



DISTRICT SOLUTIONS

SCHOOL IMPROVEMENT

Needs Assessment Summary

District: Bibb County

School: Southfield Elementary

Principal: Dr. Janice Sharpe

Date: October 13, 2016

Solution Tree Coach: Maria Nielsen

Table of Contents

Part 1	3
Purpose of the Comprehensive Needs Assessment	
Critical Practices and Guiding Principles	
Methodology	
Part 2	6
Background and Demographics	
Interview Summary	
Teacher Focus Group Summary	
Student Focus Group Summary	
Parent Focus Group Summary	
Part 3	12
Comprehensive Needs Assessment Walkthrough	
Classroom Observation Summary	
Part 4	15
Performance Data and Document Review	
Documents Reviewed	
Part 5	18
Major Findings	
Challenges and Creating First Steps	
SMART Goals	
30-60-90 Plans	
Appendix	

Part 1

Purpose of the Needs Assessment for Continuous School Improvement

The Needs Assessment for Continuous School Improvement is utilized to determine how the school is performing in relation to the Critical Practices and Guiding Principles to be leveraged in the Professional Learning Community process. The process is data-driven and objectively identifies a school's strengths as well as opportunities for improvement. This report offers specific direction for school improvement based on the findings.

Critical Practices and Guiding Principles for Continuous School Improvement

The table below outlines the critical practices and guiding principles that are foundational to a school improvement process leveraging Professional Learning Communities. Each component falls within one or more of the three big ideas of a Professional Learning Community to include:

1. A Focus on Learning
2. A Collaborative Culture with a Focus on Learning for All
3. Results Orientation

The purpose of the work is to ensure that all students learn at high levels. Helping all students learn requires a collective and collaborative effort. A school wide focus is necessary with able and willing adults ready to implement any needed changes in order for students to reach proficiency. In order to assess the effectiveness of our work and the student progress, there must be evidence of student learning continuously. A school must be prepared to respond immediately to students who need intervention or extensions.

Culture of Success	A culture of success supports a safe, orderly, and equitable learning environment. There is an expectation of high levels of learning for all and culture of doing whatever it takes for each student to succeed. Creating Collective Commitments is a first step in establishing a culture of success.
Engaging in the Right Work	Implementation of an ongoing process in which educators work collaboratively in recurring cycles (unit by unit) of collective inquiry and action research to achieve better results for the students they serve. Collaboration is the engine that drives the school improvement process. Teams focus on answering four critical questions that guide the process and ensure everyone is engaged in the right work.
1. What is it we expect students to know and be able to do?	A guaranteed and viable curriculum (1) gives students access to the same essential learning regardless of who is teaching the class and (2) can be taught in the time

	allotted. Teachers must work collaboratively to determine the guaranteed and viable curriculum for each course and grade level. The essential learnings are derived from the state standards and broken down into learning targets.
2. How will we know when they have learned?	The teachers collaboratively create common formative and summative assessments to help students acquire agreed upon knowledge and skills. Formative assessments for learning are part of an ongoing process to monitor each student's progress on a continuous basis, to inform the teachers of the effectiveness of their practices, and to provide scaffolding to students. SMART goals are established to monitor the progress made.
3. How will we respond when they do not learn?	A multi-tiered system of interventions in a school wide plan ensures that every student in every course or grade level will receive additional time and support for learning as soon as they experience difficulty in acquiring essential knowledge and skills. The intervention occurs during the school day and students are required to devote the extra time and secure the skills. This is a collective school wide responsibility.
4. How will we respond when they have already learned?	Extension opportunities are created for students who have reached proficiency with the guaranteed and viable curriculum. This group of students will engage in extensions of learning connected to the essentials.
Shifting From All to Each	School schedules, operational systems, grouping of students, and any activities impacting student learning are all focused to provide each student with the necessary skills and knowledge to become proficient in the guaranteed and viable curriculum. All decisions are made with this purpose as the most crucial goal.
Leadership for Learning	A Guiding Coalition comprised of teachers and administrators will be established to lead and monitor the school improvement processes that ensure learning for all. The building principal is responsible for implementing the Professional Learning Community at Work framework with fidelity. This includes but is not limited to data review weekly, scheduling, protecting instructional time, and supporting teachers with embedded professional development and time to do the work.
Engaging Students in Owning Their Learning	Schools and teachers adopt and ensure a growth mindset to improve achievement for each student. Students set their own learning goals in the form of SMART goals and track their own growth. Teachers create learning opportunities that personalize and engage students in owning their learning, bringing meaning to the process.

Methodology: Summary of Observations, Interviews, and Team Meetings

Methodology	Quantity
Classroom Observations	16
Interviews with Teachers, Administrators, and Students	20 students 5 parents 10 teachers
Observations of Content and Grade Level Team Meetings	1
Observation of School Leadership Team Meeting	1
Document Review	6

Classroom observations, interviews with stakeholders, team meetings, review of curriculum documents, school achievement data, and demographic statistics informed the recommendations of this needs assessment.

Part 2

Background and Demographics

Southfield Elementary School, home of the Stallions, was established as a result of a consolidation of Jessie Rice Elementary and Minnie G. Burghard Elementary at the close of 2014-15 school year. We opened our doors for operation August 2015-2016 with approximately 830 students, the largest enrollment in the district. Southfield Elementary was and still remains a Title I School with a Priority status designation. The appointed principal is Janice Sharpe. The assistant principal of instruction is Cynthia Jones and Gregory Milner is the assistant principal of operations. Our staff is comprised of ~100 members who shares the vision for each student to dream, believe, and achieve as they demonstrate strength of character and become college or career ready. Our mission is to provide a quality education full of rigor and high expectations for every student entrusted to us. Southfield serves students in grades Pre K-5, and our population is comprised of approximately 91% African-American, 6% Hispanic, 2.5% Caucasian, and .5% other ethnicities. Our Title I and Priority status affords us the opportunity to receive additional funding and resources to assist our teachers with meeting the needs of our students, as well as be afforded professional learning opportunities needed to increase student achievement. Our students are provided additional human resources, interventions and supplies to aid in the learning process to meet their needs. It is Southfield's focus to build the support of our parents and our community to partner in our student's education and encourage them to D.R.E.A.M. (be **D**etermined to **R**espect self and other, **E**ngage in learning, **A**ccept responsibility, and **M**aintain self-control). The support that we receive from local churches, businesses, and organizations affords us to receive and participate in many programs to benefit our students, and it is our hope that we continue to grow dreamers, believers, and achievers in The Field of Dreams!

Grades Served	K-5
Enrollment	789
% of Students on Free and Reduced Lunch	100%
% of English Language Learners	6%
% of Students With Special Needs	6%
Student Attendance Rate	232 students had more than 10 absences
Teacher Attendance Rate	95%

Student Focus Group Summary

1. How does your school celebrate student success?

- Fun Friday
- student of the month
- 9 week awards
- report cards
- first Friday behavior celebration
- culture celebration
- PBIS
- class dojo
- announcements
- class parties
- celebrating raising Lexile scores

2. Do you feel safe at school? Why or why not?

- Students feel safe in the school for the following reasons:
- The principal watches out for them
- Teachers are always with them
- There is a resource officer in the lunchroom
- They get help when they or someone else is bullied
- They can always ask an adult for help
- The doors are locked

Students do not feel safe for the following reasons:

- Because part of the fence is missing to move the playground
- Sometimes they see scary things on the news

3. How is the attendance at your school? Do your classmates make coming to school a priority?

- Students believe that it is important to come to school
- Teachers tell students that it is important to be in school to achieve their goals
- They celebrate perfect attendance with awards, ice cream parties and breakfasts

4. What could the teachers and staff do to help you do better in school?

- Make learning more fun
- Make learning more engaging
- Have useful homework
- Video clips that teach concepts
- Technology
- Study guides so we know what is expected
- Celebrate our learning
- More communication with parents

5. Is the school preparing you for high school? graduation? getting a job?
Yes, in the following ways:
- Morning announcements
 - Teachers talk about going to college in the classroom
 - Teachers use the words college and career ready
6. What opportunities do you have to give input to how the school could better support you?
- Adults ask
 - Teacher surveys
 - Student leadership team
7. How does the school involve your family in what is happening in your learning?
- Grandparent day
 - Parent-teacher conferences
 - Newsletters
 - Fieldtrips
 - Parent volunteers
 - Assemblies
 - Awards day
 - Classroom Dojo
 - Principal phone automated phone calls home
8. How do the teachers show you that they care about you and encourage you to be your best?
- They tell us that they care
 - They give us treats
 - Teachers treat us like they are our parents
 - Teachers help everyone in the class
 - They give agendas to our moms
 - They care about all of us
9. What would make this a better school?
- More books
 - Posters around the school
 - More technology
 - Field trips so we can explore

The students then concluded the session with the Dream Pledge.

Parent Focus Group Summary

1. Do you believe that the teachers at your child's school have the skills to help your child succeed in Reading and English Language Arts? Math? Why or why not?
 - Spelling worksheets each week
 - Grade level websites
2. Do you believe that your child is going to be prepared for the next level in school? to graduate? Why do you think so?
 - My child is confident
 - Tests
 - Teachers talk about students going to college (i.e. class of...)
3. Do you see yourself as a part of the school community? Why or why not?
 - Yes, of course, we are the parent group
 - Facebook
 - Email
 - Call home system
 - Marque
 - Parent nights
4. How does the school include parent input for improving?
 - Surveys
 - Parent committee
5. How does the school celebrate student success?
 - Academic Awards ceremony
 - Character Education Student of the Month
 - PBIS
 - Attendance awards
 - Honor Roll
 - Honors Day
 - Fun Friday (Classroom Behavior)
 - AR (Accelerated Reader)
 - After school reading award
6. What suggestions or concerns do you have that could help this school do a better job of preparing students for the future?
 - Help parents understand that their voice matters
 - Read nightly with your child program (Accountability chart or calendar)
 - Nightly math fluency practice
 - PTO meetings to encourage parent participation
 - Consistent communication
 - Weekly communication from the grade level
 - Reference school parent compact
 - Accountability for students (PBIS)
 - Encourage career readiness
 - Field trips to explore
 - Parent counselor resources (positive people to motivate each other)
 - Increase reading skills
 - Interactions between parents and teachers
 - More volunteers

Teacher Focus Group Summary

1. How does the school celebrate success for students? teachers? the school as a whole?

Ways We Celebrate Students:

- Announce birthdays
- Nine week celebrations
- AR Awards
- Attendance Incentives
- PBIS

Ways We Celebrate Teachers:

- Spotlight awards
- Jean Day
- Announce birthdays
- Attendance incentives
- School wide celebrations
- PBIS
- Lexile Growth
- Parent incentives (keys are given)

2. Has the school identified what they expect students to know and be able to do with learning targets for each subject? If not all subjects, which are completed? Is this aligned with the state standards?
 - With the exception of Kindergarten, all grade levels have unpacked math and languages arts standards into learning targets.
3. How do teams utilize a teaching calendar to ensure mastery in time for the state assessment? Does it include time for re-teaching?
 - Bibb County pacing guides have been provided for each subject
 - Weekly assessments and quarterly benchmark assessments have been provided by the district.
 - Intervention provides time for re-teaching
4. How are common formative assessments used by teaching teams?

CA indicates whether or not students have learned the standards

CFA identifies what need to be retaught.

CFA identifies students on target, students requiring remediation, or enrichment.

CFA also helps with creating target groups.
5. Have your teaching teams agreed upon what is proficient for each assessment? Do students know how to become proficient on each standard?
 - Blueprint for standards
 - SLDS (Student Longitudinal Data System)
 - District resources
 - Common Assessments
 - ALDs (Achievement Level Descriptors)
 - Critical question #1 for PLC

Students know how to become proficient

- Given rubrics
- Provided with examples
- Discuss learning targets
- We need to improve school wide

6. What intervention schedules and programs are in place to support students when they have not learned the material the first time?

- Read 180
- DIBELs
- FLP
- Math Enrichment
- System 44
- Soliday Reading (PEC Students –Program for exceptional students)
- Intervention blocks at each grade level
- EIP (Early Intervention Program)
- Co-Teaching

7. How do teachers have input to improving the school?

- Teachers are included in all school committees
- Input at faculty meeting
- Surveys
- Admin as an open door policy

8. What suggestions or concerns do you have that could help this school improve to better serve our students?

- High expectations
- Alignment of the standards
- Rigor-DOK levels 3 & 4
- Accountability
- Data driven instruction
- Engage parents

Part 3

Comprehensive Needs Assessment Walkthrough Summary

Instructional Rounds

Observer: Maria Nielsen & Janice Sharpe Grade/Subject: K-5 Date: 10-13-16

Stimulus Observed - What are students doing? (Engaged in dialogue, independent, worksheet, project based, manipulatives, writing, reading, etc.)

List the stimulus observed and indicate the frequency of the stimulus.

<u>Stimulus</u>	<u>Frequency</u>
Small group letter recognition	3
Computer program	6
Technology on interactive panel	1
Whole class lessons	12
Worksheets	8
Notebooks	3
Flashcards	1

Cognitive Demand – Circle Thinking observed/facilitated

Tally the cognitive demand observed.

Analysis/Interpret	Apply 4	Cause/Effect 3
Compare/Classify/Categorize	Create/Develop	Draw Conclusions 3
Generalize 3	Infer	Justify/Evaluate
Make Connections Summarize 3	Predict/Estimate 4	Sequence/Order 3
Synthesize	Other (explain)	

Locus of Control – Who is responsible for most of the Thinking/Talking? Teacher/Students?
Note Evidence observed.

Tally observations

Teacher 14

Students 2

Learning Targets – What is the connection between what the students are doing and the posted learning target?

Explain connections observed.

Learning targets are posted in all classrooms.

Most classroom instruction was aligned with the posted learning target.

Differentiated Instruction – What scaffolding/support for differentiated learning was observed?
(modeling, graphic organizers, visual supports, small group instruction, manipulatives, project based, extended time, etc.)

List scaffolding supports.

Graphic organizers

Small group instruction

Notebooks

Computer work

Roll the number cube

Modeling

Technology with visual support

Classroom Environment – Desk Configuration, Anchor Charts, Literacy/Numeracy Rich, etc

Describe classroom environment.

All classrooms were organized in table teams rather than having student sit in rows.

Classroom libraries were evident in every room.

Anchor charts were posted on the walls.

Essential standards were posted in each classroom.

Instructional Strategies Observed –

List instructional strategies.

Whole class
Small group
Interactive panel
Notebooks
Games
Flashcards
Computer
Workbooks

Classroom Observation Summary

I liked... Classrooms were organized for student learning with students sitting in table teams for collaboration. Rooms were neat and organized. Each classroom had word walls and classroom libraries.

I wonder...How could teachers engage students in higher depth of knowledge?
How could we engage all students in the learning?
How can we move from single response and open ended or fishing questions to engagement prompts?
Are all grade level teams working collaboratively together about what they want students to know and how they will know if they know it? Do they use intervention time effectively?

Principal Sharpe and I had the opportunity of visiting 16 classrooms. The teachers conducted class as usual and students continued their work. Learning targets were listed on the board as well as essential questions. All classrooms were organized in teams rather than rows.

The majority of the instruction was teacher directed. There were a few classrooms where small group instruction was taking place with teachers while the rest of the students worked in centers.

There is evidence of teachers planning their instruction together and using common formative assessments to gather data.

Part 4

Performance Data

Student Learning Data

*Attachments Can Be Used for All Student Learning Data

MILESTONES – 2015

Domain		3 rd				4 th				5 th			
Achievement Level →		B ↓	DE ↑	P ↑	DI ↑	B ↓	DE ↑	P ↑	DI ↑	B ↓	DE ↑	P ↑	DI ↑
ELA	%	78	16	6	0	68	26	7	0	62	28	9	1
	#	91	19	7	0	93	35	9	0	79	36	11	1
Math	%	53	40	7	0	64	34	2	0	59	36	4	1
	#	62	47	8	0	87	47	3	0	75	46	5	1
Science	%	61	34	4	1	73	25	2	0	77	15	7	1
	#	71	40	5	1	100	34	3	0	96	19	9	1
Social Studies	%	58	39	3	0	62	24	13	1	60	34	6	0
	#	67	46	4	0	85	33	18	1	75	43	8	0

Data from GADOE 2015 EOG scores (Burghard & Rice combined)

MILESTONES – 2016

Domain		3 rd				4 th				5 th			
Achievement Level →		B ↓	DE ↑	P ↑	DI ↑	B ↓	DE ↑	P ↑	DI ↑	B ↓	DE ↑	P ↑	DI ↑
ELA	%	83	14	3	0	71	26	3	0	62	32	6	0
	#	110	19	4	0	86	31	4	0	78	40	7	0
Math	%	80	15	5	0	63	32	5	0	82	17	1	0
	#	105	20	6	0	76	39	6	0	102	22	1	0
Science	%	79	18	2	1	55	37	8	0	74	25	1	0
	#	103	24	3	1	66	45	10	0	92	31	2	0
Social Studies	%	66	29	5	0	47	35	16	2	54	42	3	1
	#	87	38	6	0	56	42	19	2	68	52	4	1

Documents Review

In addition to assessment results the needs assessment includes a review of pertinent documents. These may include but are not limited to school and team schedules, school improvement plans, leadership and collaborative team meeting agendas, meeting records, team norms, team SMART goals, common formative assessments, curriculum guides, pacing information, standards and learning targets, intervention schedules and learning plans, lesson plans, formative data, etc.

Documents Reviewed
School Improvement Plan
Georgia Milestones 2016
Data Analysis Protocol
Southfield Feedback
Southfield Monitoring Report
Unit Planning Template

Part 5

Major Findings in Examining Critical Practices and Guiding Principles for Continuous School Improvement

Culture of Success

There is a positive culture in the building for adults. Teachers work together in grade level teams. Teachers are encouraged to collaborate together in behalf of student learning.

There is a strong support staff in the building who push in to classrooms to assist with instruction.

The administration in the building is united in their effort to be instructional leaders.

Engaging in the Right Work

Professional Learning Communities (three big ideas)

- A Focus on Learning
- Collaborative Culture
- Results Orientation

Focus on Learning: There is a district framework with the standards unpacked into learning targets. There is an intervention/extension time embedded in the school day.

Collaborative Culture: Time has been built in the school day for grade level teams to collaborate in regards to students learning. Teachers work in grade level teams. They have common planning times 5 days a week. They also have a PLC collaborative time twice a month on Mondays from 4:00-5:00.

Focus on Results: Teachers look at common formative assessment data to place students in skill specific intervention and extension time.

Schedule

Monday: Faculty meeting or PLC from 4-5

Tuesday: Coached meet with teachers during their common planning time

Wednesday: Coaches meet with administration at 1:15, state effectiveness coach, state principal coach.

Thursday: Data analysis/differentiated planning day with coaches-planning and lesson plans due

Friday: Parent conferences/assessment analysis

1. What is it we expect students to know and be able to do?

Teachers work in collaborative grade level teams to determine essential standards. They have unpacked the standards into skill specific learning targets. Learning targets are posted in each of the classrooms.

Teachers design lesson plans together to share ideas and strategies.

2. How will we know when they have learned it?

Their goal is as follows: Teachers work in grade level teams to create common assessments. They give their common assessments on the same day. They collaboratively look at the data to place students in skill specific groups during intervention/extension time.

3. How will we respond when they do not learn?

Teacher look at data to determine which students did not master the learning targets, which ones need additional support and the students who mastered the targets and require extension to apply the learning target. This intervention and extension time takes place during the school day.

4. How will we respond when they do learn?

Teacher look at data to determine which students did not master the learning targets, which ones need additional support and the students who mastered the targets and require extension to apply the learning target. This intervention and extension time takes place during the school day.

Shifting from All to Each

Interventions

There is an intervention time embedded in the school day. It varies throughout the day depending on the grade level. Additional adults such as para-pros, IEP teachers, PEC teachers push into the classroom to provide additional small group. A few groups are pulled out.

Resources: Computer Programs/Small group

Read 180

System 44

Engaging Students in Owning Their Learning

Most classrooms were teacher led. There was no observable evidence of students tracking their own learning toward attainment of essential standards.

Goals for this Year:

Teachers are helping students set learning goals for progress on essential standards. There is a goal for students to keep track of their progress and lead their parent teacher conferences second semester.

Challenges and Creating First Steps

The following action items were derived in the closing meeting with the principal and the Solution Tree Coach.

Challenges

Although pacing guides have been provided by the district, grade level teacher teams must come to clarity on what the standards mean and what it looks like for students to demonstrate proficiency.

Teachers are sharing ideas but need to go deeper into the work of being design engineers as they create units of study.

Creating common assessments as a team then looking collectively at the data to place student in intervention or extension groups during tier 2 time on a consistent basis.

Action Steps

Unpack standards into learning targets

Identify essential standards

Pace the essential standards throughout the school year

Design units of study based on essential standards

Create common assessments based on essential standards

Look at common assessment data to place students in skill specific groups during tier 2 time for intervention and extension

SMART Goals

Goal 1: Teachers will work together in collaborative teams to address the four critical questions.

Goal 2: Teachers will unpack standards in reading and math, identify essential standards and create pacing guides for a guaranteed and viable curriculum in each grade level.

Goal 3: Teacher teams will create common formative assessments for each unit of study to identify students for intervention and extension and inform their practices as teachers.



DISTRICT SOLUTIONS

SCHOOL IMPROVEMENT

30-60-90 Day Plan

SCHOOL IMPROVEMENT ACTION PLAN FOR (NAME OF SCHOOL)

DATE: OCTOBER 13-14, 2016

PRINCIPAL: DR. JANICE SHARPE

SOLUTION TREE COACH: MARIA NIELSEN

PRIORITIES BASED UPON NEEDS ASSESSMENT

Goal 1: Teachers will work together in collaborative teams to address the four critical questions

- What do we expect students to know and be able to do?
- How will we know if they have learned?
- How will we respond when students do not learn?
- How will we respond when students do learn?

Goal 2: Teachers will unpack readiness standards in reading and math, and create pacing guides for a guaranteed and viable curriculum in each grade level.

Goal 3: Teacher teams will create common formative assessments for each framework unit of study. Teacher will analyze data to identify students for intervention and extension during tier 2 time. Teachers will collectively look at data to share best practices.

Smart Goals (30 day plan)	Teacher teams will identify norms, create roles for team meetings, and clarify the right work (creating a guaranteed and viable curriculum) during collaboration time.
Actions	Teachers will define their vision, and collective commitments in working together toward common goals in regards to a guaranteed and viable curriculum.
Level of Implementation	Working together should move from compliance to “the way we do business”.
Expected Impact	Teachers will have renewed enthusiasm for their work together in regards to collaboration in behalf of student learning.
Evidence	Norms are in place Shared commitments are written Teacher move past one meeting a week to relying on each other for all decisions in regards to student learning
End Date	November 15, 2016 check in --Ongoing process
Person(s) Responsible	Grade level teams

Smart Goals (60 day plan)	Unpack standards into learning targets and identify DOK (Depth of Knowledge) Essential standards are identified Common pacing guides are established
Actions	<ul style="list-style-type: none"> Teams will unpack standards and identify what students will do in order to demonstrate proficiency on the essential standards. Teams will create a list of essential grade level standards There will be a common pacing guide used for math and reading across the grade level
Level of Implementation	<ul style="list-style-type: none"> Teachers will move from “Why are we doing this?” to “How can we do this more effectively?” Teachers will move past compliance to the need for a guaranteed and viable curriculum for all students.
Expected Impact	<ul style="list-style-type: none"> Teachers will understand the need for clarification around the standards and why it is important to come to collective clarity and agreement about what the standard means. Teachers will use the list of essential standards as a basis for the teaching and learning that occurs each day in the classroom referring often to the essential standards during the lesson. Pacing guides will be used to plan units of study together.
Evidence	<ul style="list-style-type: none"> List of essential standards Pacing guides for reading Pacing guides for math
End Date	January 9, 2017
Person(s) Responsible	Grade Level Collaborative Teams

Smart Goals (90 day plan)	Teacher teams will create common assessments aligned with essential standards Data will be used to place students in skill specific groups during tier 2 time
Actions	<ul style="list-style-type: none"> • Teacher teams will create common assessments based on essential standards. • Common assessments will be placed throughout a unit of study in order to assess student mastery of essential standards • Data will be used to place student in skill specific groups for intervention or extension. These groups will take place during tier 2 instruction by classroom teachers and any additional support staff who pushes into classrooms rather than pulling students out of classrooms.
Level of Implementation	There is currently a level of compliance rather than commitment in regards to using common assessment as a grade level team.
Expected Impact	Teams will move to commitment once they see the need for common assessment in determining student understanding of essential standards. They will also use common assessment data to have conversations around best practices as a team.
Evidence	Common assessments are made and used throughout a unit of study. Data from common assessments is used to provide intervention and extension for students.
End Date	February 16, 2017 for two complete units of study embedded with common assessments.
Person(s) Responsible	Grade level teams will create common assessments and analyze the data.

