Name: Debra Ciochina
Date: October 2017

**School/Department Improvement Status**

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- **Improvement Goal:** Complete CP 2.0 Social Studies curriculum design, review, and implementation with teachers and students grades K-8.

- **Benchmark:** Completion and implementation of the social studies courses in Buzz

**What intervention was implemented?**

Describe evidence of implementation during the 2016-2017 school year.

All social studies courses at grades K-8 were completed and implemented within Buzz.

**Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)**

Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

Evaluation of these courses now begins with course facilitators for the next layer of review and revise.

The goal has been **Achieved** ______  The goal is **Progressing** ___x__
The goal is **Targeted for Future** ______  The goal has been **Abandoned** _____
Improvement Goal:
- Develop LEARN Academy leadership cohort for corporation succession planning.

Benchmark:
Leadership cohort established and in beginning stages of functioning.
Participants identified, invited, and attending sessions.

What intervention was implemented?
Describe evidence of implementation during the 2016-2017 school year.

1. Leadership cohort invitations were given to selected teachers for a focus group conversation around leadership, needs, and interests.
2. Book study group was formed as part of the LEARN Academy and called the Leadership Series.
3. Randy Pausch’s *The Last Lecture* was the subject of the group’s leadership book study.
4. Two 2-hour sessions conducted in the book study with approximately 25 participants.
5. Feedback collected from participants

- **Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)**
Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

- The book study was/will be helpful to my growth as a leader.—all participants either Strongly Agree or Agree
- The discussion was facilitated in such a way that I was able to participate.—all participants either Strongly Agree or Agree
- How interested are you in participating in the next session of the Leadership Series?—90% of participants are Very Interested
SCHOOL/DEPARTMENT IMPROVEMENT STATUS REPORT
School Year 2016-2017
Submit form one week prior to your appraisal conference with your supervisor

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The goal is Targeted for Future ___
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Improvement Goal:
- Increase understanding of classroom teachers (K-12) about complex text, mentor text, and its impact on writing.

Benchmark: Teachers are able to understand the impact of close reading of complex text and the use of mentor text as they relate to students’ writing.

What intervention was implemented?
Describe evidence of implementation during the 2016-2017 school year.

Professional development was provided in the following areas:
1. Worked directly in small groups with our seminar teachers at each middle school around complex text, close reading, and writing.
2. Worked with each elementary school in morning sessions.
   https://docs.google.com/presentation/d/1Y_xVMfSwS78EQDX3DA_IzKoVYU0FcaAU4L10qqN8unw/edit#slide=id.g732c7d234_0_0
4. Worked with elementary course managers to increase alignment between mentor texts and writing in each grade level ELA course.
5. Worked with middle school course managers to examine assessments to reveal use of mentor texts and close reading skills. Looked at effectiveness of test items.

- Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)
Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

I have not evaluated writing data from last year’s ISTEP.

The goal has been Achieved _______ The goal is Progressing _______ The goal is Targeted for Future _______ The goal has been Abandoned _______
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**School/Department Improvement Status Report**

**School Year 2016-2017**

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**Improvement Goal:**

- Increase understanding of classroom teachers (K-12) about grading policies, processes, fairness, personalization, and efficacy.

**Benchmark:** Evidence of teachers who are considering changes to their grading strategies that indicate a movement toward standards-based grading.

**What intervention was implemented?**

Describe evidence of implementation during the 2016-2017 school year.

- Conducted two book study groups around Rethinking Grading by Cathy Vaterott.
  - [https://docs.google.com/presentation/d/1AlvCTX9XwzTXtdiI7W_TuiTQUTAO5Yw1JAcnt13k-0g/edit#slide=id.p](https://docs.google.com/presentation/d/1AlvCTX9XwzTXtdiI7W_TuiTQUTAO5Yw1JAcnt13k-0g/edit#slide=id.p)
- Participated in grading discussion groups with Mr. Hardman and a variety of K-12 teachers also interested in the topic.
- Continued to work with individual and small groups of teachers to understand grading processes and practices.
- Worked with Mrs. Valentine to adjust grading settings within ELA courses to facilitate teachers who were trying to implement strategies discussed.
- Worked with grade 9 English PLC at CPHS around learning goals, grading expectations, and best use of homework.
- Encouraged and recruited teachers (Devin Lewis, Andrea Vode, Annie Lorek, Vince Lewis) to share their innovative grading practices in LEARN Academy setting.
Submit form one week prior to your appraisal conference with your supervisor

- **Evaluation data – Minimum 3-year trend data. (Compare to League Schools if data are available)**
  Sources of data include student achievement data, absenteeism, dropout rates, graduation rates, promotion and retentions, student engagement surveys, Core 40 and Academic Honors Diplomas, information and data on teacher instructional practices used, information and data on technology use by students and teachers, perception data about school effectiveness (opinion surveys from students, teachers, support staff, parents), grade distribution, hours of professional development

This data does not yet exist beyond anecdotal accounts.

- The goal has been **Achieved** ________
- The goal is **Progressing** ________
- The goal is **Targeted for Future** ________
- The goal has been **Abandoned** ________