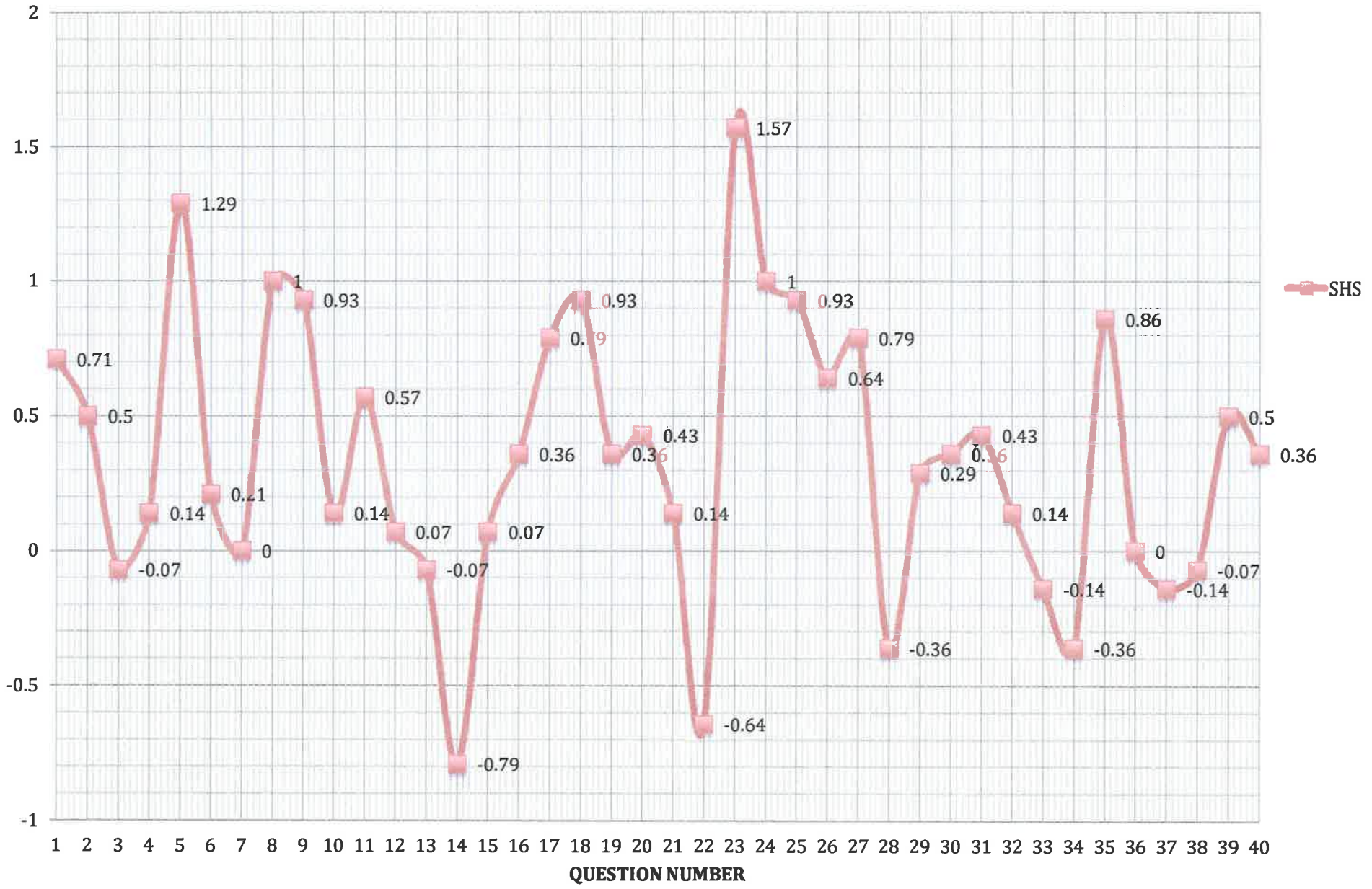


SHERIDAN HIGH SCHOOL AVERAGE OF TEACHER RESPONSES



Shared Vision

1.) Our school frequently celebrates the successes of both students and staff.

Teachers

Count Response breakdown Count Percent

3	-1 - Disagree	21%
9	1 - Agree	64%
2	2 - Strongly Agree	14%

Total

14

Average

0.71

"Ice Cream social for students, but nothing in place for staff."

"We share "good things" each day in class."

1.) Our school frequently celebrates the successes of both students and staff.

Admin

Count Response breakdown Count Percent

1	2 - Strongly Agree	100%
---	--------------------	------

Total

1

Average

2

Supporting Structures

2.) School leaders keep staff, students and the community focused on the continuous improvement of teaching & learning.

Teachers

Count Response breakdown Count Percent

4	-1 - Disagree	29%
9	1 - Agree	64%
1	2 - Strongly Agree	7%

Total

14

Average

0.5

"We do get distracted by other issues that arise outside T & L fairly regularly."

2.) My primary focus as a school leader is to continuously improve teaching & learning.

Admin

Count Response breakdown Count Percent

1	2 - Strongly Agree	100%
---	--------------------	------

Total

1

Average

2

Supporting Structures

3.) Staff meetings are held regularly and focus on student learning.

Teachers

Count Response breakdown Count Percent

Count Response breakdown Count Percent

2	-2 - Strongly Disagree	14%
5	-1 - Disagree	36%
6	1 - Agree	43%
1	2 - Strongly Agree	7%

Total

14

Average

-0.07

" Meetings are held as needed, and they usually focus on whatever new is coming down from the state. While we spend a great deal of time focusing on student learning, we have to spend so much time finding ways for them to demonstrate it in testing situations so the school is not penalized by the government. Not the schools fault.....just the reality."

"My only problem with our staff meetings is that they occur during our PLC time and it happens way too frequently."

"Our staff meetings are held at the same time as PLC time."

3.) Staff meetings are held regularly and focus on student learning.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

Total

1

Average

1

*Collaborative Culture***4.) Improvement plans are thoroughly discussed by staff before being implemented, and results are reviewed regularly.**

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	7%
5	-1 - Disagree	36%
7	1 - Agree	50%
1	2 - Strongly Agree	7%

Total

14

Average

0.14

"We are normally told about improvement plans before they're implemented."

"Somewhat, they are discussed but results are not reviewed regularly."

4.) Improvement plans are thoroughly discussed by staff before being implemented, and results are reviewed regularly.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

Total

1

Average

1

*Collaborative Culture***5.) As a school we continually work together to identify and implement new ways to help students achieve at higher levels.**

Teachers

Count Response breakdown Count Percent

2	-1 - Disagree	14%
---	---------------	-----

Count Response breakdown Count Percent

4	1 - Agree	29%
8	2 - Strongly Agree	57%

14

1.29

"As a small staff, we continually discuss students and are focused on their achievement. We have been implementing a number of program aimed at improving achievement,"

"The teachers at SHS meet constantly to try to improve things for the students. We meet formally (PLCs) and informally - lunch, duty free time, etc."

"When we have PLCs, we do constantly work to better the learning environment."

"I feel that as a staff we all care about student achievement and continually work to help our students achieve at higher levels. "

5.) As a school we continually work together to identify and implement new ways to help students achieve at higher levels.

Admin

Count Response breakdown Count Percent

1	2 - Strongly Agree	100%
---	--------------------	------

1

Average

2

ASD Custom

6.) Our collaborative team (Data Team / PLC) has agreed on how to best sequence the content of the course and have built pacing guides to help students learn.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	7%
3	-1 - Disagree	21%
2	0	14%
8	1 - Agree	57%

14

0.21

"This is always a work in progress.... A diverse staff with diverse points of view....we keep trying."

"We did this last year, we haven't met to discuss regularly with content area teachers to change anything. Teachers meet whenever they can to change the sequences of the classes."

"Work in progress."

"We are singletons"

"We completed a scope and sequence last year for each class. "

6.) Pacing guides are included in current curriculum documents for each course, content area and/or grade level.

Admin

Count Response breakdown Count Percent

1	0	100%
---	---	------

Total

1

Average

0

7.)

7.) Our collaborative team (Data Team / PLC) has aligned essential learnings with standards and the high-stakes assessments required of our students.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
5	-1 - Disagree	36%	
2	0	14%	
5	1 - Agree	36%	
1	2 - Strongly Agree	7%	

14

0

"Yes; yes again, when they changed; and yes, we are working on it again...as everything keeps changing."

"We haven't had enough time to properly do this yet; we do it as individual teachers, but not as a PLC."

7.)

Admin

Count	Response breakdown	Count	Percent
1	0	100%	

Total

1

Average

0

8.)

8.) I develop or use rubrics aligned to priority standard assessments in order to score student work.

Teachers

Count	Response breakdown	Count	Percent
2	-1 - Disagree	14%	
8	1 - Agree	57%	
4	2 - Strongly Agree	29%	

14

1

"Sometimes...when it fits with what I am trying to teach."

"I am not sure I understand what "priority" standards are. I teach the information found in the state standards. "

"I frequently use rubrics in my classroom. "

8.)

Admin

Count	Response breakdown	Count	Percent
1	0	100%	

Total

1

0

9.) My students can describe the learning target or objective of my lesson when asked, "What are you learning and how will you know when you have learned it?"

Teachers

Count	Response breakdown	Count	Percent
2	-1 - Disagree	14%	
9	1 - Agree	64%	
3	2 - Strongly Agree	21%	

Total

14

Average

0.93

"Depends on the class. They can usually describe the objective....what we are trying to learn, but many are not yet metacognitive."

"At the beginning of the school year, or at IEP meetings, I explain that the goals we write relate to what the students are going to work on in class."

9.) Students can routinely describe a lesson's learning target and assessment criteria when asked: "What are you learning and how will you know you have learned it?"

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total

1

Average

1

Assessment

10.) I am comfortable discussing progress toward SMART goals with my collaborative team, and can effectively analyze my own instruction and assessment results.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
3	-1 - Disagree	21%	
3	0	21%	
7	1 - Agree	50%	

Total

14

Average

0.14

"I am not good with jargon terms, but I am always comfortable discussing goals with my team. I can analyze my instruction and student results."

"Not sure what SMART Goals are, this has not been discussed this year in our PLC meetings."

10.) Our school collects and analyzes a variety of disaggregated student data from multiple sources to develop, monitor and refine our school improvement plan.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total

1

Average

1

Standards

11.) I work collaboratively with colleagues to ensure a vertical and horizontal alignment of priority standards.

Teachers

Count	Response breakdown	Count	Percent
-------	--------------------	-------	---------

Count Response breakdown Count Percent

3	-1 - Disagree	21%
1	0	7%
9	1 - Agree	64%
1	2 - Strongly Agree	7%

Total

14

Average

0.57

"Not enough time."

"Last year we had the opportunity during PLC time to collaborate vertically as we developed the scope and sequence for each class to ensure we were aligning our content to the standards. This year we have not had such an opportunity."

11.) Current curriculum documents show the vertical and horizontal alignment of priority standards between grade and content levels.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

Total

1

Average

1

"Work on vertical alignment"

*Standards***12.) I use unwrapped (deconstructed) priority standards to create my lessons.**

Teachers

Count Response breakdown Count Percent

6	-1 - Disagree	43%
1	0	7%
7	1 - Agree	50%

Total

14

Average

0.07

"At the high school level, the English standards fit in with the units.... I am afraid that I disagree with working the standards backwards. In high school we should be refining and adding depth to the content through the literature and exploring the different forms of lit and writing.... standards fit into the content; not the other way around. If they don't fit...not good teaching."

"I try to use the standards in my learning, but being a special education teacher, my focus is on the student's goals themselves."

"Absolutely not enough time, or time with primary/middle school teachers for vertical alignment."

"I do not know what "unwrapped priority standards" are. Again, I look to the state standards."

12.) Data from lesson plans and classroom observations show the priority standards are being taught with fidelity.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

Total

1

Average

1

Standards

13.) I can clearly articulate which priority (Power) standards I teach and how my students are making progress toward proficiency in those standards.

Teachers

Count Response breakdown Count Percent

7	-1 - Disagree	50%
1	0	7%
6	1 - Agree	43%

14

-0.07

"Not good with jargon."

"Need more time"

13.) I clearly articulate that all priority standards must be taught and assessed.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

Total

1

Average

1

Standard Structure

14.) Time dedicated for collaborative team (Data Team / PLC) meetings is rarely sacrificed for other purposes.

Teachers

Count Response breakdown Count Percent

5	-2 - Strongly Disagree	36%
6	-1 - Disagree	43%
1	1 - Agree	7%
2	2 - Strongly Agree	14%

14

Average

-0.79

"Last year this would have been true...but the times have changed that. All schools in the state are struggling to survive the changes...PLC's are often sacrificed to meet school and student needs as directed by the admin (not their fault) and PLC should be teacher driven."

"Ha Ha"

"Too many times our PLC time has just turned into staff meetings."

"We've had at least 6-8 PLC meetings that have been used for staff meetings."

"I think we have met in PLCs only three or four times this year. Every other meeting has been basically a staff meeting."

"This time is used for staff meetings as well as PLC meetings."

14.) Time dedicated for collaborative team (Data Team / PLC) meetings is sacred and considered off limits for all other activities.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

1

1

Strongly Disagree

15.) The primary focus of our collaborative team (Data Team / PLC) is to improve teaching strategies.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
6	-1 - Disagree	43%	
5	1 - Agree	36%	
2	2 - Strongly Agree	14%	

Total

14

Average

0.07

"...and student success."

"I don't feel that we've discussed improved teaching strategies very often."

"Not necessarily, not enough time to really get into this. "

"This would be our primary focus if we ever actually had the opportunity to meet as PLC groups."

15.) I have observed and collected evidence that collaborative teams (Data Team / PLC) in our school focus primarily on improving teaching.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total

1

Average

1

Focus: Admin

16.) Discussions stay on topic during collaborative team (Data Team / PLC) meetings.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
4	-1 - Disagree	29%	
7	1 - Agree	50%	
2	2 - Strongly Agree	14%	

Total

14

Average

0.36

"We make a concerted effort to stay focused."

"Again, since we have rarely had PLC meetings this year, it is difficult to assess if we have stayed on topic or not. Group leaders generally do a good job of keeping the team focused when we do meet."

16.) Teachers have received training in how to define and manage critical roles within the collaborative team (Data Team / PLC) structure-- leadership, record keeping, etc.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total

1

Average

1

Student Intervention & Enrichment

17.) Our school has an effective structure of supports and interventions to help struggling students.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
2	-1 - Disagree	14%	
7	1 - Agree	50%	
4	2 - Strongly Agree	29%	

Total

14

Average

0.79

"...but every student needs individual supports. Not everything is universal...We do well within our limitations. In fact, I think being small makes it easier for us to help because so often we are able to form closer connections with the individuals than a school with a larger population could."

"We could do better, but tutorial has been a big help."

"Our support and intervention system works for most kids, however there are a few who we are trying to reach still."

"Work in progress."

"Tutorial"

"I feel that tutorial is an excellent intervention, but not effective for all studnets. We still struggle to help the lowest learners excel."

"We have a tutorial time period built into each class day. This has proven to be successful in lowering the number of students failing classes. "

17.) Our school has an effective structure of supports and interventions to help struggling students.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total

1

Average

1

Process Norms

18.) I feel safe in sharing ideas and asking questions in my collaborative team (Data Team / PLC) meetings.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
2	-1 - Disagree	14%	
5	1 - Agree	36%	
6	2 - Strongly Agree	43%	

Total

14

Average

0.93

18.) Teachers feel safe in sharing ideas and asking questions in staff meetings and collaborative team (Data Team / PLC) meetings.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total

1

Average

1

Operational Goals

19.) An agenda is prepared before each collaborative team (Data Team / PLC) meeting, and minutes are taken during the meeting.
Teachers

Count	Response breakdown	Count	Percent
5	-1 - Disagree	36%	
8	1 - Agree	57%	
1	2 - Strongly Agree	7%	

Total
14

Average
0.36

"We try...but things change. Can not function in a school with being flexible."

"I think so, but am not sure."

"Not enough time to really organize an agenda."

"Not sure about minutes but an effective agenda is usually prepared"

"We usually get an agenda (if we are actually meeting in PLCs) but minutes are usually not kept."

"An agenda is prepared but minutes are not taken."

19.) I document the progress of the school's collaborative (Data Team / PLC) teams by collecting, reviewing and providing feedback on agendas and meeting minutes.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total
1

Average
1

Operational Goals

20.) Members of my collaborative team (Data Team / PLC) arrive on time to each meeting, are prepared, and actively participate.
Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
3	-1 - Disagree	21%	
9	1 - Agree	64%	
1	2 - Strongly Agree	7%	

Total
14

Average
0.43

"We try...but things happen. A student who needs something now will take priority status sometimes. After all, that is who we are here for."

"For the most part this has been true (the few times that we have met this year)."

"For the most part everyone participates, but due to athletics/other reasons many members are absent frequently."

20.) I regularly monitor each collaborative team (Data Team / PLC) to ensure staff arrive on time, are prepared and actively participate.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total
1

Average

1

Count

21.) I construct learning activities explicitly connected to priority (Power) standards, goals and student data.

Teachers

Count	Response breakdown	Count	Percent
5	-1 - Disagree		36%
2	0		14%
7	1 - Agree		50%

Total

14

Average

0.14

"Jargon again. I construct learning activities to connect the students to what they need to know/learn....however, in English, that is usually something that is automatically connected to standards."

"Not enough time to prep as thoroughly as that"

"I don't have adequate time in the day to ensure that each learning activity is explicitly connected to the state standards. I have no time to look at data."

21.) After classroom observations, I provide timely feedback focusing on the effective use of priority standards and related learning strategies.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree		100%

Total

1

Average

1

Count

22.) I bring data and examples of student work to observation conferences with my principal to illustrate how I use data to make instructional changes in my classroom.

Teachers

Count	Response breakdown	Count	Percent
4	-2 - Strongly Disagree		29%
5	-1 - Disagree		36%
1	0		7%
4	1 - Agree		29%

Total

14

Average

-0.64

"This is a small school....we are constantly sharing with everyone, including the administration. The principal drops in anytime and often, we cover testing data almost daily during testing window, as well as, before and afterwards. Only in the large schools will you find the two sides so disconnected or isolated that they need to have this done on a formal basis that can be measured."

"Our observation conferences have not done this yet."

"I have no time to formally collect and analyze data."

"Principal visits classroom regularly to observe students and asks questions about instruction."

22.) As a building leader, I debrief data team results and student growth monthly with my superintendent or supervisor.

Admin

Count	Response breakdown	Count	Percent
-------	--------------------	-------	---------

Count Response breakdown Count Percent

1 -1 - Disagree 100%

Total

1

Average

-1

Assessment

23.) I analyze student work to improve my instruction.

Teachers

Count Response breakdown Count Percent

6 1 - Agree 43%

8 2 - Strongly Agree 57%

Total

14

Average

1.57

"Of course."

"Yes, I believe that is a basic teaching skill."

23.)

Admin

Count Response breakdown Count Percent

1 0 100%

Total

1

Average

0

Assessment

24.) I use data to communicate academic progress and student growth to both students and parents.

Teachers

Count Response breakdown Count Percent

2 -1 - Disagree 14%

8 1 - Agree 57%

4 2 - Strongly Agree 29%

Total

14

Average

1

"Of course."

24.) Our teachers openly share their data and results of their data analysis.

Admin

Count Response breakdown Count Percent

1 1 - Agree 100%

Total

1

Average

1

Formative

25.) I analyze formative, InterIm, diagnostic and summative assessment results to guide my instructional decisions.

Teachers

Count	Response breakdown	Count	Percent
3	-1 - Disagree		21%
6	1 - Agree		43%
5	2 - Strongly Agree		36%

Total

14

Average

0.93

"Daily"

"I try to as much as I can, not enough time to do it properly."

25.) I ensure new staff receive training on the data analysis process.

Admin

Count	Response breakdown	Count	Percent
1	-1 - Disagree		100%

Total

1

Average

-1

Assessment

26.) I use data to show evidence of progress toward my own professional goals.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree		7%
3	-1 - Disagree		21%
6	1 - Agree		43%
4	2 - Strongly Agree		29%

Total

14

Average

0.64

"Personally, just for me.... Professionally we look at that so often because it impacts student learning....Can't focus on one without looking at the other."

"Not enough time to go over that."

26.) I use data to show evidence of progress toward my own professional goals.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree		100%

Total

1

Average

1

Shared Vision

27.) The primary focus of our collaborative team (Data Team / PLC) is to improve student learning.

Teachers

Count	Response breakdown	Count	Percent
3	-1 - Disagree		21%

Count Response breakdown Count Percent

8	1 - Agree	57%
3	2 - Strongly Agree	21%

14

0.79

"Wouldn't need PLC's or teams if we weren't."

"When we meet as a PLC, yes."

"This would be the focus if we ever met as a team."

27.) I have observed and collected evidence that collaborative teams (Data Team / PLC) in my school focus primarily on Improving student learning.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

1

1

27.2017.2018

28.) Our collaborative team (Data Team / PLC) uses common summative assessments.

Teachers

Count Response breakdown Count Percent

2	-2 - Strongly Disagree	14%
6	-1 - Disagree	43%
1	0	7%
5	1 - Agree	36%

14

-0.36

"I am the only one teaching my particular subject. However, we are working toward more cross-curricular reading and writing assessments."

"I think so, but I'm a single teacher in a subject area so I don't know."

"There are very few common subject teachers, small high school."

"Singletons"

"We do not have the time to develop these as we never meet in PLC teams. Additionally, in general, only one teacher teaches any given class. Each student taking the class receives the same summative assessments."

28.) Teachers who teach the same course or grade level are required to use a common summative assessment, and I regularly review the data from those assessments.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

1

1

Supporting Structures

29.) Our school's improvement efforts focus on results rather than programs.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
4	-1 - Disagree	29%	
8	1 - Agree	57%	
1	2 - Strongly Agree	7%	

14

0.29

"We use both."

29.) Our school's Improvement efforts focus on results rather than programs.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

Total

1

Average

1

Teacher Interactions & Engagement

30.) Team members disaggregate data to identify subgroups that may be struggling.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
4	-1 - Disagree	29%	
1	0	7%	
5	1 - Agree	36%	
3	2 - Strongly Agree	21%	

14

0.36

"However, another schools subgroup, i.e. low socioeconomic, is not our subgroup....it is our main group."

"Not enough time"

30.) Teachers have the skills and the tools necessary to disaggregate student achievement data.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree	100%	

1

1

Supporting Structures

31.) Our school and district administrators support and model collaboration.

Teachers

Count	Response breakdown	Count	Percent
4	-1 - Disagree	29%	
1	0	7%	

Count Response breakdown Count Percent

8	1 - Agree	57%
1	2 - Strongly Agree	7%

Total

14

Average

0.43

"They might, we never know. We hear that they support collaboration, but often are not provided the time or means to properly collaborate."

31.) Administrators in our district model and support collaboration.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

Total

1

Average

1

*Instructional Strategies***32.) Data from common formative assessments is used to help identify the most promising instructional practices to be replicated.**

Teachers

Count Response breakdown Count Percent

2	-2 - Strongly Disagree	14%
3	-1 - Disagree	21%
9	1 - Agree	64%

Total

14

Average

0.14

"Our numbers lend to direct discussion of groups and experience rather than relying on figures. We know our students by name and class, and address best practices for the individual as well as the whole group."

"Not a lot of common subject teachers."

32.) I systematically analyze the instructional strategies and assessments used by teachers and provide feedback as part of the teacher evaluation process.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
---	-----------	------

Total

1

Average

1

*Assessment***33.) Our collaborative team (Data Team / PLC) uses common formative assessments that are based on clearly identified standards and a common understanding of proficiency.**

Teachers

Count Response breakdown Count Percent

2	-2 - Strongly Disagree	14%
5	-1 - Disagree	36%
7	1 - Agree	50%

Total

14

Average

-0.14

"We understand that proficiency is being defined by the state...and when a team cannot be limited to a single subject, it is hard to have a "common" assessment."

"PLC are not subject uniform. Difficult to have common formative assessments over multiple curriculums."

"Not a lot of common subject teachers."

33.) There is clear evidence (data) that our collaborative teams (Data Team / PLC) use common formative assessments that are based on clearly identified standards and a common understanding of proficiency.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree		100%

Total

1

Average

1

Teachers

34.) Our collaborative team (Data Team / PLC) regularly uses pre-assessments to help focus units and lessons on concepts that students have not mastered.

Teachers

Count	Response breakdown	Count	Percent
2	-2 - Strongly Disagree	14%	
6	-1 - Disagree	43%	
1	0	7%	
5	1 - Agree	36%	

Total

14

Average

-0.36

"In this case, one person is a team in several subject areas."

"Not a lot of common subject teachers."

34.) I gather and analyze data about the frequency staff use pre-assessments to better target instruction.

Admin

Count	Response breakdown	Count	Percent
1	0		100%

Total

1

Average

0

Principals/Deans

35.) Our collaborative team (Data Team / PLC) focuses on the most urgent needs of learners.

Teachers

Count	Response breakdown	Count	Percent
3	-1 - Disagree	21%	
7	1 - Agree	50%	
4	2 - Strongly Agree	29%	

Total

14

Average

0.86

35.) I allocate time and resources to support implementation of priority (Power) standards.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree		100%

Total

1

Average

1

Reporting & Accountability

36.) Our collaborative team (Data Team / PLC) has identified priority (Power) standards in order to devote more time to essential curriculum.

Teachers

Count	Response breakdown	Count	Percent
1	-2 - Strongly Disagree	7%	
5	-1 - Disagree	36%	
1	0	7%	
7	1 - Agree	50%	

Total

14

Average

0

"What isn't essential?"

"Not enough time on the agenda to do that."

"Not in all content areas."

36.) Priority standards for each content area and/or grade level have been identified and documented.

Admin

Count	Response breakdown	Count	Percent
1	1 - Agree		100%

Total

1

Average

1

Goal Setting

37.) Our collaborative team's (Data Team / PLC) actions are guided and focused by SMART goals, and the goals are routinely revised based on data. (SMART-Specific, Measurable, Attainable, Results-oriented, Time-bound)

Teachers

Count	Response breakdown	Count	Percent
2	-2 - Strongly Disagree	14%	
4	-1 - Disagree	29%	
2	0	14%	
6	1 - Agree	43%	

Total

14

Average

-0.14

"P.S. Should have defined SMART 27 questions ago."

"Honestly, our PLC's have nothing to do with our content area because we are such a small school. Therefore, our collaboration looks extremely different. Our collaboration is more about identifying students who are failing all classes or working on alternatives to state testing. Never have I talked about state standards and how those play out in my curriculum or instructional goals. Honestly, PLC's are not the same in small schools as the are in large schools. "

37.) Each collaborative team (Data Team / PLC) is required to write SMART goals and share their progress toward meeting each goal as part of meeting minutes.

Admin

Count	Response breakdown	Count	Percent
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1	-1 - Disagree		100%
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Total

1

-1

Instructional Strategies

38.) When analyzing data in our collaborative team (Data Team / PLC) meetings, we focus on one or two instructional strategies.

Teachers

Count	Response breakdown	Count	Percent
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1	-2 - Strongly Disagree	7%
---	------------------------	----

5	-1 - Disagree	36%
---	---------------	-----

2	0	14%
---	---	-----

6	1 - Agree	43%
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14

-0.07

"Have not had enough time to analyze data effectively."

38.) Collaborative teams (Data Team / PLC) have been trained to focus on one or two instructional strategies during each meeting cycle.

Admin

Count	Response breakdown	Count	Percent
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1	1 - Agree	100%
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1

1

DATA

39.) I use data to inform daily instructional decisions.

Teachers

Count	Response breakdown	Count	Percent
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4	-1 - Disagree	29%
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9	1 - Agree	64%
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1	2 - Strongly Agree	7%
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14

0.5

"Not paper data....observed data from classroom/student performance each day."

"Informal data"

39.) I use data to inform daily decisions as an instructional leader.

Admin

Count	Response breakdown	Count	Percent
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1	1 - Agree	100%
---	-----------	------

1

Average

1

40.)

40.) I post exemplary student work or anchor papers and use them during instruction.

Teachers

Count Response breakdown Count Percent

1	-2 - Strongly Disagree	7%
4	-1 - Disagree	29%
1	0	7%
5	1 - Agree	36%
3	2 - Strongly Agree	21%

14

14

0.36

"Sometimes..."

"Not enough samples, only 2nd year at Sheridan."

40.) I encourage (or require) teachers to post exemplary student work and anchor papers for use during instruction.

Admin

Count Response breakdown Count Percent

1	1 - Agree	100%
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1

1

Average

1