Rossville Schools

Achieve, Learn, Lead, and Inspire

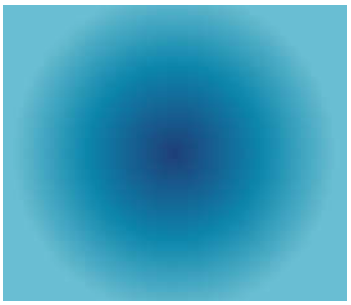
Learning Prioritization Plan

EES INNOVATION

March 20, 2024

Report Contents

Appendix



Learning Prioritization Plan

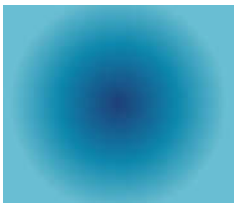
Purpose of the Learning Prioritization Plan

Rossville Schools partnered with EES Innovation to identify key priorities to create a district-wide systemic approach for student learning. Through this process, EES Innovation engaged educational partners in the creation of a 3-year plan, which provides an all-inclusive approach to continuous school improvement. The process ensured input was garnered from administrators, teachers, support staff, families, community members, and students. Additionally, EES Innovation conducted instructional observations of teachers to develop a detailed and comprehensive snapshot of the district's teaching and learning landscape.

The EES Innovation methodology analyzes data to identify key areas of strength and opportunities for school improvement. This process prioritizes needs, allowing a clear focus on the areas that will have the greatest positive impact on student achievement. As a result, Rossville receives a Learning Prioritization Plan: a concise, comprehensive, and actionable system-wide continuous improvement plan that addresses instruction and learning outcomes, enhances current systems in place, and suggests measures to sustain the improvement efforts.

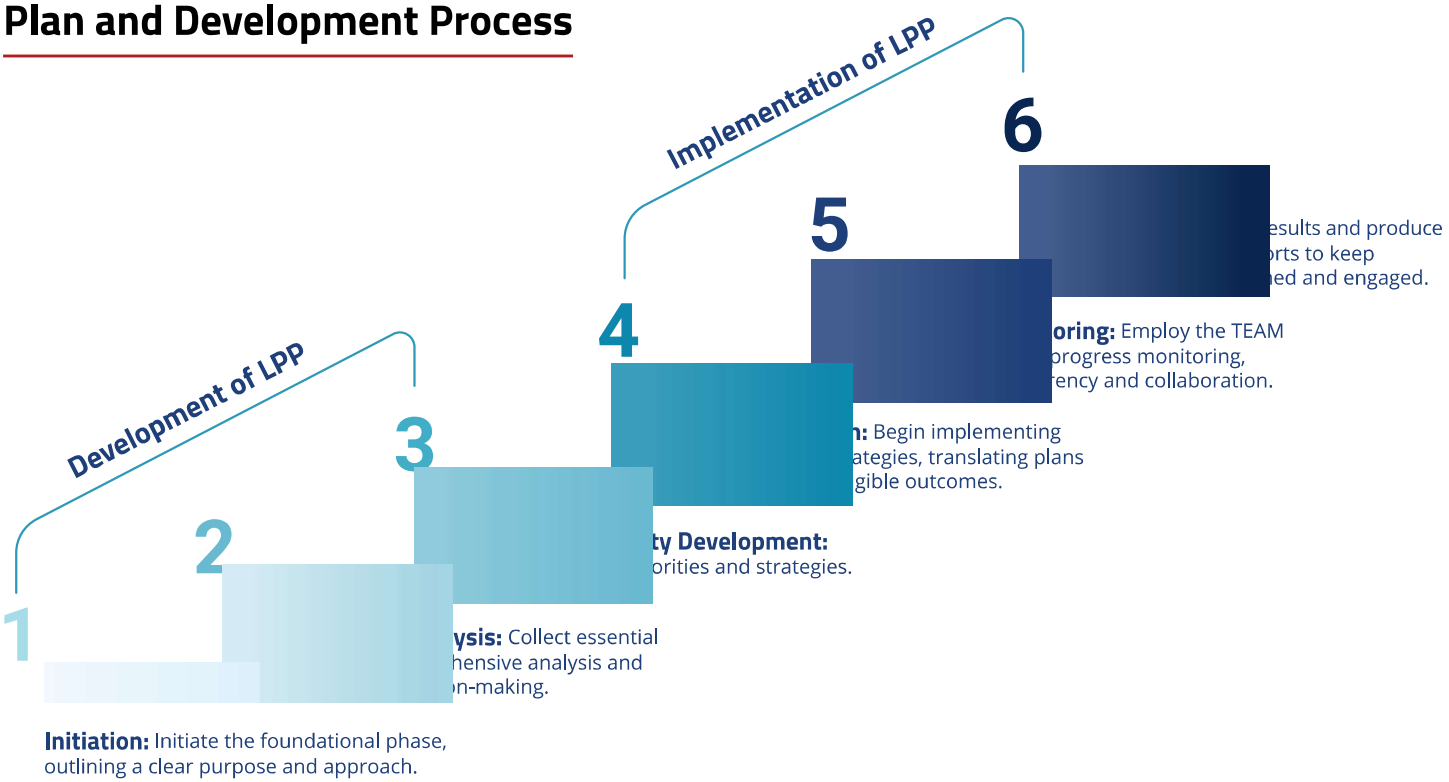
School districts "are uniquely positioned to ensure equity and to increase the capacity of all schools—not just some" (Childress, et al., 2007, p. 1). A study by Leithwood & Azah (2016) inquired about the characteristics of high-performing school districts capable of achieving this ambitious mission, how those characteristics were developed, and the influence on student achievement. District characteristics from the highest-performing school systems influencing student achievement feature elements from well-established theory. The characteristics having significant effects on achievement of combined math and language achievement over five years include: Widely endorsed mission, vision, and goals associated with strategic planning; Coherent instructional program including greater collaboration, consistency in priorities and expectations, and support; Systematically collecting evidence to inform decisions, Job-embedded PD; Impressive alignment of resources around the main priorities. These characteristics are used as a framework for identifying priorities for the EES Innovation Learning Prioritization Plan.

Key priority areas, goals, strategies, and resources are identified to build on district instructional strengths and support areas of improvement. Schools will monitor progress toward these instructional goals through data analysis. This process ensures that schools keep instructional priorities at the forefront while monitoring progress and success with student learning outcomes. The EES Innovation system dedicates resources for goal-aligned, job-embedded professional learning that ensures high-quality instruction, strong and knowledgeable instructional leadership, ongoing progress monitoring of instructional quality, and the impact of instruction on student learning and achievement. Within the district-wide systems articulated in the Learning Prioritization Plan, defined autonomy and flexibility are afforded to schools to develop responsive and flexible plans that accomplish the system's goals.



Learning Prioritization Plan

Plan and Development Process



Preparing for Success

To establish the aforementioned K-12 system alignment, it is highly recommended that the corporation identify a district **Instructional Leadership Team (ILT)** with representation from each building to engage in the work of continuous district and school improvement. The ILT will ensure that all improvement efforts are aligned with the key priority areas in the Learning Prioritization Plan and are implemented in a reasonable, strategic, and timely manner. Additionally, the ILT will be responsible for the following:

- Ensuring strong vertical alignment of curriculum and instructional programming.
- Developing a two-way communication plan to keep all staff members informed of the current and upcoming school improvement efforts
- Utilizing the provided implementation tracker, TEAM, to monitor progress and guide next steps in the key priority areas of:
  - Enhancing K-12 STEM education and career readiness
  - Expanding the science-based literacy continuum K-12
  - Creating a K-12 system of collaboration and data-informed instruction with an enhanced learner-focused culture
- Establishing a quality assurance process designed to review progress being made, identify successes, and develop methods for resolving challenges concerning key priority areas.

Implementation Plan

Rossville Schools Key Priority Areas		
1. Enhance K-12 STEM Education and Career Readiness	**2. Expand the Science-based Literacy Continuum K-12**	**3. Create a K-12 System of Collaboration and Data-informed Instruction with an Enhanced Learner-focused Culture**
1.1 Develop a secondary STEM program	2.1 Develop Science of Reading experts	3.1 Implement Academic Collaboration Talks (ACT)
1.2 Develop a K-12 employability skills micro-credentialing system	2.2 Align practices, curriculum maps, and resources to Science of Reading	3.2 Build a K-12 system of data collection and analysis
1.3 Foster a work-ready culture	2.3 Embed disciplinary literacy	
1.4 Create a sustainable system for STEM education and project-based learning		

Key Priority Area #1 Enhance K-12 STEM Education and Career Readiness

Strategy 1 | Develop a secondary STEM program

Needs Assessment

Focus group responses indicated that Rossville Elementary School is working on developing a STEM certified instructional program. However, STEM certification and instructional programming does not continue into the secondary schools. Focus group participants shared that there has been some PBL training done in "spurts" and that at one time there was a middle school robotics program. A strong, formalized, secondary STEM program would provide a continuum of instruction and programming in Rossville Schools.

Additionally, per the Indiana Department of Education's Priorities for STEM Education, there is a state-wide need to focus on developing STEM leaders and educators while simultaneously increasing access to STEM courses, programs, and resources.

Goal | Provide secondary educators the tools and training necessary to implement rigorous STEM education and Project-based Learning (PBL) across all content areas.

Outcomes

Educator Outcomes

- Increased capacity to teach content and standards through projects and real-world problems
- Recognized STEM school certification

Student Outcomes

- Increased engagement in classroom instruction
- Increased transfer of knowledge from classroom instruction to new contexts
- Increased understanding and development of employability skills with a focus on communication and collaboration skills
- Increased preparedness to address authentic problems and challenges in the workforce

Action Steps

1. Create a secondary STEM Leadership Team (SLT) to plan and implement effective, evidence-based STEM programming. Include an elementary representative(s) to ensure alignment of practices and programming.
2. Articulate the vision and mission for the work, and clarify the priorities and non-negotiables.
3. Determine a two-year implementation plan for grade levels and departments. Considered a tiered implementation beginning in 6th grade. Consult a STEM certification rubric and guidelines when developing the plan.
4. Begin implementation and engage in professional development. Provide time for staff to process, debrief, and implement new learning.
5. Plan for expanded development and access to computer science courses. Determine how the elementary program will serve as a feeder into secondary courses.
6. Design a process for monitoring implementation that includes how STEM educators will receive feedback on targeted instructional practices and lead to sustained and continuous improvement.

Resources Needed

- Educational consultant to lead professional development and support the development of the implementation plan
- Evidence-based STEM curriculum or units of study
- Time for the SLT to meet
- Access to Indiana Department of Education STEM certification rubric and corresponding resources

Strategy 2 | Develop a K-12 employability skills micro-credentialing system

Needs Assessment

The artifact review provided no evidence of employability skills systematically integrated into curriculum maps. Focus group responses from teachers and students varied significantly between buildings regarding the knowledge and understanding of employability skills.

Additionally, House Enrolled Act 1514-2021 requires the development of a performance dashboard to display student acquisition of defined employability skills. Senate Enrolled Act 297 states that not later than July 1, 2019, each school within a school corporation shall include interdisciplinary employability skills standards established by IDOE, in conjunction with the Department of Workforce Development, and approved by the State Board of Education, in the school's curriculum.

Goal | Embed employability skills in curriculum maps and implement a micro-credentialing system that measures and tracks student acquisition of essential skills.

Outcomes

Educator Outcomes

- Enhanced curriculum maps that intentionally integrate employability skills into the traditional core curriculum
- Developed competency-based assessment and tracking system to verify and report student acquisition of employability skills
- Documented process for awarding students digital badges upon acquisition of each employability skill

Student Outcomes

- Increased proficiency in the prioritized employability skills
- Earned digital badges that demonstrate proficiency of employability skills that are personalized, recordable, and transferable to college and job applications

Action Steps

1. Develop an understanding with instructional leaders and educators of why employability skills matter and how they will function in the Rossville curriculum and assessment system.
2. Identify key stakeholders from the district and larger community that have a vested interest in Rossville graduates to serve as a guiding coalition.
3. Prioritize 3-5 employability skills as a guiding coalition. Consider using these prioritized skills to develop a Profile of a Graduate.
4. Build teacher understanding of each skill and calibrate expectations across the district vertically and horizontally.

Continued on the next page.

5 Establish a curriculum mapping process to integrate the prioritized employability skills into curriculum maps K-12. Consider integration into all content areas.

6 Develop common local assessments to measure student acquisition of employability skills within each grade band. Utilize proficiency scales for assessing student competency of prioritized employability skills.

7 Implement a tracking system for recording and reporting student proficiency of prioritized employability skills within each grade band.

8 Develop a program, or integrate this work into existing behavior and academic programs, for awarding student digital badges for demonstrating proficiency of prioritized employability skills within each grade band.

Resources Needed

- Educational consultant to lead implementation
- Indiana State Board of Education Graduates Prepared to Succeed guidance documents
- Employability skills standards implementation guide, continuum, competencies, and crosswalks
- Current curriculum maps
- Time for professional development and collaboration

Strategy 3 | Foster a work-ready culture

Needs Assessment

Focus group participants shared that Rossville hosts some career and job fairs throughout the year for secondary students. Community stakeholders expressed a desire to expand these opportunities and to include a stronger focus on the trades.

Secondary student survey data indicated that students "*somewhat agree*" that they are learning skills that support future success.

Goal | Create career awareness (K-8) and career exploration opportunities (9-12) including enhanced exposure to the trades.

> "I would like to see us bring back trades, accounting, and home economics to prepare our children for other niches that are increasingly lucrative as demand for blue-collar occupations increases.
>
> **Parent, Rossville Schools**

Outcomes

Educator Outcomes

- Increased awareness and knowledge of the work-based learning continuum
- Documented progression of vertically-aligned career learning and experiences
- Supported implementation of career learning experiences

Student Outcomes

- Increased exposure to a range of career fields
- Enhanced opportunities to apply employability skills in an authentic work setting
- Connected classroom learning to real-world experiences
- Increased networking opportunities for students and potential employers

Action Steps

1. Identify a staff member (Work-based Learning Coordinator) to oversee and support the implementation of the work-based learning (WBL) continuum. Ensure adequate time is provided to fulfill these responsibilities.
2. Utilize the guiding coalition for the employability skills to also guide this work. Consider the interplay between employability skills and WBL experiences.
3. Audit the curriculum and current WBL experiences using the WBL Continuum and Program Criteria Rubrics.
4. Use the audit findings to create an implementation plan that addresses identified gaps in the WBL experiences measured by the WBL criteria.
5. Work collaboratively with the district ILT to systematically develop, plan, and implement career awareness, exploration, preparation, and training experiences throughout the grade bands.
6. Develop a process for documenting and revising WBL experiences to ensure strong horizontal and vertical articulation.

> "I wish there were more opportunities for students who do not want to go to a four-year college right out of high school, or for students wanting to go right into the workforce.
>
> **Student, Rossville Schools**

Resources Needed

- Funding and support for a WBL Coordinator
- WBL Manual—Program Criteria Rubrics
- Time for stakeholders to collaborate

Strategy 4 | Create a sustainable system for STEM education and project-based learning

Needs Assessment

Focus group participants shared that Rossville needs to build systems to ensure the sustainability and growth of STEM and PBL programming. With staff turnover, leadership wants to provide meaningful opportunities for onboarding new staff that align with Rossville's key priorities and allow continuous access to hands-on and engaging instruction for students.

Survey data indicated that teachers "*somewhat agree*" that professional development is aligned to school goals and positively impacts instruction.

Goal | Provide an on-demand professional development system and build an internal mentoring program for STEM education and PBL.

Outcomes

Educator Outcomes

- Increased access to meaningful, on-demand professional development
- Augmented capacity to implement PBL units of study
- Sustained focus on STEM and PBL

Student Outcomes

- Continued access to high-quality STEM and PBL instruction

Action Steps

1. Utilize the SLT to determine key learning objectives and goals for professional development. Consider a tiered approach for beginning, advancing, and excelling teachers. Develop a plan for continuously revising and updating professional development.
2. Decide on core texts that align with the Rossville vision for STEM education and PBL. Purchase multiple copies of core texts and create a professional library for teachers.
3. Create instructional guidance documents that articulate the vision and expectations for instruction.
4. Choose a platform and build out on-demand modules for professional learning. Include instructional guidance and access to core resources on the platform.
5. Identify teacher leaders in STEM and PBL. Partner teacher leaders with beginning STEM educators and allow time for collaborative planning and peer observations.
6. Provide opportunities for existing and emerging teacher leaders to showcase and share their work with colleagues.

Resources Needed

- Educational consultant to build the on-demand learning modules
- Platform to house professional development
- Funds for building on-demand modules
- Funds for a professional development library
- Time and funds for coaching and mentoring

Communication Plan

To keep all stakeholders informed of K-12 STEM education and career readiness in Rossville Schools, the following communication strategies are recommended:

- Provide staff with regular updates on the work of the SLT and guiding coalition for workforce readiness.
- Highlight highly engaging classroom projects in school communications.
- Include opportunities for community members to partner with Rossville Schools in district and community newsletters and social media.
- Spotlight alumni and community partners in district and community newsletters and social media.

Key Priority Area #2 Expand the Science-based Literacy Continuum

Strategy 1 | Develop Science of Reading experts

Needs Assessment

Teacher and administrator focus group responses uplifted a need and desire to increase the capacity to implement science-based literacy instruction.

Teachers are currently being trained in the Science of Reading over time as human and financial resources allow, and knowledge of structured literacy and the research that supports it is varied in the district. A comprehensive and aligned approach to training will develop a shared understanding that will improve instruction and decrease instructional variability between classrooms and grade levels, preventing gaps in literacy development.

The artifact review revealed no evidence of district or schoolwide instructional guidance or expectations.

Additionally, House Bill 1558 mandates that schools align resources and practices to the Science of Reading.

> "We need a clear, research-based curriculum and training for all of the staff. Everyone should know the systematic steps to teaching reading and math. They should be focused on the most critical skills needed to help students see growth. There should also be an expert in the building to help guide staff with curriculum if needed.
>
> **Teacher, Rossville Schools**

Goal | Engage K-12 administrators and teacher-leaders in developing their capacity to align practices with the Science of Reading, specifically targeting areas identified within a literacy audit.

Outcomes

Educator Outcomes

- Documented instructional guidance (shared vision, structures, and expectations) for best practices in K-12 literacy.
- Increased knowledge and understanding of evidence-based literacy practices for instructional leaders.
- Supported implementation plan of evidence-based practices in the classroom.

Student Outcomes

- N/A

Action Steps

1. Conduct a literacy audit to assess the alignment of curriculum, assessment, and instructional systems to evidence-based literacy practices and to determine if beliefs, attitudes, and dispositions throughout the district support the pervasive belief that all children can learn to read.
2. Identify three priority areas for improving literacy outcomes K-12.
3. Develop a grade-band-specific implementation plan based on the results of the literacy audit that includes teacher initial and ongoing professional development, resource procurement, curriculum mapping, and assessment alignment.
4. Provide professional development regarding evidence-based literacy practices.
5. Create instructional guidance documents that outline the shared vision, structures, and expectations for K-12 literacy.
6. Determine a system for onboarding new staff members and further developing existing staff members.

Resources Needed

- Literacy specialist to conduct the audit and lead the professional development
- Participation in literacy audit including classroom walkthroughs, focus groups, and artifact submission
- Time for instructional leaders to participate in professional development
- Science of Reading aligned professional development resources

Strategy 2 | Align practices, curriculum maps, and resources to Science of Reading

Needs Assessment

While there is evidence to suggest that the work of aligning instructional practice to curriculum maps and resources has begun, there are discrepancies in the data as to the extent to which this work has been completed.

When surveyed about curriculum maps, elementary teachers "*somewhat agree*" and secondary teachers "*agree*" that the district provides teachers with updated curriculum maps that are a valuable tool for planning. While there is evidence of teachers identifying essential standards for reading in elementary school, evidence of existing comprehensive curriculum maps for K-12 literacy courses is varied. Focus group responses indicated that some of the grade levels have updated essential standards based on the 2023 Indiana Academic Standards, but this work has not been completed in all grade levels.

In regards to materials and resources, elementary survey responses showed that teachers "*agree*" they have the resources needed to uphold district expectations. However, focus group participants shared that teachers are purchasing resources with their personal funds to support literacy instruction. They indicated this to be a hardship and acknowledged that it has led to inequalities across classrooms.

> I wished there was a better curriculum map to follow. I feel like I am just teaching from the book. There isn't anything to help me plan my time or a place to show me where I should be when.
>
> **Teacher, Rossville Schools**

Goal | Implement instructional practices aligned to the Science of Reading with fidelity throughout the district in K-12 literacy classrooms.

Outcomes

Educator Outcomes

- Increased knowledge and understanding of evidence-based literacy practices
- Enhanced curriculum maps
- Increased systematic and explicit instruction in literacy classrooms

Student Outcomes

- Improved reading comprehension
- Improved communication skills
- Decreased gaps in foundational reading skills
- Decreased variability of learning experiences and expectations from year-to-year
- Increased proficiency in Academic Achievement Indicator as outlined in Indiana's Every Student Succeeds Act (ESSA) Plan

Action Steps

1. Share instructional guidance documents that outline the shared vision, structures, and expectations for K-12 literacy with reading and English language arts teachers. Include a professional development calendar with dates for initial and ongoing training. Store this information on a common platform for all teachers to access.
2. Develop and/or update literacy curriculum maps to include priority standards and pacing recommendations, enduring understandings, essential questions, key concepts, and suggested resources.
3. Provide literacy professional development for all staff. Implement new learning in classrooms. Provide opportunities for teachers to share successes, challenges, and opportunities for improvement with colleagues and leadership.
4. Facilitate Academic Collaboration Talks focused on standards and/or skill-based assessment. Review this data collaboratively with school and district leadership as a progress monitoring tool for the implementation of evidence-based instructional practices.
5. Conduct instructional walkthroughs focused on observing evidence-based instructional practices. Provide teachers with actionable and timely feedback.
6. Share and analyze walkthrough data and standards-based assessment data with school and district leadership teams to refine and improve the implementation plan.

Resources Needed

- Literacy specialist to lead the curriculum mapping process
- Time for professional development and curriculum mapping
- Time for Academic Collaboration Talks
- Time for school and district leadership teams to collaborate
- Science of Reading aligned resources and corresponding assessments

Strategy 3 | Embed disciplinary literacy

Needs Assessment

There was no evidence of content area literacy standards systematically and intentionally integrated into classroom instruction.

Goal | Implement disciplinary literacy practices in all secondary (6-12) content area classrooms to further develop academic reading, writing, speaking, and listening skills.

Outcomes

Educator Outcomes

- Increased commitment across the district to teach literacy in all classrooms
- Increased knowledge and understanding of evidence-based literacy practices 6-12
- Enhanced curriculum maps with content area literacy standards embedded in units of study

Student Outcomes

- Increased ability to read, comprehend, analyze, and evaluate non-fiction texts
- Increased critical-thinking skills
- Increased proficiency in Academic Achievement Indicator as outlined in Indiana's ESSA plan

Action Steps

1. Share instructional guidance documents that outline the shared vision, structures, and expectations for 6-12 disciplinary literacy with all staff members. Include a professional development calendar with dates for initial and ongoing training. Store this information on a common platform for all teachers to access.
2. Embed the content area literacy standards in the curriculum maps and implement new learning into classroom instruction.
3. Provide disciplinary literacy professional development and coaching to secondary teachers. Provide opportunities for teachers to share successes, challenges, and opportunities for improvement with colleagues and leadership.
4. Facilitate Academic Collaboration Talks focused on content area literacy standards. Review this data collaboratively with school and district leadership as a progress monitoring tool for the implementation of evidence-based instructional practices.

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5 Conduct instructional walkthroughs focused on observing evidence-based instructional practices. Provide teachers with actionable and timely feedback.

6 Share and analyze walkthrough data and standards-based assessment data with school and district leadership teams to refine and improve implementation.

Resources Needed

- Literacy specialist to lead professional development
- Time for professional development
- Time for Academic Collaboration Talks
- Time for school and district leadership teams to collaborate
- Science of Reading aligned resources and corresponding assessments

Communication Plan

To keep all stakeholders informed of the K-12 literacy continuum in Rossville Schools, the following communication strategies are recommended:

- Share a summary of the literacy audit results with school administration and leadership teams.
- Share walkthrough data and standard-based assessment data with leadership teams.
- Include information about the literacy curriculum in district communication.
- Provide families and community members access to family-facing information about the Science of Reading and the literacy curriculum maps at-a-glance on the district website.
- Include information about disciplinary literacy in class syllabi and/or other course information.

Key Priority Area #3 Create a K-12 System of Collaboration and Data-informed Instruction with an Enhanced Learner-focused Culture

Strategy 1 | Implement Academic Collaboration Talks (ACT)

Needs Assessment

Survey data indicated that teachers "*somewhat agree*" they have collaboration time focused around the priority standards. Focus group participants shared that they have access to a lot of student achievement data; however, time dedicated to meeting with colleagues to analyze student achievement data is often their own time and not part of the scheduled day.

Survey data also indicated that teachers "*somewhat agree*" that they have collaboration time to develop and reflect upon interdisciplinary units of study.

Goal | Create opportunities for horizontal and vertical collaboration throughout the K-12 system.

Outcomes

Educator Outcomes

- Improved satisfaction in the value of teacher collaboration time
- Defined protocols and expectations for how an Academic Collaboration Talk functions
- Increased capacity to plan and problem-solve for students needing intervention or enrichment
- Increased knowledge of how a standard progresses across a grade band

Student Outcomes

- Increased opportunities to access highly differentiated and targeted instruction
- Increased proficiency in Academic Achievement Indicator as outlined in Indiana's ESSA plan

Action Steps

1. Train district, school, and teacher leaders on how to effectively facilitate and coach an Academic Collaboration Talk. Create district-wide protocols and expectations for how an Academic Collaboration Talk functions when horizontal and vertical teams meet.
2. Create a district meeting calendar that provides time for teachers to collaborate. The calendar should provide an appropriate balance of horizontal and vertical collaboration. Consider how special education and special area teachers can meaningfully participate in these conversations.

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3 Engage in Academic Collaboration Talks that focus on student proficiency of the essential standards.

4 Debrief on the successes, challenges, and opportunities for improvement in the Academic Collaboration Talk process. Utilize qualitative data and quantitative data such as Academic Collaboration Talk observations, teacher feedback, and student achievement to inform these conversations.

Resources Needed

- Educational consultant to lead professional development on Academic Collaboration Talks
- Time to participate in Academic Collaboration Talks
- Access to curriculum maps, common assessments, and a data dashboard
- Access to a list of high-yield instructional strategies

Strategy 2 | Build a K-12 system of data collection and analysis

Needs Assessment

The artifact analysis suggested that Academic Collaboration Talks are not systematic throughout all levels of the K-12 system. Focus group data indicated that data talks and walks are occurring at some grade levels with some teachers, but there is not a comprehensive and systematic K-12 process involving all key stakeholders at the classroom, building, and system levels.

Goal | Standardize when, how, and what data is used to inform instruction at the classroom, building, and system levels.

Outcomes

Educator Outcomes

- Aligned leadership with an articulated purpose and common priorities
- Shared responsibility and trust between all K-12 staff members
- Increased knowledge of leading and lagging content standards across grade bands
- Increased capacity to build, develop, and lead the "Rossville Way."

Student Outcomes

- Increased access to aligned instruction with a reduction in gaps and overlaps of skills, content, and standards
- Increased proficiency in Academic Achievement Indicator as outlined in Indiana's ESSA plan

> My grade level team is supportive. We work well together to support all students, not just the students in our classrooms.
>
> **Teacher, Rossville Schools**

Action Steps

1. Determine the system-level Academic Collaboration Teams. Clarify the purpose and priorities of the teams, and establish the conditions necessary to achieve the priorities.
2. Decide what qualitative and quantitative data will be reviewed that aligns with the teams' purpose and priorities. Create a meeting schedule based on the availability of the selected data points.
3. Develop protocols and processes for system-level Academic Collaboration Talks. This work should be inclusive of before-during-after meeting protocols to ensure important priorities and goals are effectively monitored.
4. Engage in system Academic Collaboration Talks. Debrief on the successes and challenges of the work and adjust protocols and processes as needed.

Resources Needed

- Educational consultant to lead professional development on building and system-level Academic Collaboration Talks
- Time for Academic Collaboration Talks
- Calendar of meeting times
- Access to priority data points

Communication Plan

To further the growth of Academic Collaboration Talks at the building and system levels, the following communication strategies are recommended:

- Communicate the system-wide Academic Collaboration Talk meeting calendar with staff before the start of the school year. Share the calendar with families should the schedule impact student or staff start and release times.
- Share the framework and expectations for Academic Collaboration Talks with staff members.
- Share successes and problem-solutions with staff.

Timeline for Implementation

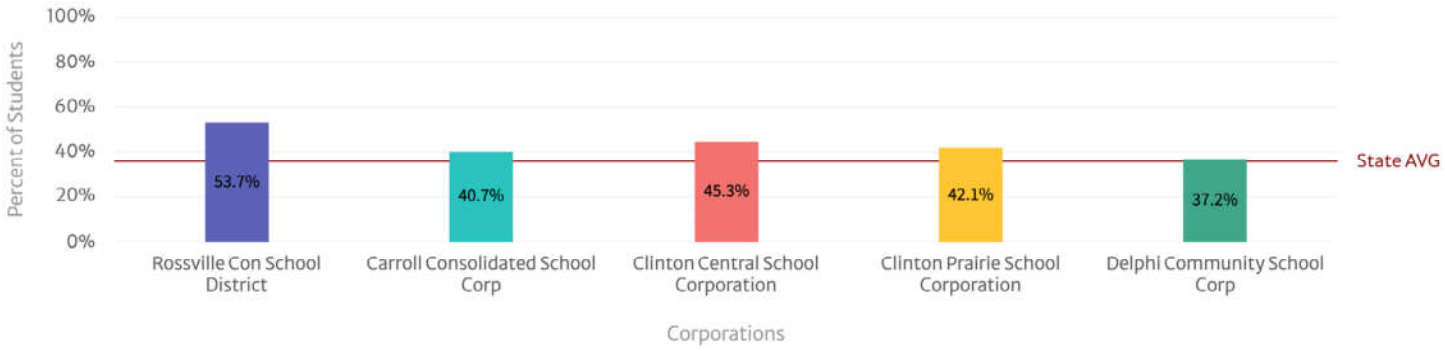
	First Semester	Second Semester
Summer 2024		▪ Identify a Work-based Learning Coordinator. ▪ Train district, school, and teacher leaders on how to facilitate and coach an Academic Collaboration Talk effectively. ▪ Create a district Academic Collaboration Talk meeting calendar.
2024-2025 School Year	▪ Create a secondary STEM Leadership Team (SLT) to plan and implement effective, evidence-based STEM programming. ▪ Develop an understanding with instructional leaders and educators of why employability skills matter and how they will function in the Rossville curriculum and assessment system. ▪ Audit the curriculum and current WBL experiences and identify gaps. ▪ Conduct a literacy audit and develop an implementation plan that includes professional development for literacy and disciplinary literacy. ▪ Create instructional guidance documents that outline the shared vision, structures, and expectations for K-12 literacy. ▪ Engage in Academic Collaboration Talks that focus on student proficiency of the essential standards.	▪ Begin STEM implementation and engage in professional development. ▪ Prioritize 3-5 employability skills. Build teacher understanding of each skill and calibrate expectations across the district vertically and horizontally. Integrate skills into curriculum maps. ▪ Develop/update literacy curriculum maps. ▪ Debrief on the successes, challenges, and opportunities for improvement in the Academic Collaboration Talk process.
2025-2026 School Year	▪ Continue STEM implementation. ▪ Develop assessments for employability skills and determine a tracking and reporting system. ▪ Implement career awareness, exploration, preparation, and training experiences throughout the grade bands. ▪ Conduct instructional walkthroughs and facilitate Academic Collaboration Talks focused on literacy standards and/or skill-based assessment. ▪ Determine the system-level academic collaboration teams.	▪ Develop a program for awarding student badges for demonstrating proficiency of employability skills. ▪ Share and analyze literacy walkthrough data and standards-based assessment data with school and district leadership teams to refine and improve the implementation plan. ▪ Determine system-level Academic Collaboration Talks processes, data, and meeting schedules.
2026-2027 School Year	▪ Apply for secondary STEM certification. ▪ Utilize the SLT to determine key learning objectives and goals for STEM professional development. ▪ Develop a process for documenting and revising WBL experiences to ensure strong horizontal and vertical articulation. ▪ Engage in system Academic Collaboration Talks.	▪ Choose a platform and build out on-demand modules for professional learning. ▪ Partner new STEM teachers with experienced teachers for professional learning. ▪ Debrief on the success and challenges of building and system-level Academic Collaboration Talks and adjust protocols and processes as needed.

Student Learning Data

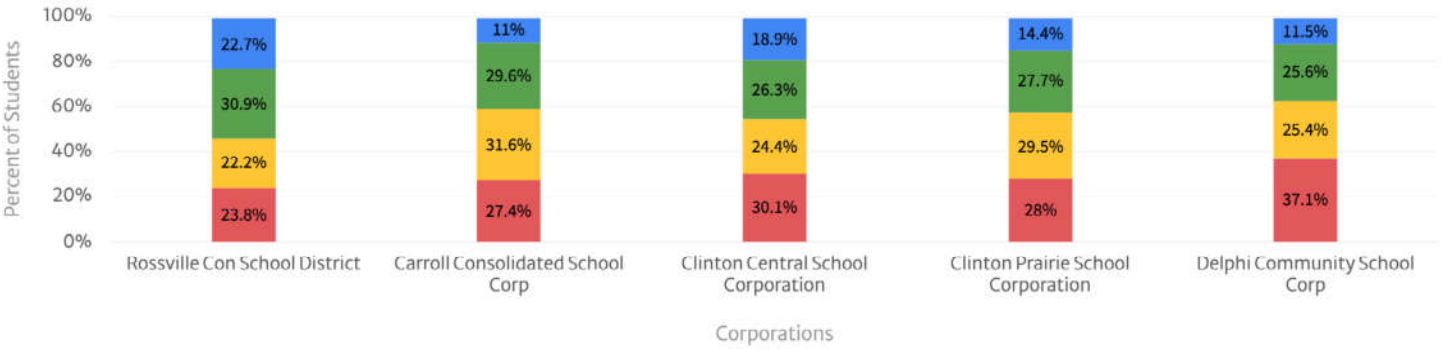
EES Analytics Data

- 2023 ELA Pass Percent
- 2023 ELA Proficiency
- 2023 Math Pass Percent
- 2023 Math Proficiency
- 2023 Free and Reduced Lunch
- 2023 Enrollment
- 2021 Graduation Breakdown
- 2023 Graduation Rate

2023 ELA Pass Percent
Neighboring Districts

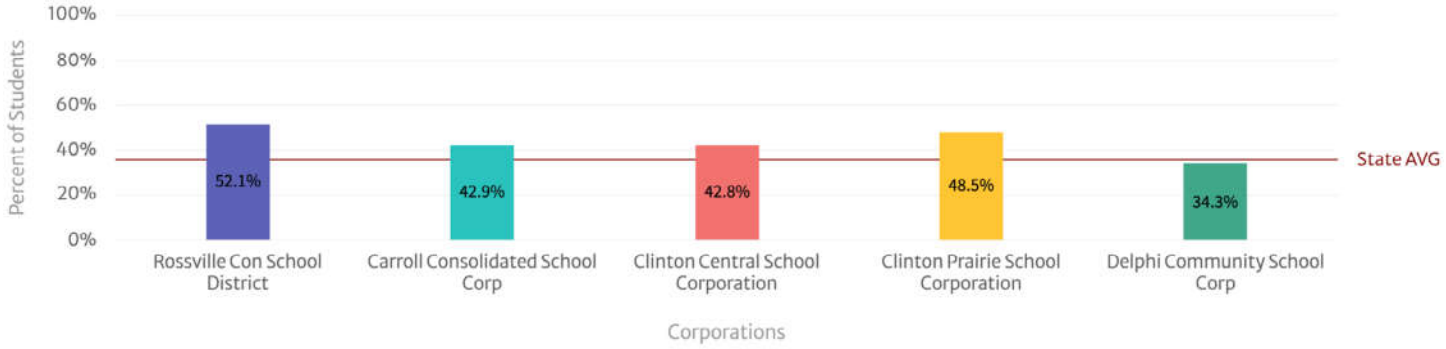


2023 ELA Proficiency
Neighboring Districts



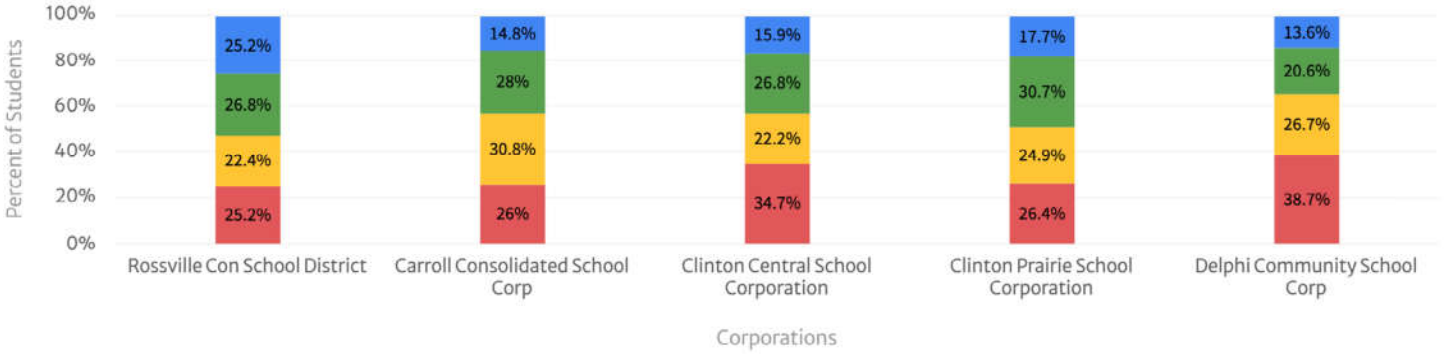
2023 Math Pass Percent

Neighboring Districts



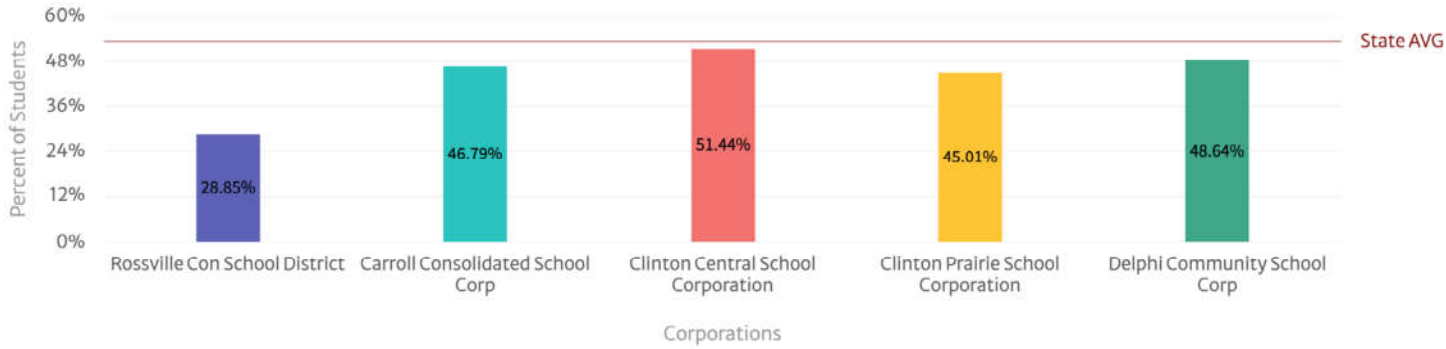
2023 Math Proficiency

Neighboring Districts

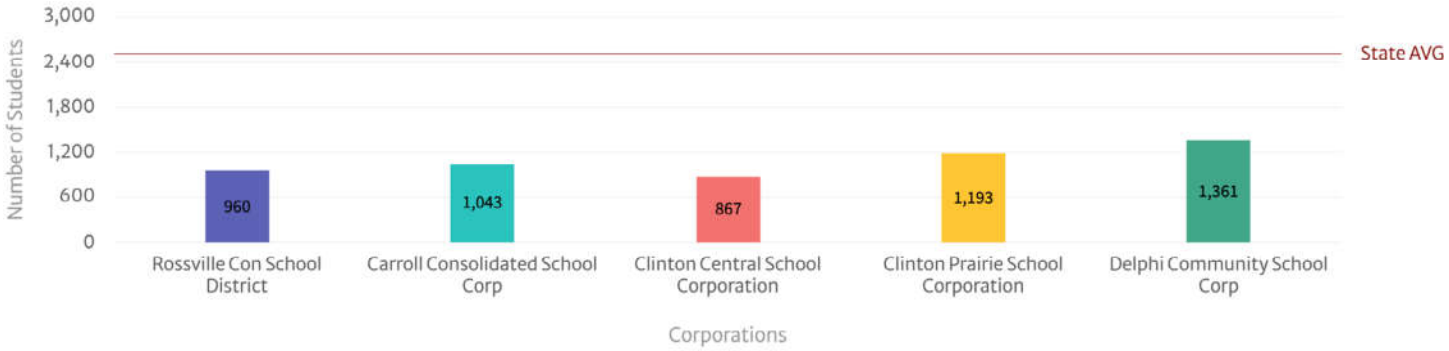


2023 Free and Reduced Lunch

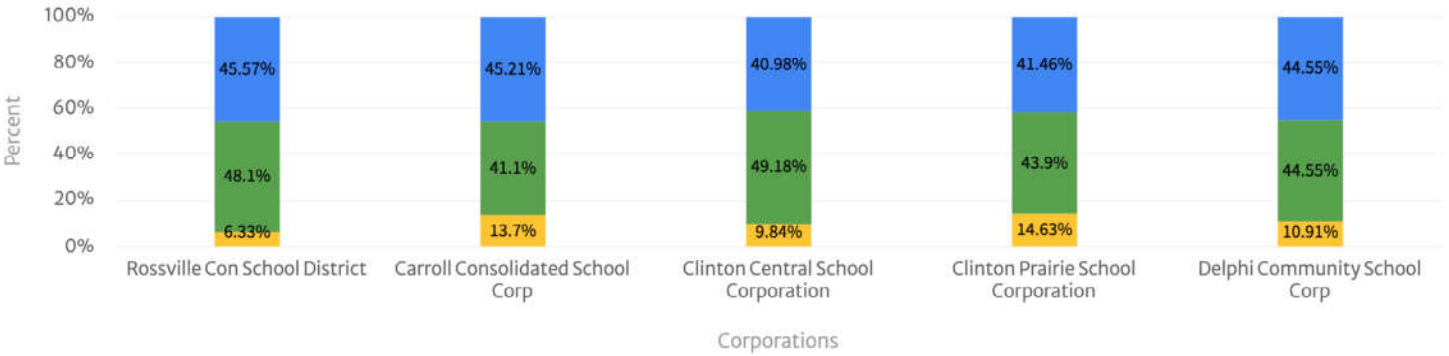
Neighboring Districts



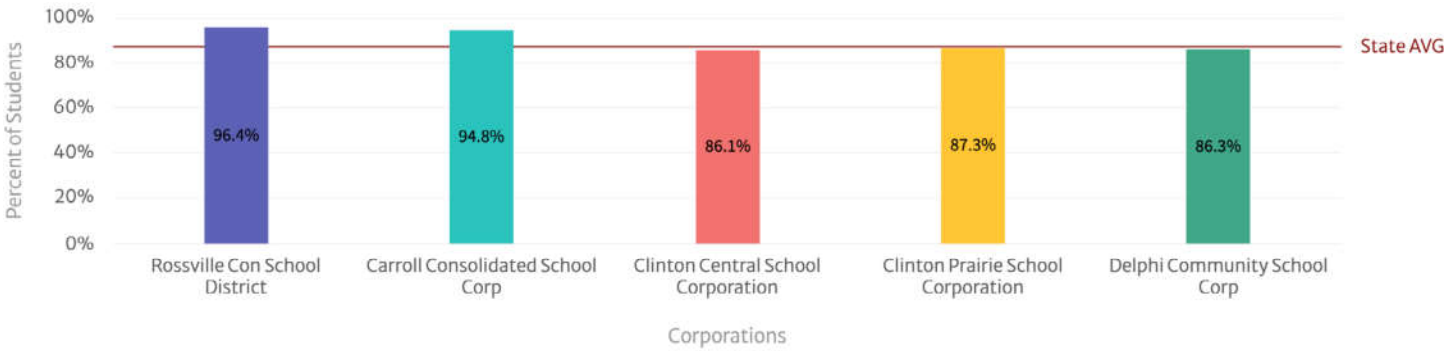
2023 Enrollment
Neighboring Districts



2021 Graduation Breakdown
Neighboring Districts



2023 Graduation Rate
Neighboring Districts



Instructional Audit

Number of Classroom Visits:	**41**
Schools/Grades Visited:	▪ Rossville Elementary School ▪ Rossville Middle/High School
Content Areas/Courses Visited:	▪ English Language Arts ▪ Math ▪ Science ▪ Social Studies ▪ World Language ▪ Fine Arts ▪ Homeroom/Advisory ▪ Career and Technical Education ▪ STEM

As part of the Learning Prioritization Plan, EES Innovation conducted non-evaluative instructional walkthroughs in all Rossville Schools. EES Innovation School Partners used their Instructional Priorities Model (IPM) and corresponding non-evaluative walkthrough tool to gather information in the following areas: **Clear and High Expectations**, **Scaffolding and Access**, **Collaborative Inquiry**, **Feedback**, and **Formative Assessment**.

The purpose of the instructional audit is to understand the factors that contribute to student achievement in Rossville Schools. Additionally, the instructional audit assists the district in identifying professional development opportunities for teaching and learning that will reduce achievement gaps and enhance student learning for all students.

On October 3, 2023, 41 classroom visits, approximately fifteen minutes long, were conducted and occurred at the beginning, middle, or end of a lesson. The results of the audit represent a snapshot of teaching and learning across the corporation.

1

Priority Area #1:

Clear & High Expectations

Teachers communicate clear and high expectations for learning by creating and sharing classroom procedures and routines, standards-aligned learning targets, and success criteria for desired outcomes with learners. Instruction is relevant to students through real-world context and/or personal connections.

Key competencies include:

- **High Expectations**
- **Classroom Routines**
- **Clarity and Relevance**
- **Academic Rigor**

High Expectations: High Expectations are the belief that all students can learn and achieve at high levels, regardless of their background or initial skill level.

Classroom Routines: Routines are predictable patterns of behavior that teachers and students use to accomplish specific learning goals.

Clarity and Relevance: Content is presented in a clear and engaging way. Teachers communicate to students what they are learning, how they will demonstrate their learning, and how they will be successful. Learning is relevant to students' lives and interests.

Academic Rigor: Instruction and learning experiences are aligned with the rigor of the grade-level and content learning standards. Questions, prompts, and tasks represent a range of complexity.

Clear & High Expectations Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ The priority area of Clear and High Expectations yielded an average of 1.71 (embedding), the highest system-wide average among all five priority areas. ▪ Within Clear and High Expectations, Clarity and Relevance yielded an average of 1.79 (embedding), the highest system-wide average of the four competencies within Clear and High Expectations. ▪ A score of embedding for Clarity and Relevance suggests that teachers are sharing learning objectives and success criteria with learners. It indicates that teachers are working toward connecting content standards to real-world issues.	▪ The competency Academic Rigor yielded an average of 1.59 (embedding), the lowest system-wide average among all four Clear and High Expectations competencies. ▪ A score of embedding for Academic Rigor suggests that levels of rigor are often limited to Depth of Knowledge questions and tasks within levels 1 and 2.

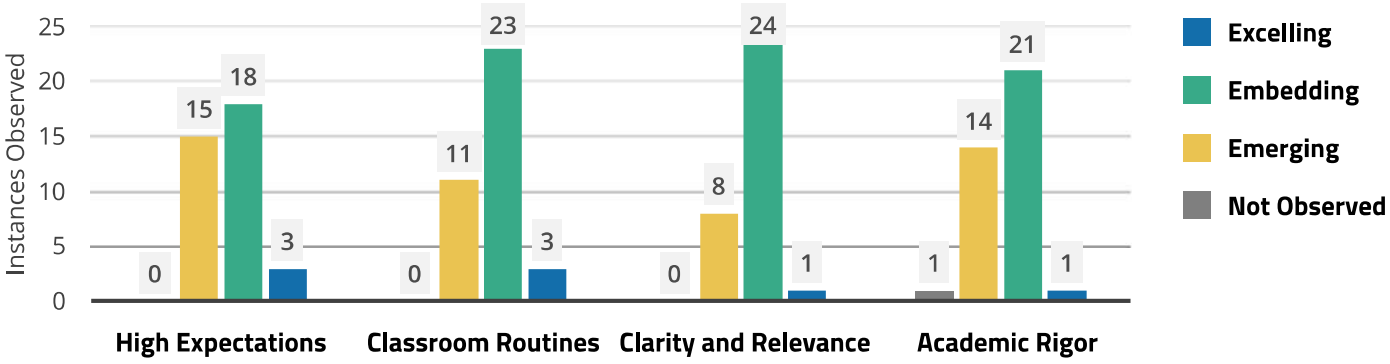
- Classroom Routines yielded an average of 1.78 (embedding), within Clear and High Expectations.
- A score of embedding for Classroom Routines suggests that across grade levels and schools, teachers have created safe learning environments and have established mutually respectful and caring relationships with students.
- Data would also indicate that teachers have clear classroom procedures and routines to ensure instructional time is not lost to undesirable student behaviors and transitions.

Clear & High Expectations School and Corporation Ratings by Competency

Measures of Application

During instructional walkthroughs, the following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3 (2.51–3.00)	**Excelling** – The competency is an integral and natural part of the teacher's daily instructional practice.
2 (1.51-2.50)	**Embedding** – The foundation for the competency has been established, and the teacher's application of the competency is becoming embedded in their instruction.
1 (0–1.50)	**Emerging** – The competency is beginning to emerge and become apparent in the teacher's daily classroom practice.



Clear & High Expectations School and Corporation Ratings by Competency (continued)

	Competency				
School/Corporation	**High Expectations**	**Classroom Routines**	**Clarity and Relevance**	**Academic Rigor**	**Priority Average**
Rossville Elementary School	1.78 (Embedding)	1.78 (Embedding)	1.72 (Embedding)	1.61 (Embedding)	**1.72 (Embedding)**
Rossville Middle/High School	1.56 (Embedding)	1.79 (Embedding)	1.87 (Embedding)	1.58 (Embedding)	**1.69 (Embedding)**
Rossville Schools	**1.67 (Embedding)**	**1.78 (Embedding)**	**1.79 (Embedding)**	**1.59 (Embedding)**	**1.71 (Embedding)**

2

Priority Area #2:

Scaffolding and Access

Teachers increase access to grade-level standards by providing scaffolds and multiple pathways for learning. By recognizing and planning for the diverse group of learners in their classroom, teachers support students in successfully and independently reaching their academic goals.

Key competencies include:

- **Scaffolding Instruction**
- **Accessible Learning Environments**

Scaffolding Instruction: Scaffolding instruction bridges the gap between what a learner knows and can do and the success criteria. External supports are added and then gradually removed so the learner can demonstrate proficiency of the learning goal independently.

Accessible Learning Environments: Accessible learning environments remove barriers by addressing cognitive variability and planning multiple entry points into learning.

Scaffolding and Access Strengths & Opportunities for Improvement

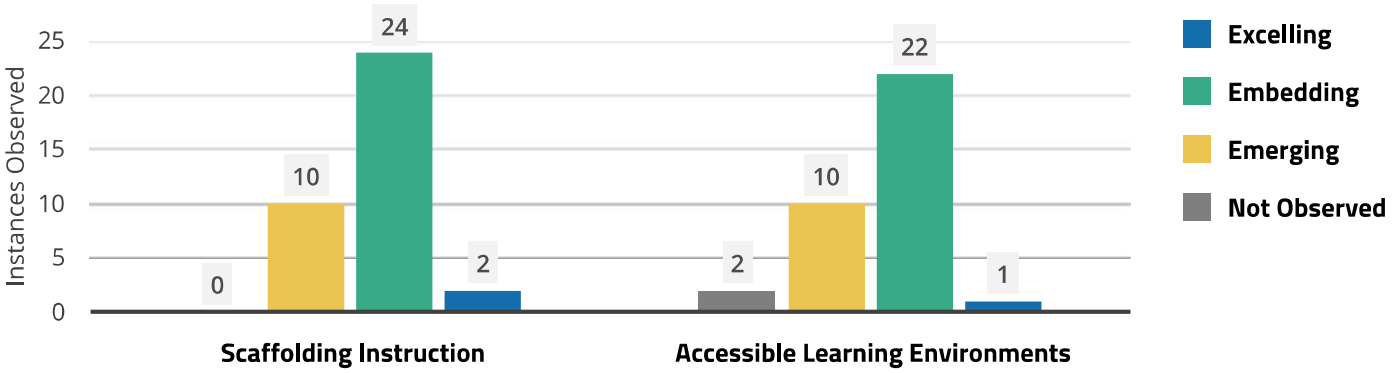
Strengths	Opportunities for Improvement
▪ The priority area of Scaffolding and Access yielded an average of 1.70 (embedding), the second highest system-wide average among all priority areas. ▪ Within Scaffolding and Access, Scaffolding Instruction yielded an average of 1.78 (embedding), the highest system-wide average of the two competencies. ▪ A score of embedding in Scaffolding Instruction would suggest that teachers are working toward breaking complex topics and tasks into manageable chunks and providing minimal built-in opportunities to process, practice, and review information.	▪ Within Scaffolding and Access, Accessible Learning Environments yielded an average of 1.63 (embedding), the lowest system-wide average of the two competencies. ▪ A score of embedding in Accessible Learning Environments suggests that teachers are working towards using student data to inform instruction. ▪ Audit data suggests that learners have limited choice in how they engage, represent, and express their learning.

Scaffolding and Access School and Corporation Ratings by Competency

Measures of Application

During instructional walkthroughs, the following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3 (2.51–3.00)	**Excelling** – The competency is an integral and natural part of the teacher's daily instructional practice.
2 (1.51-2.50)	**Embedding** – The foundation for the competency has been established, and the teacher's application of the competency is becoming embedded in their instruction.
1 (0–1.50)	**Emerging** – The competency is beginning to emerge and become apparent in the teacher's daily classroom practice.



Scaffolding and Access School and Corporation Ratings by Competency (continued)

	Competency		
School/Corporation	**Scaffolding Instruction**	**Accessible Learning Environment**	**Priority Average**
Rossville Elementary School	1.78 (Embedding)	1.44 (Emerging)	**1.61 (Embedding)**
Rossville Middle/High School	1.78 (Embedding)	1.82 (Embedding)	**1.80 (Embedding)**
Rossville Schools	**1.78 (Embedding)**	**1.63 (Embedding)**	**1.70 (Embedding)**

3

Priority Area #3:

Collaborative Inquiry

Teachers provide opportunities for students to collaborate with their peers and construct new knowledge by engaging in authentic, academic discourse. Teachers utilize quality questions and prompting techniques to facilitate higher-order, critical thinking.

Key competencies include:

- **Student Collaboration**
- **Quality Questioning**
- **Productive Discussion**

Student Collaboration: Learners work collaboratively in partnerships or small groups to practice new skills, construct new knowledge, and apply learning to new situations and contexts. Student collaboration increases engagement and discourse allowing more opportunities for students to be active participants in the learning process.

Quality Questioning: Quality Questioning facilitates deeper, higher-order thinking by prompting students to think critically, analyze information, and synthesize learning.

Productive Discussion: Productive Discussion enables learners to engage in authentic academic discourse centered around a topic, picture, or issue with the support of talk moves, protocols, and learning structures in a safe and collaborative environment.

Collaborative Inquiry Strengths & Opportunities for Improvement

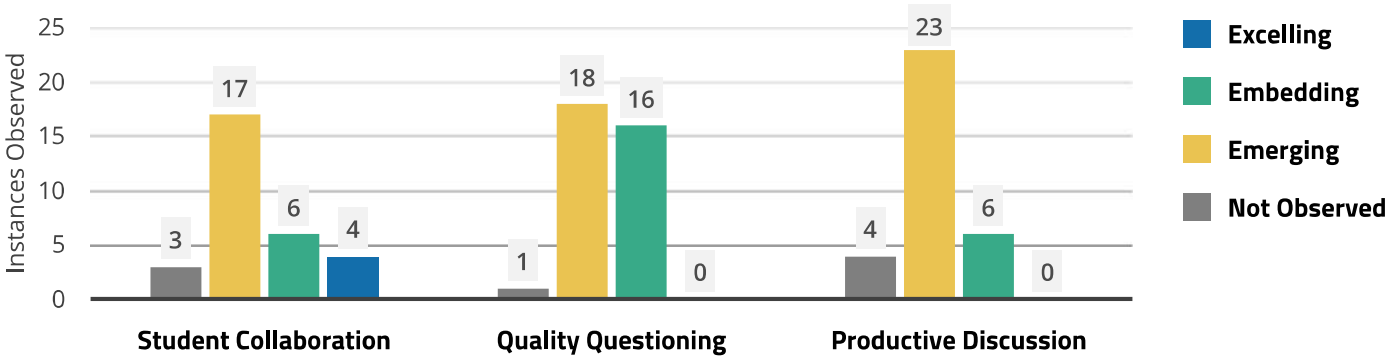
Strengths	Opportunities for Improvement
▪ Within the priority area of Collaborative Inquiry, Quality Questioning was a relative strength yielding an average of 1.43 (emerging). ▪ A higher score of emerging in Quality Questioning suggests that teachers are ready to develop this competency further. Developing teachers' awareness and knowledge of quality questions will later serve as a strong foundation for advancing the other two competencies within Collaborative Inquiry, Productive Discussions and Collaboration.	▪ The priority area of Collaborative Inquiry yielded an average of 1.29 (emerging), the second lowest system-wide average among all priority areas. ▪ Within Collaborative Inquiry, Productive Discussion yielded an average of 1.06 (emerging), the lowest system-wide average of the four competencies within Collaborative Inquiry. ▪ A score of emerging in Productive Discussion implies that students are not given adequate opportunities to engage in meaningful discussions. Additionally, learners have the option to opt out of participating.

Collaborative Inquiry School and Corporation Ratings by Competency

Measures of Application

During instructional walkthroughs, the following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3 (2.51–3.00)	**Excelling** – The competency is an integral and natural part of the teacher's daily instructional practice.
2 (1.51-2.50)	**Embedding** – The foundation for the competency has been established, and the teacher's application of the competency is becoming embedded in their instruction.
1 (0–1.50)	**Emerging** – The competency is beginning to emerge and become apparent in the teacher's daily classroom practice.



Collaborative Inquiry School and Corporation Ratings by Competency (continued)

School/ Corporation	Competency: Student Collaboration	Competency: Quality Questioning	Competency: Productive Discussion	Priority Average
Rossville Elementary School	1.06 (Emerging)	1.44 (Emerging)	0.94 (Emerging)	**1.15 (Emerging)**
Rossville Middle/High School	1.83 (Embedding)	1.41 (Emerging)	1.20 (Emerging)	**1.45 (Emerging)**
Rossville Schools	**1.37 (Emerging)**	**1.43 (Emerging)**	**1.06 (Emerging)**	**1.29 (Emerging)**

4

Priority Area #4:

Feedback

Feedback is a multi-faceted, ongoing, and frequent process that provides students with actionable steps to move them toward attainable but challenging goals. When teachers create a classroom culture that respects and embraces the feedback process, a strong signal is communicated to students that their point of view matters while also creating opportunities to model how to receive, respond to, and productively provide feedback.

Key competencies include:

- **Effective Feedback**
- **Feedback-rich Classrooms**

Effective Feedback: Effective feedback is specific, timely, actionable, and respectful. It serves to bridge the gap between where they currently are and where they are going as a learner.

Feedback-rich Classrooms: Feedback is woven into the culture of a classroom where students feel safe and empowered to take academic risks and seek and provide feedback as an integral part of the learning process.

Feedback Strengths & Opportunities for Improvement

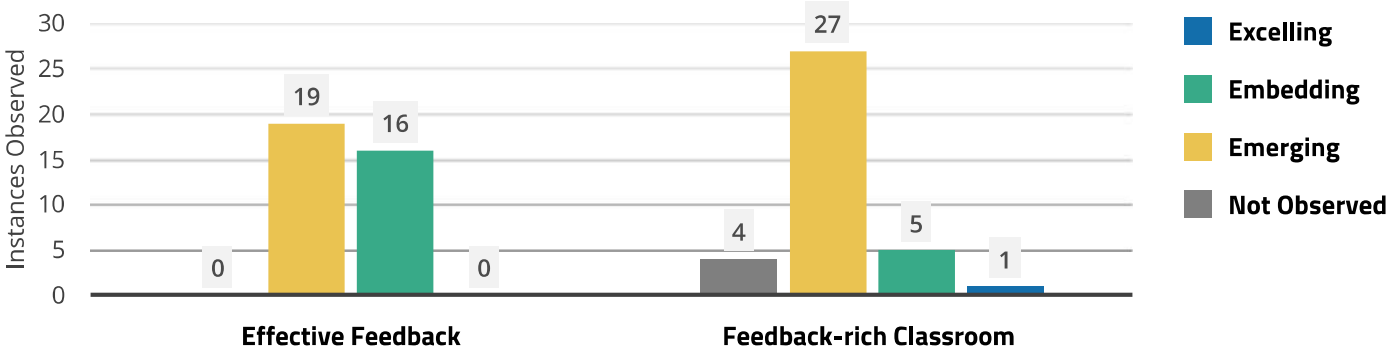
Strengths	Opportunities for Improvement
▪ Within Feedback, Effective Feedback yielded an average of 1.46 (emerging), the highest system-wide average of the two competencies. ▪ A score of emerging in Effective Feedback suggests teachers are ready to give specific, timely, actionable, and respectful feedback. With support, teachers are prepared to transition from teacher-centered feedback to learner-centered feedback.	▪ The priority area of Feedback yielded an average of 1.26 (emerging), the lowest system-wide average among all five priority areas. ▪ Within Feedback, Feedback-rich Classrooms yielded an average of 1.08 (emerging), the lowest system-wide average of the two Feedback competencies. ▪ Walkthrough data suggests that the district should first build the capacity of teachers to give effective feedback as a precursor to developing feedback-rich classrooms.

Feedback School and Corporation Ratings by Competency

Measures of Application

During instructional walkthroughs, the following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3 (2.51–3.00)	**Excelling** – The competency is an integral and natural part of the teacher's daily instructional practice.
2 (1.51-2.50)	**Embedding** – The foundation for the competency has been established, and the teacher's application of the competency is becoming embedded in their instruction.
1 (0–1.50)	**Emerging** – The competency is beginning to emerge and become apparent in the teacher's daily classroom practice.



Feedback School and Corporation Ratings by Competency (continued)

	Competency		
School/Corporation	**Effective Feedback**	**Feedback-rich Classrooms**	**Priority Average**
Rossville Elementary School	1.44 (Emerging)	0.89 (Emerging)	1.17 (Emerging)
Rossville Middle/High School	1.47 (Emerging)	1.26 (Emerging)	1.36 (Emerging)
Rossville Schools	**1.46 (Emerging)**	**1.08 (Emerging)**	**1.26 (Emerging)**

5

Priority Area #5:

Formative Assessment

Formative assessments play an important role in a balanced assessment system by providing ongoing feedback and insights into a learner's progress. They allow teachers to gauge learners' understanding and tailor instruction accordingly. When combined with other assessment types, formative assessments contribute to a comprehensive view of a learner's journey, guiding instructional decisions and promoting continuous growth.

Key competencies include:

- **Formative Assessment in Action**
- **Tracking Student Data** (This competency is not observed during instructional walkthroughs, but remains an important component of the Instructional Priorities Model.)

Formative Assessment in Action: Formative assessments are administered during all key moments in a lesson to gauge learners' understanding and make real-time adjustments to instruction.

Tracking Student Data: Collecting and analyzing formative assessment data provides teachers with information about what is working, for whom, and where to go next.

Formative Assessment Strengths & Opportunities for Improvement

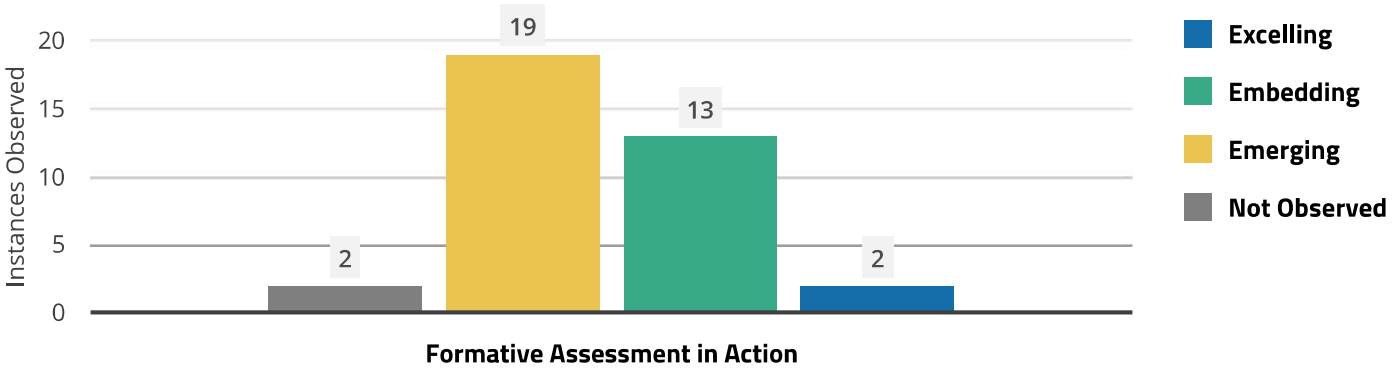
Strengths	Opportunities for Improvement
▪ The priority area of Formative Assessment yielded an average of 1.42 (emerging), the third highest system-wide average among all five priority areas. ▪ A score of emerging in Formative Assessment suggests teachers are ready to implement more checks for understanding using a variety of strategies and techniques throughout the lesson.	▪ Developing teachers' capacity to administer formative assessments during key moments in a lesson will allow teachers to make real-time adjustments to instruction and be responsive to the needs of the learners in the room. ▪ Focusing professional development on Formative Assessment will support the implementation of Academic Collaboration Talks. Formative Assessment is a foundational building block for Academic Collaboration Talks.

Formative Assessment School and Corporation Ratings by Competency

Measures of Application

During instructional walkthroughs, the following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3 (2.51–3.00)	**Excelling** – The competency is an integral and natural part of the teacher's daily instructional practice.
2 (1.51-2.50)	**Embedding** – The foundation for the competency has been established, and the teacher's application of the competency is becoming embedded in their instruction.
1 (0–1.50)	**Emerging** – The competency is beginning to emerge and become apparent in the teacher's daily classroom practice.



Formative Assessment School and Corporation Ratings by Competency (continued)

	Competency
School/Corporation	**Formative Assessment**
Rossville Elementary School	1.29 (Emerging)
Rossville Middle/High School	1.53 (Embedding)
Rossville Schools	1.42 (Emerging)

Teacher and Student Actions

In addition to collecting data on the IPM competencies, EES Innovation School Partners also recorded observations on teacher and student actions in each classroom. The chart below depicts the top three most frequently observed teacher and student actions across the district.

Top Teacher Actions	Top Student Actions
▪ Delivering teacher-centered direct instruction in a whole group setting ▪ Monitoring students as they work providing praise or encouragement ▪ Giving directions for an activity	▪ Listening actively and participating when called upon ▪ Completing a worksheet or handout ▪ Working in small groups or individually at a center

Audit Summary

The Instructional Priorities Model establishes a systematic approach to improving instruction. This model builds a strong and consistent foundation for classroom instruction and student learning by developing educators' collective efficacy on high-effect instructional strategies for immediate implementation. The model translates research-based instructional practices into actionable classroom strategies to create an equitable learning environment.

Overall School and Corporation Instructional Priority Ratings by Competency

The columns in the table below demonstrate the school and corporation averages for each Instructional Priority. Each row demonstrates the overall average of application of all Instructional Priorities across schools and the corporation.

The following scale was used to rate the overall application of the Instructional Priority Competencies across each school and the corporation.

3 (2.51–3.00)	**Excelling** – The competency is an integral part of the teacher's daily instructional practice where students are assuming greater responsibility in their learning.
2 (1.51–2.50)	**Embedding** – The foundation for the competency has been established and the teacher's application of the strategy is becoming more embedded in their instruction.
1 (0–1.50)	**Emerging** – The competency is beginning to emerge and become apparent in the teacher's daily classroom practice.

Overall School and Corporation Instructional Priority Ratings by Competency (continued)

	Competency					
School/ Corporation	**Clear & High Expectations**	**Scaffolding and Access**	**Collaborative Inquiry**	**Feedback**	**Formative Assessment**	**School Corporation Average**
Rossville Elementary School	1.72 (Embedding)	1.61 (Embedding)	1.15 (Emerging)	1.17 (Emerging)	1.29 (Emerging)	**1.39 (Emerging)**
Rossville Middle/High School	1.69 (Embedding)	1.80 (Embedding)	1.45 (Emerging)	1.36 (Emerging)	1.53 (Embedding)	**1.57 (Embedding)**
Rossville Schools	**1.71 (Embedding)**	**1.70 (Embedding)**	**1.29 (Emerging)**	**1.26 (Emerging)**	**1.42 (Emerging)**	**1.48 (Emerging)**

Overall Recommendations

1. Develop an Instructional Vision and Goals:

Establish a district-wide vision for classroom instruction that shifts instruction from a teacher-centered approach to a student-centered approach increasing student ownership and agency. Create K-12 aligned instructional goals that are actionable, measurable, and progress-monitored regularly at the building and district level to assess progress toward the desired outcome.

2. Build for Parallelism:

Prioritize 1-2 instructional priorities and their related competencies within the IPM. Invest in supporting teacher and leader understanding of these priorities by providing professional development and coaching. A deep understanding and successful implementation of 1-2 priorities will leverage growth in all priorities and competencies.

3. Create an Instructional Playbook:

Create an instructional playbook that identifies high-yield instructional strategies aligned to the district vision for classroom instruction. The playbook serves as a tool to develop a shared vocabulary and shared understanding of best practices. It also reduces confusion and variability in how to translate research-based instructional practices into action.

4. Conduct Learning Walks:

As an Instructional Leadership Team, conduct learning walks at least twice annually to:

a. Support the development of a shared culture of continuous school improvement.

b. Improve vertical alignment across schools.

c. Provide building-based instructional leaders with non-evaluative feedback on their implementation of identified priority performance indicators.

5. Implement Academic Collaboration Talks:

Utilize the data gathered from instructional rounds as a data point in Academic Collaboration Talks. Debrief on successes, challenges, and opportunities for improvement. Operationalize this data by using it to guide professional development and instructional coaching opportunities for both teachers and instructional leaders.

Learning-focused Culture Report

A Learning-focused Culture is built on three pillars: **Educator Mindset**, **Collaborative Environment**, and **Student-centered Learning**.

Educator Mindset Defined

Educators believe that all learners can and will learn. The school and classroom policies, procedures, and instructional practices that a district and school system implements are based on the belief that all learners can achieve proficiency.

Educators believe they have the knowledge and skill set to positively impact learning for all learners regardless of a learner's background or past experiences. They believe that with persistence, commitment, and enthusiasm, teachers are the most important influence on a learner's academic success.

Educator Mindset Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ Rossville educators have created warm and genuine classroom environments. Students feel safe, cared for, and respected. Focus groups supported the notion that teachers care for their students and put students first when making instructional decisions. ▪ Classroom procedures and routines were clear. The instructional walkthrough data indicated Establishing Classroom Routines as a strength under the competency of Clear and High Expectations. ▪ The Rossville Performance Evaluation Plan includes indicator 1.2 Set Ambitious and Measurable Achievement Goals. The descriptors in this indicator articulate that achievement goals should be ambitious and aligned with grade-level standards.	▪ Consider how the pervasive belief that all students can learn at high levels infiltrates all parts of the system including: ▫ District, school, and classroom policies and procedures ▫ School improvement plans ▫ Parent and student handbooks ▫ Instructional models ▫ Curricular resources ▪ Additional resources for further inquiry into educator mindset can be provided by EES Innovation upon request.

Collaborative Environment Defined

School administrators believe in a shared approach to instructional leadership. Achievement goals and common instructional expectations are created and monitored with teacher input. Goals and expectations are regularly communicated and reinforced by administrators and teacher leaders.

Educators believe in a collective sense of responsibility for every learner's achievement regardless of whose classroom they attend or what additional services a student might receive. A strong degree of professional trust is needed to ensure a high level of collaboration among staff.

Educators believe in Academic Collaboration Talks. Educators believe in the power of their shared knowledge of learning and best instructional practices. The Academic Collaboration Talks are a regular, essential, and non-negotiable function of their work.

Educator Mindset Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ 93% of teachers indicated that they somewhat to "*strongly agree*" with the statement, "A clearly defined vision and corresponding goals based on performance data act as a driver for all initiatives." ▪ Focus groups indicated that support staff's time is dedicated to working with students. When needed, there is good collaboration between support staff and the lead teacher.	▪ Focus groups indicated that K-12 teachers need to schedule regular, job-embedded time to systematically review student achievement based on the essential standards with their grade-level/content area colleagues. ▪ Focus groups indicated that while administrators conduct data talks with some grade-level teachers, special education teachers are not always included in these conversations and would like to be. ▪ A small sample of submitted department meeting minutes suggests that department meetings might focus more on operations and less on instruction.

Student-centered Learning

Educators believe in a guaranteed and viable curriculum for all learners. The curriculum identifies common priority standards that educators believe learners are capable of learning and mastering. The identified essential standards are grade-level standards that represent an age-appropriate level of academic rigor.

Instructional practices build learner agency and ownership in each student. Learning experiences allow students to engage in meaningful discussions and complete hands-on activities that shift the ownership of the learning from the student to the teacher.

Educator Mindset Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ 81% of teachers indicated that they "*somewhat* to *strongly agree*" that the district provides updated curriculum maps with identified essential standards.	▪ Focus groups indicated that while they have curriculum maps, the maps need to be updated and aligned with resources. ▪ The instructional walkthrough data indicated Productive Discussions under the competency of Collaborative Inquiry as an area of growth.

Stakeholder Feedback

EES Innovation conducted focus groups with students, staff, leaders, and families at the elementary, middle, and high schools. A community focus group was also conducted. Surveys were also administered to students (grades 3-12), staff, families, and leaders. Below is a summary of the conversations and survey results from stakeholders at Rossville Schools.

Student Stakeholder Group

Focus Group Size = 14 Survey Sample Size = 533

Strengths	Opportunities for Improvement
▪ Students believe their teachers truly care about them and want them to be successful. ▪ Students like the small community and think it is fun that they know everyone. ▪ Students feel safe at school.	▪ Students would appreciate more time in study hall or homeroom to complete their homework. ▪ Students would like more choices for lunch and recess (elementary) and coursework and extracurriculars (secondary). ▪ Secondary students would like more opportunities to have information explained differently when they don't understand the first time.

Teacher Stakeholder Group

Focus Group Size = 22 Survey Sample Size = 58

Strengths	Opportunities for Improvement
▪ Teachers value the strong sense of community in Rossville Schools. The school has a family-like atmosphere. ▪ Teachers feel safe in the school building. Safety is a priority, and teachers feel well-trained in safety protocols and procedures. ▪ Teachers appreciate and value their colleagues.	▪ Teachers would like more time and opportunities to collaborate with colleagues for planning and data talks. ▪ Elementary teachers would like to see STEM opportunities to continue to grow with the possibility of adding a STEM class to the specials rotation. ▪ Secondary teachers would like time with elementary teachers for vertical articulation of the standards, instructional strategies, and student expectations.

Support Staff Stakeholder Group

Focus Group Size = 8 Survey Sample Size = 24

Strengths	Opportunities for Improvement
▪ Support staff believe they know their students well which allows them to identify individual student needs and supports. ▪ Support staff feels supported by teachers and administrators to make decisions in the best interest of their learners. ▪ Support staff feels that safety is a priority and a strength in Rossville Schools. They are encouraged to "see something, say something."	▪ Support staff is concerned that there are not enough human resources to fully meet all of the diverse needs of their learners. ▪ Support staff would like more opportunities for professional development specific to their job responsibilities. ▪ Support staff appreciates when their work is valued and honored and would welcome more opportunities to be recognized for their hard work and dedication.

Leader Stakeholder Group

Focus Group Size = 6 Survey Sample Size = 1

Strengths	Opportunities for Improvement
▪ Leaders believe the school to be the hub of the community. There is great pride and a strong sense of belonging in the schools. ▪ Leaders believe that teachers and students feel safe in the building. Safety is a priority and is supported with protocols, procedures, and training. ▪ Leaders believe that teachers and support staff work hard and make decisions in the best interest of their learners. Teachers truly care about students.	▪ Secondary leaders would like to develop their understanding and capacity for academic collaboration talks including how they review and discuss student data. ▪ Elementary leaders see STEM as a current strength in their building but would like to develop systems to ensure sustainability. ▪ Leaders believe there are opportunities to collaborate across the elementary and secondary school that would benefit teachers and students.

Parent Stakeholder Group

Focus Group Size = 11 Survey Sample Size = 121

Strengths	Opportunities for Improvement
▪ Parents value the strong sense of community and small town atmosphere. They believe their students are seen as individuals and not numbers. ▪ Parents appreciate all of the communication and education regarding graduation pathways and career exploration. ▪ Parents feel they can contact the teacher at anytime and that they are partners in education.	▪ Parents appreciate communication from the schools and the new communication tool, but it can be overwhelming at times. ▪ Parents would like the diverse learning styles of students to be considered when planning for instruction in order to increase engagement with and understanding of the content. ▪ Parents would like to see more opportunities for students regarding course options and extracurricular activities. (Secondary)

Community Focus Group

Focus Group Size = 5

Strengths	Opportunities for Improvement
▪ Community members believe that families outside of the Rossville school boundaries want to send their children to Rossville Schools. Rossville Schools have a strong academic reputation. ▪ Community members believe that teachers and administrators care about the students. They want students to be successful in their academics and extracurricular activities. ▪ Community members feel Rossville Schools are safe places to learn and that Rossville is leading the way in school safety.	▪ Community members feel there should be a stronger emphasis on the trades. There is a current demand for these skills. ▪ Community members feel there should be intentional efforts made to retain high-quality teachers. ▪ Community members would value more job shadowing and internship opportunities for students.

Curriculum, Assessment, and Initiative Inventories

As part of the LPP, EES Innovation requested three inventories from each building: a curricular resource inventory, an assessment inventory, and an initiative inventory. Each inventory involved gathering and documenting information from building-based instructional leaders that was reviewed and analyzed for strengths and opportunities for improvement.

It is recommended that a District Instructional Leadership Team maintain and update these inventories annually to ensure continual alignment, focus, and financial resourcefulness within the system.

Curricular Resource Inventory | Assessment Inventory | Initiative Inventory

Curricular Resource Inventory

The purpose of the Curricular Resource Inventory is to clearly identify what resources are being used for what purpose and with whom. Information and data gathered allow the District to accurately and objectively review its resources to ensure standards alignment and identify any potential duplication or gaps in resources. Additionally, the Curricular Resource Inventory supports decision-making when exploring new resources or deciding to discontinue resources.

A curricular resource is defined as any material, digital or physical, that a staff member uses for instructional purposes. Examples of curricular resources may include textbooks, curriculum maps, and online programs.

Literacy Curricular Resource Inventory Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ Teachers generally "*agree*" that they have curriculum maps that are a valuable tool for planning. ▪ Teachers feel they have the autonomy to revise and adjust their curriculum maps and pacing. This autonomy affords teachers the flexibility to provide responsive instruction based on the real-time needs of their students. ▪ The middle/high school has a core resource for literacy courses that is required. The completed inventory indicated the school believes this resource to have a high level of effectiveness.	▪ Teachers have curriculum maps, but not all maps are updated with the 2023 Indiana Academic Standards. ▪ While teachers "*agree*" that expectations for instruction are clear, there was no submitted evidence of district expectations for neither the literacy instructional block nor expectations for disciplinary literacy in the content areas. ▪ The elementary school has a core resource, but the school does not believe it to have a high level of effectiveness.

Literary Curricular Resource Inventory Recommendations

1. Establish district-wide expectations for literacy instruction and disciplinary literacy in the content areas.
2. Evaluate current K-5 tier-one resources for their alignment with the Science of Reading. Consider how the resource supports literacy development and builds relevant background knowledge and vocabulary.
3. Complete, review, and refine curriculum maps to include all essential curricular components including identified essential standards.

Math Curriculum Inventory Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ There are resources available for tier 1, 2, and 3 instruction. The school believes the primary resource to have a moderate level of effectiveness.	▪ The essential elements of the curriculum included on math curriculum maps vary by grade band. Focus group responses indicated that the maps may not be effective and there is a need for vertical articulation of the maps. ▪ On the submitted secondary curricular resource inventory, there are three resources listed for tier one instruction in grades 6-12, two of which are required. Further investigation is needed to determine how these resources are implemented.

Math Curriculum Inventory Recommendations

1. Complete, review, and refine curriculum maps to include all essential curricular components including identified essential standards.
2. Collaborate across grade bands to ensure there is a strong understanding of the standards progression.
3. After further review, determine if clarification is needed regarding how multiple resources are implemented in the same course.

Assessment Inventory

The purpose of the Assessment Inventory is to produce a clear picture of how and when learning is assessed. The tool assists in creating a balanced assessment system by identifying what assessments are being administered and to whom, articulating what the assessment is assessing, clarifying why the assessment is given, and explaining how the data is used.

Literacy Assessment Inventory Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ Teachers feel they have sufficient data to inform daily instruction. ▪ A benchmark assessment is administered three times a year.	▪ Teachers indicated that they don't have the job-embedded time to analyze the data and use it to plan for instruction. ▪ Some submitted curriculum maps included "selection quizzes" under assessments. It was not evident if these quizzes are standards-based, formative assessments used to drive instruction.

Literary Assessment Inventory Recommendations

1. Conduct a further inquiry into the secondary assessment system to ensure a balanced assessment system is in place.
2. Review formative and summative assessments for alignment with the 2023 Indiana Academic Standards.

Math Assessment Inventory Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ A benchmark assessment is administered three times a year.	▪ There was minimal evidence of standards-based formative assessments occurring regularly throughout the system. Some curriculum maps listed grades/percentages under the assessment column while others linked to the ILEARN specs and IDOE math frameworks.

Math Assessment Inventory Recommendations

1. Conduct a further inquiry into the assessment system to ensure a balanced assessment system is in place.

Initiative Inventory

The purpose of the Initiative Inventory is to produce a clear picture of existing goals, initiatives, requirements, and human and financial commitments. Information and data gathered allow the district to accurately and objectively review its work to ensure a focused alignment of initiatives and goals. Additionally, the Initiative Inventory supports decision-making when exploring new initiatives.

An initiative is defined as a strategy, activity, project, or program used to achieve a school's or district's academic and behavioral goals. Examples of initiatives may include Professional Learning Communities, standards-based reporting, writer's workshop, and Positive Behavior Interventions and Supports.

Initiative Assessment Inventory Strengths & Opportunities for Improvement

Strengths	Opportunities for Improvement
▪ The goals related to instruction align with the data collected by EES Innovation.	▪ Consider how the initiatives in the elementary school progress to the middle/high and vice versa. Be intentional about building a K-12 continuum of programming.

Initiative Assessment Inventory Recommendations

1. Create a District Instructional Leadership Team to oversee the K-12 continuum.
2. Develop a process for determining how and when new initiatives are implemented.

Testimonials

> Rossville continues academic excellence in a small faith-based community with a strong moral compass. The staff give of themselves for the greater good of the students and their families.
>
> **Parent, Rossville Schools**

> I've appreciated the family unit that has been in Rossville and the kids who are working hard, being kind, listening, supporting each other, and growing into good humans and the influence of good teachers and peers on my kids, who spend most of their days with them. I value good influences and good relationships.
>
> **Parent, Rossville Schools**

> The school has given us students many learning opportunities. The New Horizons test has been helping me learn.
>
> **Student, Rossville Schools**

> I like being with my friends, math class, writing, volleyball, princeables, ORANGE CHICKEN, and my teachers!
>
> **Student, Rossville Schools**

> I like that we are a team, and we support one another.
>
> **Teacher, Rossville Schools**

> It's wonderful having the unique opportunity to work at a small school and watch students develop into members of the larger community.
>
> **Teacher, Rossville Schools**

> I like being able to see my students grow from 6th grade through graduation which enriches my experience as a teacher. I also like how I can get to know every person in the building as well. I like the small school atmosphere of Rossville.
>
> **Teacher, Rossville Schools**

> I feel that Rossville is about the child and what can be done to help them reach their best potential. Teachers and Principals work well together. Children have different opportunities to grow here at Rossville.
>
> **Staff Member, Rossville Schools**

> I like that our school is clean and safe. I like that our staff and students know each other. I like that, for the most part, coaches and extracurricular sponsors share students well so the students can be involved in multiple activities. I love our guidance department both the SEL side and the student services side.
>
> **Staff Member, Rossville Schools**