High Reliability Schools
Level 1
Safe, Supportive, and Collaborative Culture

ESU 9 Workshop
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Characteristics of High Reliability Organizations:

- Continually in pursuit of error free performance
- Implement and improve systems of operations that clearly focus on the most important purpose of their work
- Monitor their systems for errors and take immediate action to prevent errors from becoming system wide failures
- Plan for the interdependence of their systems to work toward a common goal

High Reliability School Levels

5. Competency-Based Education

4. Standards-Referenced Reporting of Student Progress

3. A Guaranteed and Viable Curriculum

2. Effective Teaching In Every Classroom

1. Safe, Supportive, and Collaborative Culture
Leading and Lagging Indicators: School leaders need ways to assess their school’s status, gauge their progress through each level, and confirm successful achievement of each level. Leading and lagging indicators are useful to these ends.

**Leading Indicators:** are important conditions that are known to be associated with school improvement. Leading Indicators provide direction for school leaders in strategic planning for continuous improvement.

**Lagging Indicators:** Data and/or artifacts of practice that provide evidence for the degree to which leading indicators are present in a school’s operation.

### Leading Indicators Level I

1.1 The faculty and staff perceive the school environment as safe and orderly.
1.2 Students, parents, and the community perceive the school environment as safe and orderly.
1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
1.4 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
1.7 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
1.8 The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

### Sample Lagging Indicators for Leading Indicator 1.1

- Monthly incident reports show low incidence of disruptive behaviors.
- School-wide rules and procedures are in place to establish an orderly culture.
- Climate surveys results indicate 98% of faculty and staff believe the school is safe and orderly.
Leading Indicators 1.1 and 1.2

1.1: The faculty and staff perceive the school environment as safe and orderly.

<table>
<thead>
<tr>
<th>Sustaining</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Attempting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continually cultivates information through quick data sources to monitor faculty and staff perceptions of the safety, supportiveness, and orderliness of the school environment, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has developed and implemented well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has developed and implemented well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment.</td>
<td>The school is in the beginning, yet incomplete, stages of developing and implementing well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment.</td>
<td>The school has not attempted to develop and implement well-defined, schoolwide routines and procedures that lead to faculty and staff perceptions of a safe, supportive, and orderly environment.</td>
</tr>
</tbody>
</table>

1.2: Students, parents, and the community perceive the school environment as safe and orderly.

<table>
<thead>
<tr>
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<th>Not Attempting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continually cultivates information through quick data sources to monitor student, parent, and community perceptions of the safety, supportiveness, and orderliness of the school environment, and it takes proper actions to intervene when quick data indicate a potential problem.</td>
<td>The school has developed and implemented well-defined, schoolwide routines and procedures that lead to student, parent, and community perceptions of a safe, supportive, and orderly environment, and it can produce lagging indicators to show the desired effects of these actions.</td>
<td>The school has developed and implemented well-defined, schoolwide routines and procedures that lead to student, parent, and community perceptions of a safe, supportive, and orderly environment.</td>
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<td>The school has not attempted to develop and implement well-defined, schoolwide routines and procedures that lead to student, parent, and community perceptions of a safe, supportive, and orderly environment.</td>
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</tbody>
</table>
Lagging indicator examples from schools with high survey scores on leading indicator 1.1 and 1.2.
# ANDERSON MILL ELEMENTARY BEHAVIOR REPORT

<table>
<thead>
<tr>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
</tr>
</tbody>
</table>

Parent Initials:    Parent Initials:    Parent Initials:    Parent Initials:    Parent Initials:  

Positive:
1. Ready to Learn (lista para aprender)  
2. Responsible (responsable)  
3. Respectful (respetuoso)  
4. Communicator (comunicador)  
5. Risk Taker (valiente)  

Negative:
6. Off-task (fuera de tarea)  
7. Unprepared (no esta preparado)  
8. Disrespectful (respetuoso)  
9. Disrupting Learning (interrupiendo el aprendizaje)  
10. Unsafe (inseguro)  

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## Supervision Communication Form

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Supervision Communication Form

Student Name: ___________________________  Grade: _______  Date: __________

Room Teacher: ___________________________  Referring Staff: ______________

Consequences attempted:  □ Reaches expectation  □ Model appropriate behavior  □ 2-3 Minute Time-Out
□ Time-In (Shadow)  □ Redirect to different play area  □ Other: __________________

Incident Description/Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

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Westwood High School Student Accountability Matrix

Use this chart to guide student behavior management. Important reminders:

- Before submitting a referral, be sure to 1) have a conversation with the student to let them know they are receiving a referral; 2) facilitate two-way communication with parent/guardian and document the communication on the referral.
- Do not send students out of class to the assistant principal’s office unless a pass has been sent for them.
- Special Ed. Behavioral Intervention Plans (BIPs) or behavioral accommodations through 504 must be followed above and beyond this matrix.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2*</th>
<th>LEVEL 3*</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviors that should be addressed in the classroom</strong></td>
<td>Teacher assigned consequences with documentation</td>
<td>Disciplinary Referral</td>
<td>Immediate phone call (x4000) for admin support/intervention (do not let the student leave)</td>
</tr>
<tr>
<td>Inattention (sleeping, simple off task behaviors, writing notes, etc.)</td>
<td>Persistent Level 1 behavior</td>
<td>Persistent Level 2 behavior (requires documentation)</td>
<td>Suspicion of under the influence or possession of drugs, alcohol, or tobacco</td>
</tr>
<tr>
<td>Irresponsibility (not turning in homework, unprepared for class, dishonesty)</td>
<td>Inappropriate or offensive language (cursing, name calling, insulting comments, etc.)</td>
<td>Racial, sexual, cultural harassment (verbal or physical)</td>
<td>Possession of a weapon or other dangerous item</td>
</tr>
<tr>
<td>Mild disruptions (out of seat, talking without permission, noises, note passing, etc.)</td>
<td>Disrespect to adult (gestures, offensive comments, refusal to reply to a directive)</td>
<td>Severe disrespect to adult (verbal attacks)</td>
<td>Fighting or arguments/heated provocation between students that could lead to fighting without intervention</td>
</tr>
<tr>
<td>Verbal disagreements between students</td>
<td>Tardies</td>
<td>Physical violence (hitting, kicking, biting, throwing dangerous items) without injury</td>
<td>Physical violence with injury</td>
</tr>
<tr>
<td>Out of area/misuse of pass (leaving class without permission, excessive time out of class)</td>
<td>Class cutting</td>
<td>Terroristic threats (statements about intent to engage in violence against a person or the building)</td>
<td>Theft</td>
</tr>
<tr>
<td>Horseplay without safety issues (tripping, poking, pushing, throwing non-dangerous items)</td>
<td>Refusal to comply when safety is involved</td>
<td>Unauthorized technology (security breaches, bypassing firewall, inappropriate content)</td>
<td>Self abuse, injury, suicidal dialogue (call or Google chat with AP, counselor, or admin assistant in alpha office)</td>
</tr>
<tr>
<td>Off-task technology (unauthorized cell phone use, unauthorized website usage, gameplay, etc.)</td>
<td></td>
<td>Academic dishonesty (cheating, plagiarism, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Vandalism (graffiti, destruction of property)</td>
<td></td>
</tr>
<tr>
<td><em>Parents/guardians must be contacted and documented by teacher</em></td>
<td><em>Parents/guardians must be contacted and documented by teacher before referral</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Important Note:** By state law, student grades must reflect their mastery of content (teacher may not penalize student grades as a consequence of misbehavior).

This plan is intended as a guide for addressing behavioral issues. Incidents may occur that do not fit into these levels. Teachers may contact administrators at any time to discuss students and specific situations.
**Leading Indictor 1.3:** Teachers have formal roles in the decision-making process regarding school initiatives.

<table>
<thead>
<tr>
<th>Sustaining</th>
<th>Applying</th>
<th>Developing</th>
<th>Beginning</th>
<th>Not Attempting</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school continually cultivates information through quick data sources</td>
<td>For specific types of decisions, the school has implemented formal</td>
<td>For specific types of decisions, the school has implemented formal</td>
<td>The school is in the beginning, yet incomplete, stages of implementing</td>
<td>The school has not attempted to implement formal processes to involve teachers</td>
</tr>
<tr>
<td>to monitor teachers’ formal roles and involvement in decision-making</td>
<td>processes to involve teachers in the decision-making process</td>
<td>processes to involve teachers in the decision-making process</td>
<td>implementing formal processes to involve teachers in the decision-</td>
<td>in the decision-making process for school initiatives.</td>
</tr>
<tr>
<td>processes, and it takes proper actions to intervene when quick data</td>
<td>for school initiatives, and it can produce lagging indicators to show the</td>
<td>for school initiatives.</td>
<td>making process for school initiatives.</td>
<td></td>
</tr>
<tr>
<td>indicate a potential problem.</td>
<td>desired effects of these actions.</td>
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</tbody>
</table>

Where would you rate your school currently?

If you are at the applying level, what lagging indicators could you offer to substantiate that level?

What quick data strategies could you use to monitor this indicator?
### Decision Making Matrix

<table>
<thead>
<tr>
<th>Decisions made by individual teachers or teacher teams</th>
<th>Shared Decisions made collaboratively with Administrators and Teachers</th>
<th>Decisions school administration will make, possibly without teacher input</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
### DCMS Planning Committee

**2015-2016 School Year**

**Members Present:**
- Math—Souter
- Science—Jester
- 7th ELA—Steele
- 8th ELA—Barton
- Social Studies—Cummings
- SPED—Shipley
- Electives—Fletcher
- Electives—Denney
- Counselor—Carpenter
- Counselor—Thompson
- Admin—Buck
- Admin—Keoppel
- Admin—Prugh
- Admin—KVD

**Norms:**
- We will speak one at a time.
- We will be active participants.
- We will be positive, creative, and professional problem solvers.
- What is said in the Team Room stays in the Team Room: We will NOT share what is discussed during our brainstorming sessions. Announcements to our faculty, students and families will come from KVD only, and only when we decide as a group that those decisions are final. We will protect the safety and creativity of these sessions.
- Bottom Line: We do what is best for kids.

**Planning Phase 1:**
1. What is our top priority? What is most important to us?
2. Evaluate Enrollment Form: What do we want to add/remove?
3. PAP vs. Regular Coursework
4. Supply Lists
5. Enrollment Night Procedure

**Next meeting will take place on:**

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### Hernandez Middle School

**Bulldog Leadership Team**

**Agenda for Regular Meeting of October 27, 2014**

**Library, 3:45 – 4:45**

<table>
<thead>
<tr>
<th>Time</th>
<th>Agenda Item</th>
<th>Presenter</th>
<th>Type of Item</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening – Review Norms</td>
<td>BLT</td>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pep Rally Schedule and Procedures</td>
<td>Acosta</td>
<td>Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Development – 11/21/14</td>
<td>Acosta</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>CIP Review &amp; Responsibilities</td>
<td>BLT</td>
<td>Review</td>
<td></td>
<td></td>
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<tr>
<td>Permanent Book Room Movement</td>
<td>Acosta/Chowdhury</td>
<td>Discussion</td>
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<tr>
<td>Data Tracker &amp; Data Room Expectations</td>
<td>Acosta</td>
<td>Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement Night</td>
<td>Acosta</td>
<td>Information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Item/Concerns</td>
<td>BLT</td>
<td>Discussion</td>
<td></td>
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</tbody>
</table>

**MISSION STATEMENT:** It is the mission of Hernandez Middle School to provide all students with an exemplary education within a safe and nurturing learning environment.

**Time:**
- Honor the prearranged meeting by arriving and ending on time
- When the agenda is done, the meeting is done
- Change meeting time to Mondays for an hour, twice a month (fall semester), then once a month (spring semester)
- Meeting time: 3:45–4:45
- Don’t come/preschedule meetings

**Listening:**
- Limit electronic devices to work being discussed
- No sidebar conversations/texts to a minimum
- Listen, then be heard
- Discourage people interrupting politely

**Confidentiality:**
- What happens here, stays here unless otherwise specified
- Meetings should include this particular group for new, unless there are specific issues that need to be addressed
- Chairs responsible for disseminating information to dept. members

**Decision Making:**
- Collaborative decision-making body unless principal decides otherwise
- Present a united front in front of all staff at all times
- Stand behind decisions made by collective group, agree to disagree professionally
- Send out agenda ahead of time to allow members to have time to reflect and process (preferably by Friday before the meeting)
- If participants cannot attend, notify admin ahead of time; don’t appoint arbitrary substitutes
- HAVE FUN!!!

**Participation:**
- Participation should be encouraged from all
- Meeting should include this particular group for new, unless there are specific issues that need to be addressed
- Chairs responsible for disseminating information to dept. members

**Expectations:**
- Actively participate

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The following guidelines outline the roles and responsibilities of the Charlotte High School department chairs and Restructuring Task Force (RSTF) members.

**Leadership Team**

**Expectations**
1) Work to achieve the professional development goals of the school
2) Carry out the decisions agreed upon by the leadership team
3) Handle any disagreements within the leadership team
4) Be a positive participant in the school community
5) Help develop the vision, goals, and expectations of the leadership team and the school, and be an advocate for them
6) Keep confidential information confidential until the appropriate time
7) Treat other leadership team members with respect both in and out of meetings
8) Maintain open and honest dialogue within the leadership team and the school
9) Solicit staff input appropriately while upholding other responsibilities
10) Help mentor new staff members
11) Establish professional development plan for individual departments
12) Assist with HRS process
13) Participate in district level school improvement meetings

**Principal**

**Expectations**
1) Coordinate the efforts of the leadership team
2) Provide time to effectively carry out the goals and responsibilities of the leadership team
3) Provide support and resources to assist the leadership team in achieving its goals and carrying out its work

**Assistant Principal**

**Expectations**
1) Assist in the coordination of the efforts of the leadership team
2) Provide support and resources to assist the leadership team in achieving its goals and carrying out its work
3) Responsibilities described as a member of specific teams

**Department Chairs**

**Expectations**
1) Prepare and manage the department budget
2) Lead departmental PLC meetings effectively
3) Communicate PLC/PD agendas to all department members and to the principal in advance of any Wednesday or whole or half day PLC/PD sessions; maintain a PLC/PD log and share it with the principal
4) Communicate leadership vision and expectations
5) Provide input to help determine/communicate teaching assignments within departments
6) Communicate regularly with the principal and department RSTF members on issues within departments
7) Assist with appointments of long term subs in the department
8) Coordinate test outs
9) Coordinate miscellaneous department tasks (senior award, curriculum work, etc.)
10) Conduct a curriculum audit in order to shore up areas of improvement, and lead efforts to improve
## Leading Indicator 1.4

### Reciprocal Accountability: The Key to Building Collective Capacity
Adapted from DuFour and Marzano’s *Leaders of Learning*, pp. 70-87

<table>
<thead>
<tr>
<th>Leadership actions</th>
<th>This is us</th>
<th>We are working on this</th>
<th>We are talking about it</th>
<th>This is not us.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organize staff into meaningful teams</strong>&lt;br&gt;• In the absence of interdependence, one or more common goals, and mutual accountability, a group cannot be a team.</td>
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</tr>
<tr>
<td><strong>Provide teams with time to collaborate</strong>&lt;br&gt;• When teachers work together on the right work, even for as little as one hour each week, we can expect gains in student achievement.</td>
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<tr>
<td><strong>Provide supportive structures that help groups become teams</strong>&lt;br&gt;• Without a common goal that members can achieve only by working together interdependently, a group cannot become a team.</td>
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<tr>
<td><strong>Clarify the work that teams must accomplish</strong>&lt;br&gt;• It is critical that teams utilize a protocol that helps them focus on the right work.</td>
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<tr>
<td><strong>Monitor the work of teams and provide direction and support as needed</strong>&lt;br&gt;• When educators understand the tangible work products that must be created as a result of their collaboration, they develop greater clarity regarding the nature of their work.</td>
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</tr>
<tr>
<td><strong>Avoid shortcuts in the collaborative team process</strong>&lt;br&gt;• It is the process of building shared knowledge and the collaborative dialogue about that shared knowledge that builds the capacity of the staff to function as high-performing teams.&lt;br&gt;• Leaders enhance the effectiveness of others when they provide clarity regarding what needs to be done and ongoing support to help staff succeed. They do not develop others by doing the work for them.</td>
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</tr>
<tr>
<td><strong>Celebrate short-term wins, and confront those who do not contribute to their teams</strong>&lt;br&gt;• It is difficult to create momentum for the collaborative team process and impossible to sustain the process without recognizing and celebrating both concerted effort and incremental progress.&lt;br&gt;• Leaders who are unwilling to confront staff members who ignore the collaborative team process not only undermine that process but also damage their relational trust with the rest of the faculty.</td>
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</tbody>
</table>
Organizing Staff Into Meaningful Teams

Organized by Content
- Math Team
- Reading - Language Arts Team
- Science Team
- Arts Team
- Social Studies Team

Grade-level Teams
- PreK-K Team
- First Grade Team
- Second Grade Team
- Third Grade Team

Vertical Teams
- PK – 1 Team
- 2-3 Team
- 3-5 Team

Logical Links
- Math-Science Team
- Reading-Social Studies Team
- Language Arts-Technology Team

Interdisciplinary Teams
- 6th Grade Math, Science, Social Studies & Language Arts
- 7th Grade Math, Science, Social Studies & Language Arts
- 8th Grade Math, Science, Social Studies & Language Arts

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Northeast Middle School PLC Planning Cycle

What do we want students to know?

Determine and Unpack Power Standards

How will we know if our students are learning?

Create Proficiency Scales/Rubrics

Determine Learning Evidence

What will we do if our students do not learn?

Remediate or Enrich Student Learning

Analyse Data

Design Effective Instruction

How will we increase our instructional competence? How will we coordinate our efforts as a school?

Every meeting should have:
- Agenda
- Norms
- SMART Goals
- Appropriate Cycle Components

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COLLABORATIVE TEAM CYCLE

- Team Reflection and identification of next skill
- Identify the specific reading and writing skills we want our students to learn
- What does proficiency look like?
- Administer pre-assessment
- If students are already proficient
- If a few students are proficient
- Planning and executing instruction according to data
- Ongoing formative assessments, common assessments, and teacher reflection
- Share and Examine Student Work
  - Context Data Dig as needed: Why aren’t students performing?
- Reassess and celebrate
- Readjust (Intervention, strategies, reteach)
- Reaffirm
- Celebrate

East Middle School 7/16/18
PLC Team Cycle

Using data, team creates a lesson plan and a CFA.
Teacher instructs using effective strategies from PLC Focus meeting.
Team conducts CFA then meets to analyze data and discuss strategies.
Teacher remediates or enriches based on proficiency level.

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Reading: Questioning, Inference, and Interpretation
7th and 8th Grade Learning Scale

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In addition to mastering 3.0 performance, I can demonstrate in-depth inferences and application that go beyond what was taught.</td>
</tr>
<tr>
<td>3</td>
<td>I can cite textual evidence that supports an analysis of what a grade-appropriate text says explicitly, as well as to support inferences drawn from the text.</td>
</tr>
<tr>
<td>2</td>
<td>I can recognize or recall specific vocabulary such as the following: Analysis, cite, explicit, inference, logical, support, text, textual evidence. I will perform basic processes such as the following: Describe what a grade-appropriate text says explicitly and draw logical inferences.</td>
</tr>
<tr>
<td>1</td>
<td>I can, with help, recognize or recall specific vocabulary such as the following: Analysis, cite, explicit, inference, logical, support, text, textual evidence. I will perform basic processes such as the following: Describe what a grade-appropriate text says explicitly and draw logical inferences.</td>
</tr>
</tbody>
</table>

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8th Grade: RL.8.1, RI.8.1
7th Grade: RL.7.1, RI.7.1
Collaborative Team Framework

Unpack the Learning
PLC Process Question #1: What do we want students to learn?
Clarify the learning for the unit by building shared understanding of the standards and desired results. Effective instruction begins with the end in mind with an intentional focus on high levels of learning for each student.

Know Your Students
Build relationships; analyze historical data; consider student interests, readiness, strengths and needs.

Reflect on the Learning
PLC Process Question #5: How will we increase our instructional competence?
Analyze the effectiveness of instructional methods and strategies based on actual evidence of student learning, during and after the unit.

Determine Evidence of Learning
PLC Process Question #2: How will we know students are learning?
Develop an assessment plan. Using multiple types of assessment, determine what evidence will be collected to measure student progress and decide what proficient student work looks like.

Design the Learning
PLC Process Question #3: How will we respond when students do not learn?
PLC Process Question #4: How will we enrich and extend the learning for students who are proficient?
Develop an instructional plan using aligned resources and research-based instructional methods and strategies to differentiate student learning. Make adjustments as needed to anticipate and respond to student differences.

Teaching & Learning Cycle
Deliver Classroom Instruction
Use the assessment and instructional plans developed by the collaborative team to design and deliver classroom instruction.

Implement
Continue instruction and implement targeted learning experiences. Provide ongoing feedback to students regarding their learning.

Analyze
Interpret and reflect on formative assessment data (individually and/or with team) to determine student progress, identifying strengths & needs.

Respond
Develop instructional responses to ensure students receive targeted learning experiences such as reteach, intervention, and enrichment.

Collective Commitments
Professional Learning Communities focus on learning, have a collaborative culture, and are results oriented.

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Leading Indicators 1.5 and 1.6

1.5: Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.

<table>
<thead>
<tr>
<th>Teachers?</th>
<th>Staff?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

1.6: Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.

<table>
<thead>
<tr>
<th>Students?</th>
<th>Parents?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Leading Indicator 1.7:** The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

<table>
<thead>
<tr>
<th>Who or What do you celebrate?</th>
<th>How often do you celebrate?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How do you celebrate?</th>
<th>Who or what should you celebrate more?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Leading Indicator 1.8:** The fiscal, operational, and technological resources of the school are managed in a way that directly supports teachers.

What are some lagging indicators that exist for this leading indicator in your school currently? Categorize them below and list the examples in the lagging indicator column.

<table>
<thead>
<tr>
<th>Resource Type</th>
<th>Lagging Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal:</td>
<td>Financial resources that provide direct support to classroom practice.</td>
</tr>
<tr>
<td>Operational:</td>
<td>Use of time, Optimal scheduling, Equipment or facility access, Deployment of teacher assistants or volunteers, Facility Usage</td>
</tr>
<tr>
<td>Technological:</td>
<td>Device access, bandwidth, PD for tech usage, Tech support, Assistive technologies</td>
</tr>
</tbody>
</table>