

The Journey to Continuous School Improvement Our Current Location

1. We have not yet begun to address this issue.
2. We are talking about this, but have taken no significant action to make it a reality.
3. We have begun to do this, but at this stage of the implementation process many staff approach the task with a sense of compliance rather than commitment.
4. We have moved beyond initial implementation and continue to work our way through the process. Support and enthusiasm for the process are growing.
5. This practice is deeply embedded in our culture. Most staff members are committed to doing this and feel it is an important factor in the collective effort to improve our school.

Part 1: Culture: We have a climate that supports student and adult learning. Leadership is shared and decisions are made with a focus on their impact on student learning. Leadership strives to build a sense of coherence.

_____ 1. We work collaboratively to develop a positive learning environment for students where expectations for behavior are clear.

_____ 2. We have established school-wide procedures for dealing with student conflict.

_____ 3. We have a collegial environment based on mutual respect and a sense of professionalism.

_____ 4. We have identified core values that we want students to develop and adults to model.

_____ 5. Adults deal with conflict in a positive manner.

_____ 6. Students and adults take ownership for school climate.

_____ 7. Leadership shares decision-making and creates a sense of mutual accountability and responsibility for student learning.

_____ 8. Teachers share leadership by acting as facilitators, coaches, leadership team members, etc.

_____ 9. Leadership keeps the “big picture” in mind and consistently communicates connections between initiatives and student learning.

_____ 10. Teachers share in decision making and decisions are made with a focus on student learning.

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COMMENTS: _____

Part 2: Curriculum/Instruction: Learning as our Fundamental Purpose: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning.

_____ 11. We have adopted a set of guiding questions that focus our work on student learning.

_____ 12. We work with colleagues on our team to build shared knowledge regarding state standards, district curriculum guides, trends in student achievement, and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.

_____ 13. We have adopted a curriculum template that provides the framework for conversations related to instructional practices and student learning.

_____ 14. Our curriculum documents are used as the basis of daily lesson planning.

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PART 2: PLC: Building a Collaborative Culture through High Performing Teams: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high performing teams.

_____15. We are organized into collaborative teams in which members work together interdependently to achieve common goals.

_____16. We are provided time during the contractual day and school year to meet as a team.

_____17. We use team time to engage in collective inquiry on questions specifically linked to achievement of identified learning goals.

_____18. We share/model effective instructional practices.

_____19. We strive to build consistency and continuity of instruction across grade levels and content areas.

_____20. We have developed and adhere to team norms.

_____21. Each team generates and submits products, which result from its work on the critical questions related to student learning.

_____22. Our work in collaborative teams is reflected in our individual professional development plans.

_____23. We continually work together to identify policies and procedures that encourage learning in areas such as homework, grading, discipline, and recognition.

_____24. Teams are provided with the resources they need to meet their goals.

_____25. Leaders encourage team members to take risks and try new ideas and strategies.

_____26. We provide a system of interventions that guarantees each student will receive additional time and support for learning if he/she needs remediation or enrichment.

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PART 3: Assessment: A Focus on Results: We assess our effectiveness on the basis of results. Teams analyze student work in order to identify student strengths and weaknesses, as well as effective instructional practices, setting up a cycle of continuous improvement

_____27. For each of the academic and affective learning goals we have identified for students, we ask, "How do we know if our students know it?"

_____28. Each of our teams has identified a goal that relates to student learning.

_____29. We have examined our assessment tools and practices to ensure that we are assessing achievement of specific learning goals.

_____30. We monitor the learning of each student on a timely basis through a series of frequent, team-developed formative and summative assessments

COMMENTS: _____
