*	Leveled Literacy Intervention (LLI) School-Wide Teachers Instructional Coaches Mentoring PLCs	**Resources:**Agency of Education (AOE), Southwestern Vermont Curriculum Coordinators Collaborative (SWVTCCC),

	Teacher Leaders Data Coach Multi-tiered Systems of Support (MTSS) Positive Behavior Interventions and Support (PBIS) Restorative Justice Proficiency based Education Personalized Learning Standards-based Grading	**Funding:** Local funding, Consolidated Federal Funds Program (CFP), Individuals with Disabilities Education Act (IDEA B)
How will we know that these changes/interventions are an improvement? [Refer to your Success Criteria and Measures of Impact: What do we predict will happen as a result of this practice? *[In specific terms, describe the measures you will use to determine success.*	Success Criteria: ● Specific links between assessed task and next steps to ensure maximum progress in pupils' learning. ● Evidence of use of formative assessment to inform quality planning directly differentiating at individual pupils' levels leading to improved attainment by pupils. ● Policy review outlining best teaching and learning strategies. ● Use of Plan, Do, Review and ICT evident in planning and practice. ● Self – assessment opportunities in place for a variety of skills (at least 5)	

TEST INNOVATIONS/INTERVENTIONS: Align action at all levels of the organization
Notes/Data Documentation *[Document information, data, and feedback during implementation that will assist during the next (study/monitor) phase of the cycle]*

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MONITOR PROGRESS AND EVALUATE RESULTS
[Explain when and how you monitored the progress of the innovation/intervention against your goals and objectives]
Dates	**See ARSU Local Assessment Plan**

REVISE
[Explain when, how, and why you adjusted, or continued selected innovations/interventions]
Dates	

SUSTAIN

Plan for sustainability:

ARSU Leadership Team
1. Assess team and district capacity to support transformation

2. Provide team members with information on what districts can do to promote rapid improvement

3. Designate an internal lead partner for each transformation school

Moving Toward School Autonomy
1. Examine current state and district policies and structures related to central control and make modifications to fully support transformation

2. Reorient district culture toward shared responsibility and accountability

3. Establish performance objectives for the school

4. Align resource allocation (money, time, human resources) with the school's instructional priorities

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Hiring Process

1. Determine whether candidate has the necessary competencies to be a part of the educational transformation / screen candidates

2. Advertise for candidates in local newspapers, publications such as *Education Week*, School Spring, regional education newsletters or web sites; alternatively, engage a search firm

3. Prepare to interview candidates

4. Interview candidates

5. Select and hire

6. Establish a pipeline of potential turnaround instructional leaders

7. Recruit teachers to support the transformation

Working with Stakeholders and Building Support for Transformation

1. Leadership team creates a plan to work and communicate with stakeholders prior to and during implementation of the transformation

2. Announce changes and anticipated actions publicly; communicate urgency of rapid improvement, and signal the need for rapid change

3. Engage parents and community

4. Build support for transformation

5. Establish a positive organizational culture

6. Help stakeholders overcome resistance to change

7. Persist and persevere, but discontinue failing strategies(data based decision making and progress monitoring)

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Progress Monitoring

1. Identify data needed

2. Develop transparent evaluation criteria

3. Initiate ongoing cycle of continuous progress monitoring and adjustment

4. Prepare to proactively deal with problems and drop strategies that do not work
5. Plan for evaluation and clarify who is accountable for collecting data

Instructional Leaders

1. Become a change leader

2. Communicate the message of change

3. Collect and act on data

4. Seek quick wins

5. Provide optimum conditions for school turnaround team

6. Persist and persevere, but discontinue failing strategies

Evaluating, Rewarding, and Removing Staff

        a.   **Evaluating Staff**
1. Review and revise our system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff
2. Evaluate a range of teacher skills and knowledge, using a variety of valid and reliable tools
3. Include evaluation of student outcomes in teacher evaluation
4. Make the evaluation process transparent

5. Participate in walk through evaluation training/ instructional rounds to ensure that they are conducted with fidelity to standardized procedures
6. Document the evaluation process
7. Provide timely, clear, constructive feedback to teachers
8. Link the evaluation process with the district's collective and individualized professional development programs
9. Assess the evaluation process periodically to gauge its quality and utility

   b. Rewarding Staff

10. Create a system for making awards that is transparent and fair
11. Work with teachers and teachers' union at each stage of development and implementation
12. Implement a communication plan for building stakeholder support
13. Secure sufficient funding for long-term program sustainability
14. Provide performance-based incentives using valid data on whether performance indicators have been met
15. Use non-monetary incentives for performance

c. Removing Staff

16. Create several exit points for employees (e.g., voluntary departure of those unwilling, unable to meet new goals, address identified problems)
17. Set clear goals and measures for employees' performance that reflect the established evaluation system and provide targeted training or assistance for an employee receiving an unsatisfactory evaluation or warning
18. Reform tenure protections, seniority rights, and other job protections to enable quick performance-based dismissals
19. Negotiate expedited processes for performance-based dismissals in transformation schools
20. Form teams of specialists who are familiar with the rules and regulations that govern staff dismissals
21. Make teams available to help principals as they deal with underperforming employees to minimize principal's time spent dismissing low performers
22. Facilitate swift exits to minimize further damage caused by underperforming employees

Providing Rigorous Staff Development

1. Provide professional development that is appropriate for individual teachers with different experience and expertise

2. Offer an induction program to support new teachers in their first years of teaching
3. Align professional development with identified needs based on staff evaluation and student performance
4. Provide all staff high quality, ongoing, job-embedded, and differentiated professional development
5. Structure professional development to provide adequate time for collaboration and active learning
6. Provide sustained and embedded professional development related to implementation of new programs and strategies
7. Set goals for professional development and monitor the extent to which it has changed practice
8. Ensure that school leaders act as instructional leaders, providing regular feedback to teachers to help them improve their practice
9. Directly align professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers
10. Create a professional learning community that fosters a school culture of continuous learning
11. Promote a school culture in which professional collaboration is valued and emphasized

Increasing Learning Time

1. Become familiar with research and best practices associated with efforts to increase learning time
2. Assess areas of need, select programs/strategies to be implemented and identify potential community partners
3. Create enthusiasm for extended learning programs and strategies among parents, teachers, students, civic leaders and faith-based organizations through information sharing, collaborative planning, and regular communication
4. Allocate funds to support extended learning time, including innovative partnerships
5. Assist school leaders in networking with potential partners and in developing partnerships
6. Create and sustain partnerships to support extended learning
7. Ensure that teachers use extra time effectively when extended learning is implemented within the regular school program by providing targeted professional development
8. Monitor progress of the extended learning time programs and strategies being implemented, using data to inform modifications

Reforming Instruction

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1. Establish a team structure among teachers with specific duties and time for instructional planning
2. Focus principal's role on building leadership capacity, achieving learning goals, and improving instruction
3. Align professional development with classroom observations and teacher evaluation criteria
4. Ensure that teachers align instruction with standards and benchmarks
5. Monitor and assess student mastery of standards-based objectives in order to make appropriate curriculum adjustments
6. Differentiate and align learning activities
7. Assess student learning frequently using standards-based classroom assessments
8. Prepare standards-aligned lessons and differentiated activities
9. Provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; student-directed small group; independent work; computer-based; homework
10. Demonstrate sound homework practices and communication with parents
11. Employ effective classroom management