

What have we already said was our orientation towards management, oversight and governance?

This [document](#) contains a draft of a reporting framework for GO Team. It is meant to incorporate several constraints:

- The balance between management and oversight
- Quality of the metric versus the challenge of collecting the data
- Capturing the right measures over time in alignment to our shared goals

Key strategies	Inputs - Trainings/Supports	Outputs - Teacher Actions	Intermediate Outcomes - Interim Assessments	Long Term Outcomes - Student Results
Guided Reading	<p>Which trainings have been executed in the PL plan?</p> <p>What % teachers have attended trainings? Refresh for K-2? 3-5?</p> <p>What % of teachers have received at least bi-weekly coaching/feedback as a part of a coaching cycle?</p>	% of teachers with lesson plans that include an appropriate Guided Reading component	<p>% of students advancing a reading level.</p> <p>**Some measure for the fluidity of student grouping (which is a key principle in dynamic grouping and guided reading)</p> <p>Winter STAR assessment</p>	<p>Math: Increase proficient students on STAR by 20% between Fall and Spring administrations 5% increase in number proficient students on GA Milestones to 35.9%</p> <p>Focus: Fluency and Number Sense</p> <p>ELA: Increase proficient students on STAR by 20% between Fall and Spring administrations 5% increase in number proficient students on GA Milestones to 32.7%</p> <p>Focus: Vocabulary, Comprehension and Writing</p>

What have we said about our desired outcomes thus far

School Goals:

- Math:
 - Increase proficient students on STAR by 20% between Fall and Spring administrations
 - 5% increase in number proficient students on GA Milestones to 35.9%
 - Focus: Fluency and Number Sense
- ELA:
 - Increase proficient students on STAR by 20% between Fall and Spring administrations
 - 5% increase in number proficient students on GA Milestones to 32.7%
 - Focus: Vocabulary, Comprehension and Writing

From this year's strategy work: [Family Strategy Input Doc](#)

Administrative Activities	Teacher Activities	Student Experience
<p>International Baccalaureate implementation (but what will this take?)</p> <p>Facilitate collaboration between teachers on lesson planning aligned to IB</p> <p>Provide opportunities in the daily schedule for Restorative Justice and relationship building and repair</p> <p>Provide trainings and coaching on trauma-informed instruction, race and equity,</p> <p>Support collaborative learning and planning on race, equity and trauma-informed instruction.</p>	<p>Find ways to make learning relevant with engaging learning and activities</p> <p>Building and repairing relationships via Restorative Justice Practices</p> <p>Explicit community building with SEL integration throughout academic programming</p>	<p>Students can articulate and own what they are learning and why.</p> <p>Feel respected by staff and each other</p> <p>Students routinely treat each other well</p> <p>Understand and take ownership for their status of their own learning and its trajectory</p>

Themes:

- IB Implementation to build relevance and rigor (WHAT WE ARE LEARNING AND WHY)
 - International Baccalaureate implementation (but what will this take?)
 - Facilitate collaboration between teachers on lesson planning aligned to IB
- Creating safe, nurturing and equitable learning environments (HOW OUR CLASSROOM AND SCHOOL COMMUNITY SUPPORTS RELEVANT AND RIGOROUS LEARNING FOR ALL)

- Provide opportunities in the daily schedule for Restorative Justice and relationship building and repair
- Provide trainings and coaching on trauma-informed instruction, race and equity
- Support collaborative learning and planning on race, equity and trauma-informed instruction.

Task: For each of these themes, can we start to think about the implications for cost items - training/supports, staffing and structures. Also consider the expectations needed and what measures might be important to track.

Key Priorities	Trainings/Supports	Staffing	Structures (schedules)	Administrative Expectations	Initial measures brainstorm
what are we working with?	<p>How many days of PD do we have?</p> <ul style="list-style-type: none"> ● 7 PD days by the district for teachers to plan ● Of those, 4 days for the whole school staff ● 90 min planning period a week ● 30 min planning each day ● Tuesdays-wednes days 3-4 pm for planning (this year was grade level planning and PL) 	How many total staff at what FTE?	<p>What does the schedule of the year look like?</p> <p>What does the daily schedule look like?</p> <ul style="list-style-type: none"> ● 30 min lunch ● 90 min planning period a week ● 30 min planning each day ● Tuesdays-wednes days 3-4 pm for planning (this year was grade level planning and PL) 	What does the administrative team say are priorities and what expectations do they set with the staff?	
<p>IB Implementation to build relevance and rigor</p> <p>-Focus on math and reading</p>	<p>IB training for those who have not yet had training (less than half have currently completed it)</p> <p>Dedicated time each week</p>	Enough coaching and support for weekly collaboration time	Facilitate collaboration between teachers on lesson planning aligned to IB		Student survey on success and relevance

<p>Creating safe, nurturing and equitable learning environments</p>	<p>Provide trainings and coaching on trauma-informed instruction, race and equity</p> <p>Training for parents via engagement (title I) for race and equity</p>	<p>Coaching and support</p>	<p>Provide opportunities in the daily schedule for Restorative Justice and relationship building and repair</p>		<p>Student survey on climate:</p> <ul style="list-style-type: none"> -Belonging -Safety -Care