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| ***Components*** | ***What it Will Look Like*** | ***Actions*** | ***Evidence*** |
| Curriculum is rigorous, relevant, standards based, aligned to 21st century life skills, and includes integration of the arts. | Curriculum will be aligned to:   1. Common Core State Standards (CCSS) 2. CCSS Literacy Standards 3. NGSS in appropriate classes 4. Depth of Knowledge embedded activities 5. Various Assessments including but not limited to Formative/ Summative/Standardized | Teachers will implement a version of curriculum maps aligned to their standards.  Teachers plan instruction of their curricula that addresses:   * Common Core State Standards (CCSS) * CCSS Literacy Standards * VAPA Standards * NGSS in appropriate classes * Advanced Placement classes/Honors classes * Incorporate Performance Based Assessments and Performance Based Tasks * Guidance with Personal Transition Plan and Advisory(check with Christy) * Depth of Knowledge 3 & 4 Questioning | * Curriculum maps * Assessment Results * Teacher Lesson Plans * Syllabi * State approved Curriculum * Project and problem based lessons in every subject area (student product) and Project Based Assessments * Walk-throughs * Student work samples * A-G Requirements Completion Rate * CAASPP * Illuminate * Rubrics |
| The curriculum is horizontally and vertically aligned to the standards. | Curriculum maps are aligned to the standards (horizontal alignment).  Department progression of power standards reflects a continuum of learning for students (vertical alignment). | * Teachers in courses collaborate in courses to create common curriculum maps. * Teachers collaborate in departments to create 7-12 progression of power standards. | * Level of student understanding, practical application (student work) * Collaborative, team meeting/teacher collaboration (planning days, looking at student work, data team process, calibrating rubrics) * Begin Developing 7-12 progression of power standards |
| The real life applications of literacy and mathematics standards will be integrated into courses.  VAPA standards will be integrated into CORE courses. | Literacy standards and standards of mathematical practices are integrated into the curriculum.  At least 70% of texts that students read should be informational text. The remaining 30% of the time should be literary text. | Teachers will receive professional development on integrating literacy and mathematical practices into content areas.  Teachers will receive feedback on curriculum. | * Professional Development Agendas * Curriculum * Student Work Samples * Classroom Observations |

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| Instruction is aligned to the Standards (CCSS and VAPA). | Instructional coherence is in place through vertical and horizontal alignment:   1. State approved ELA and math programs are used. 2. Literacy strategies and mathematical practices are incorporated. 3. Curriculum guides instruction. 4. Instruction is reviewed and updated on a regular basis. 5. Rubrics, common formative, and summative assessments are aligned to the standards. | 1. PD focuses on content standards including understanding assessments, rubrics, and their uses. 2. Provide time for grade level and department collaboration. 3. Teachers given time to update curriculum maps and assessments. 4. Collaborate – vertical and horizontal | * Standards alignment is evident in student work. * Classroom observations/walk-throughs. * Department minutes. * Curriculum maps. |
| Instruction is targeted to the daily learning objectives. | Daily learning objectives are visible and articulated to build students’ proficiency toward the targeted standards. | * Objectives match the standards. * Instruction is relevant to the daily learning objectives. * Learning objectives are clearly stated and posted, referred to, and reflected on. * Students can articulate what they are learning and know what they need to do to meet the target. | * Curriculum maps * Visual Aids * Walk-throughs * Instruction is targeted * Student work samples |
| Instruction is differentiated to address needs of students. | Instruction is targeted to meet the needs of all students.  Various learning styles are addressed through instruction. | Formative assessments are used to identify the learning needs of students.  Teachers meet to analyze student work, identify individual student needs, and plan interventions.  Teachers scaffold lesson to support all students’ learning (including high needs and high achieving populations.)  Teachers utilize various school supports  Professional development on new instructional strategies. | * Curriculum maps * Meeting minutes * Student work * Professional development agendas/sign-ins * Walk-throughs * Mentor Assignments |
| High impact, research based instructional strategies are used. | Strategies focus on building on students’ background knowledge, and eliciting student questions and responses that show progression in the Depth of Knowledge (DOK) scale.  Teachers use AVID strategies in their classrooms. | PD on AVID strategies, PLCs, and High Quality Instruction. | * Curriculum maps * Student work * Walk-throughs with feedback * Professional development agendas and sign-ins |
| Instruction is rigorous and relevant. | Instructional tasks, questions, and assessments are developed to reach a DOK level 3 or 4 to develop critical thinking skills.  CCSS text ratio is 30% Literary and 70% informational texts - depending on subject and where appropriate.  Instruction incorporates inquiry based instruction.  Instruction builds on content area academic vocabulary.  Instruction is bell to bell.  Teachers provide students with the opportunity to make connections and engage in problem/project-based learning. | Teachers use a variety of instructional strategies to teach all academic vocabulary levels.  Teachers use texts in CORE academic classes that represent the grade level’s Lexile and text-complexity band.  Monitoring and coaching ensure that teachers apply the eight mathematical practices when applicable to their content.  Students have the opportunity to work towards special-recognition diplomas, such as Career Pathways and Academic Honors.  VAPA standards are integrated into the academic content areas.  Teachers use Performance Based Assessments to ensure relevance. | * Student work * # of students in special programs: * AP scores, AP numbers, Number of AP classes offered * Early college * Special Recognition diploma * Curriculum maps * Student Engagement (walk-throughs) |
| Instruction is supported with technology. | Technology supports instruction.  Teachers and students utilize Google Drive. | PD on effectively using technology for instruction.  Teachers collaborate on the implementation of technology during instruction.  Technology plan created to encourage and support the integration of technology in instruction. | * Student work samples * Lessons that incorporate technology based programs, sites * Walk-throughs * Student work * Student Portfolios |

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| All assessments are aligned to the Standards CCSS, NGSS, or VAPA standards. | All assessments aligned to standards  When appropriate, assessment methods aligned to state tests.  Collaboration team meetings. | All teachers know:   * what is being assessed in their subject. * what standards are being assessed at the level below and the level above their course (vertical alignment), and how the students are performing. * teachers collaborate and create common formative assessments and rubrics. | * Monitor in collaboration teams. * Collaboration team minutes * Student work samples * Chapter exams * End of course exam * Assessments (formative) * Pacing guide (updates) * Self reflection * Common formative assessments * Standardized tests * Project Based Assessments * Student based assessments * Performance Assessments |
| Different types of assessments are used. | Assessment plans include:   * multiple assessments to determine student progress, * a variety of common course formative and summative assessments, * assessments that reflect Depth of Knowledge (DOK) levels 3-4, * authentic assessments that require students to apply their thinking such as performance-based or project-based assessments. | Teachers collaborate on:   * creating common formative assessments * review data from assessments | * Rubrics * Student work * exit pass * journal reflections * worksheets * textbook assignments * performance * class discussions * quick writes * Collaboration team minutes * Student Work * Pacing guide * Standardized tests * Student based assessments * Syllabus * Performance assessment |
| Assessments are used for screening purposes. | Pre-assessments are used for determining appropriate supports and intervention for students. | Plan and deliver appropriate support. | * Assessment plan (Pre-Screening) * Teacher reflection * Pre/Post test results (pre knowledge exam) * Standardized assessments (CAASPP, NGSS,) |
| Assessments are used to inform instruction. | Formal or informal assessments assist in adjusting instruction. | Teachers:   * Use data from Illuminate to help inform instruction * PD on Illuminate - refresher * IEP/504/SST | * Updated curriculum maps * Evidence of differentiation (supplemental assignments, lesson plans) * Student Reflections (Exit Pass) * Common Formative Assessments (reflections, bookwork, journals) * Collaboration Team minutes |
| Summative data are used to inform departmental or schoolwide actions. | Summative data are used to inform departmental or schoolwide actions. | Use appropriate data to assist in developing the Action Plan.  Teachers implement the RTI process.  Access needs at the beginning of the year (CSI revisit). | * Action Plan * Exam results * Analysis of standardized assessment results * Project Based Assessment result analysis * Evidence of implementation of interventions and support * Collaboration meeting minutes |
| Students use assessment data to take ownership of their learning. | Teachers will provide students the given opportunities to monitor and reflect on their progress towards success. | Students use assessment results to reflect and set goals. | * Student portfolios * Journal activity * AERIES |
| Assessments are supported by technology. | Technology-based assessments will be used. | Utilize assessment programs that are similar to the standardized assessments.  Technology based common formative assessments are used.  Teachers collaborate on the use of technology for formative and summative assessments. Data is used to drive this conversation | * Assessment programs such as Illuminate and CAASPP. * Collaboration meeting minutes * Technology available in every class * Number of computer carts * Video/Audio equipment (sign out) * Smart boards |

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| Good Citizenship Healthy Life Choices | * Everyone working toward a physically and emotionally safe environment. * Everyone caring for and keeping the campus clean and free of clutter. * Everyone agrees to the good of the whole. * Everyone will be aware of expected behaviors. * Everyone strives to do her/his best.   Good Citizenship – Students are expected to be respectful in every way. Students should behave appropriately at all times, whether on campus during school hours or off campus during non-school hours. | * Everyone knows her/his responsibilities and is held accountable. If anyone isn’t clear about her/his responsibilities, she/he needs to seek clarification. * Everyone understands and follows the processes and procedures that are in place so the school runs smoothly. * Everyone will teach and reinforce expected behaviors . * Administration should be visible (recess, lunch, extracurricular events, etc.) * Provide surveys | * Maintain low referrals rate * School-wide policies/ procedures * Handbook * Documentation of clubs and arts performances * Course syllabus form * Survey Results * School pride promoted by student activities * Custodial staff proactive in fixing and cleaning * Campus is trash and litter free * Recycle bins * Vandalism free * Schoolwide Learner Outcomes |
| Artistic Culture | Student produced posters are visible for school events  Art displays, performances, and competitions | * Posters are displayed on campus * Community outreach and field trips * Student led and driven performances * Incorporate the arts into the core curriculum | * Posters * Field trips * Performances * Lesson plans * Art displays * Awards * Schoolwide Learner Outcomes |
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