

# Assessment Continuum of Schoolwide Improvement Outcomes

## 1A. Standards-Based Curriculum

Our school’s curriculum is aligned with state and district content and performance standards in each content area and is articulated and continual within and across grade levels. Teachers use content and performance standards and assessment information to identify curricular priorities and instructional materials and to design relevant, challenging student learning experiences.

| Evidence  | To what extent do we engage in this behavior or address this issue? |   |               |   |                       |
|---|---|---|---------------|---|-----------------------|
|   | Everyone  |   | About<br>Half |   | No one or<br>very few |
|   | 5   | 4 | 3             | 2 | 1                     |
| 1. The learning goals in teachers' unit/lesson plans are aligned with state and district content and performance standards.                             |   |   |               |   |                       |
| 2. Teachers can explain the scope and sequence of the curriculum within and across grade levels in the content areas they teach.                        |   |   |               |   |                       |
| 3. Curriculum material used are appropriate and challenging for ALL students.   |   |   |               |   |                       |
| 4. The curriculum in a given content area addresses everyday life applications and show the relevance of the subject matter to our student populations. |   |   |               |   |                       |
|   |   |   |               |   |                       |

Composite Rating

**Comments**

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## 1B. Standards-Based Instruction

Teachers differentiate instruction to encourage and support the needs of students of diverse sociocultural backgrounds, genders, and academic experience and of special populations, such as differently abled (Special Education) students and English Language Learners, in order to meet state and district content and performance standards. Teachers incorporate research-based practices that have been proven effective with their student populations or are engaged in reflective practice to monitor the effectiveness of “home grown” instructional practices

| Evidence   | To what extent do we engage in this behavior or address this issue? |   |            |   |                    |
|--|---|---|------------|---|--------------------|
|  | Everyone  |   | About Half |   | No one or very few |
|  | 5   | 4 | 3          | 2 | 1                  |
| Teachers' lesson plans contain instructional strategies and learning experiences that address the selected content and performance standards |   |   |            |   |                    |
| Teachers' lesson plans include differentiated instruction that addresses the needs of all learners   |   |   |            |   |                    |
| Students who have difficulty meeting the standards are provided with individualized instructional support                                    |   |   |            |   |                    |
| Instructional collaboration and coordination is a topic on the agenda at grade-level and/or cross grade-level meetings at least once a month |   |   |            |   |                    |
|  |   |   |            |   |                    |

Composite Rating

**Comments**

# Assessment Continuum of Schoolwide Improvement Outcomes

## 1C. Standards-Based Assessment

Our school uses multiple classroom, school, district, and state assessments, both formal and informal, to assess and monitor each child’s progress (including English Language Learners and Special Education students) in achieving content, performance, and graduation standards. Achievement data is disaggregated to identify standards and equity gaps, develop strategies to eliminate these gaps, and identify instruction goals.

| Evidence  | To what extent do we engage in this behavior or address this issue? |   |            |   |                    |
|---|---|---|------------|---|--------------------|
|   | Everyone  |   | About Half |   | No one or very few |
|   | 5   | 4 | 3          | 2 | 1                  |
| Teachers regularly use multiple assessments to assess and monitor each students’ progress in achieving content, performance, and graduation standards |   |   |            |   |                    |
| Grade-level and teacher meetings include discussions about student achievement data at the individual, classroom, and school level.                   |   |   |            |   |                    |
| Teachers use classroom data to a) plan instruction, b) set curricular goals, and c) analyze program effectiveness                                     |   |   |            |   |                    |
| Our school is able to provide appropriate accommodations as needed to ensure the valid measurement of ALL students’ performance                       |   |   |            |   |                    |
| Assessment strategies include formal and informal classroom, school, district and state measures  |   |   |            |   |                    |

Composite Rating

**Comments**

## Assessment Continuum of Schoolwide Improvement Outcomes

### 2. Data-Based Accountability and Evaluation

Our school has a fully implemented accountability system that includes a school improvement plan based on disaggregated achievement and other data, ongoing diagnostic and performance assessments of all students, an aligned professional development plan, and regular supervision and evaluation of teachers and administrators. Appropriate accommodations are provided for English Language Learners and Special Education students to ensure valid measurement of their performance.

| Evidence   | To what extent do we engage in this behavior or address this issue? |   |               |   |                       |
|--|---|---|---------------|---|-----------------------|
|  | Everyone  |   | About<br>Half |   | No one or<br>very few |
|  | 5   | 4 | 3             | 2 | 1                     |
| Baseline achievement data is disaggregated by demographic variables (race/ethnicity, gender, disability status, limited English proficiency, socio-economic status, etc.) to determine who is and who is not succeeding and in what areas. |   |   |               |   |                       |
| Our school improvement plan is based on data from a comprehensive needs assessment   |   |   |               |   |                       |
| Our school improvement goals are aligned to the school's vision and mission statements, and to the needs assessment outcomes.  |   |   |               |   |                       |
| Our school improvement goals incorporate criteria for meeting AYP.   |   |   |               |   |                       |
| There are public forums on student achievement appropriate to different audiences.   |   |   |               |   |                       |

**Composite Rating**

**Comments**

## Assessment Continuum of Schoolwide Improvement Outcomes

### 3. Structural Reform Strategies

Our school structures its schedule, organization, support mechanisms, and resources to provide all students, including English Language Learners (ELL) and Special Education students, with equal access to resources and the support to achieve to high standards. Reform strategies include (1) increased amount and quality of learning time, (2) time and resources for teacher/staff collaboration, (3) assignment of highly qualified teachers for at-risk students, (4) inclusive practices for ELL and Special Education students, and (5) avoidance of systematic tracking that reinforces stereotypes based on classism, sexism, racism, and other forms of discrimination.

| Evidence  | To what extent do we engage in this behavior or address this issue? |   |               |   |                       |
|---|---|---|---------------|---|-----------------------|
|   | Everyone  |   | About<br>Half |   | No one or<br>very few |
|   | 5   | 4 | 3             | 2 | 1                     |
| School scheduling and classroom organization are designed to match student needs and maximize learning opportunities              |   |   |               |   |                       |
| All students have equitable access to resources and receive the supports needed to succeed  |   |   |               |   |                       |
| Students in special programs (English Language Learners, Special Education) are integrated into regular classrooms and activities |   |   |               |   |                       |
| Teachers receive adequate resources to effectively instruct diverse populations   |   |   |               |   |                       |
| Teachers' planning time allows for collaboration and joint planning   |   |   |               |   |                       |

Composite Rating

**Comments**

# Assessment Continuum of Schoolwide Improvement Outcomes

## 4. Leadership and Governance

Our School Improvement Team (or other governance structure) includes teachers, staff, parents, community members, and students (where appropriate) in a shared leadership structure to support and improve school programs. It uses student learning and other data to identify areas of instructional focus and guide the development, implementation, evaluation, and public reporting of progress toward achieving our school improvement performance goals.

| Evidence   | To what extent do we engage in this behavior or address this issue? |   |            |   |                    |
|--|---|---|------------|---|--------------------|
|  | Everyone  |   | About Half |   | No one or very few |
|  | 5   | 4 | 3          | 2 | 1                  |
| Our School Improvement plan includes measurable performance goals and an action plan that reflects the school's vision and mission statements                |   |   |            |   |                    |
| There are mid-year and yearly evaluations of progress in meeting our school's performance goals, and the data are used to revise our School Improvement plan |   |   |            |   |                    |
| Our school's governance structure is representative of the diversity of the student population and our community   |   |   |            |   |                    |
| Student learning is a primary criteria used in decision-making and goal setting  |   |   |            |   |                    |
|  |   |   |            |   |                    |

Composite Rating

Comments

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## 5. Professional Development

Our school has a structure and process for developing and implementing a professional development plan that is aligned with our school’s improvement goals, is research-based, meets the needs of our student populations, is regularly monitored and evaluated, and builds in-house expertise. As teachers learn new practices and programs, they receive adequate support during the school day through peer or expert coaching, classroom observations, mentoring, and/or study groups in order to ensure success for every teacher.

| Evidence  | To what extent do we engage in this behavior or address this issue? |   |            |   |                    |
|---|---|---|------------|---|--------------------|
|   | Everyone  |   | About Half |   | No one or very few |
|   | 5   | 4 | 3          | 2 | 1                  |
| Analysis of student performance guides the focus of our school’s professional development plan  |   |   |            |   |                    |
| Our professional development process helps teachers change their classroom practice, implement the instructional program, and meet the needs of our student population                      |   |   |            |   |                    |
| Teachers and school staff have an individual Professional Development plan that is designed to complement the school improvement plan   |   |   |            |   |                    |
| Professional Development activities are research-based and: a) are tied to instructional content, b) include opportunities for collaborative dialogues, and c) provide sufficient follow-up |   |   |            |   |                    |
| Our school schedule provides sufficient time to implement school-wide and individual professional development   |   |   |            |   |                    |

Composite Rating

Comments

# Assessment Continuum of Schoolwide Improvement Outcomes

## 6. Culture and Climate

Our school’s philosophy, norms, values, beliefs, and visual images promote the following: high achievement for all students, collaboration and collegiality among all staff, mutual respect and trust among all individuals, affirmation of diversity, and use of language and behavior that is respectful and free from ethnic, racial, sexual, and other stereotypes and biases. Our school values and supports a safe and equitable environment that is welcoming of all students and their families, built on shared ownership and responsibility, conducive to personal growth and learning, and free from violence and substance abuse.

| Evidence   | To what extent do we engage in this behavior or address this issue? |   |            |   |                    |
|--|---|---|------------|---|--------------------|
|  | Everyone  |   | About Half |   | No one or very few |
|  | 5   | 4 | 3          | 2 | 1                  |
| Our school has a shared philosophy and vision that reflects some of the following norms: a) a belief that all student can achieve, b) high performance expectations for all students and adults, c) shared responsibility for the success of the school, and d) affirmation of diversity |   |   |            |   |                    |
| There is shared responsibility for implementing norms that create a welcoming, safe, supportive and respectful environment on a day-to-day basis   |   |   |            |   |                    |
| Adults and students can be observed supporting and encouraging respectful and collaborative behavior   |   |   |            |   |                    |
| Adults and students intervene when they observe inappropriate behavior   |   |   |            |   |                    |
| Our school has a fair and equitable code of discipline that supports students’ understanding of the stated norms, rules, and expectations for behavior   |   |   |            |   |                    |

Composite Rating

Comments

## Assessment Continuum of Schoolwide Improvement Outcomes

### 7. External Support and Resources

Our school accesses external support and resources from a variety of sources to implement, supplement, and/or extend our goals, initiatives, and priorities. We are strategic in determining our specific needs and communicating them to the appropriate audiences, and are not distracted by offered resources that do not serve to help us meet our goals. Our use of external resources is based on thorough research of their effectiveness and their alignment with our school's overall improvement plan.

| Evidence   | To what extent do we engage in this behavior or address this issue? |   |               |   |                       |
|--|---|---|---------------|---|-----------------------|
|  | Everyone  |   | About<br>Half |   | No one or<br>very few |
|  | 5   | 4 | 3             | 2 | 1                     |
| Potential new programs are thoroughly researched and evaluated against our school improvement goals prior to adoption  |   |   |               |   |                       |
| Our school uses resources from a variety of sources in order to implement, supplement, or extend initiatives and priorities  |   |   |               |   |                       |
| Our school trains and utilizes human resources from outside of the school (including adult and student volunteers, and business people) to further student learning goals. |   |   |               |   |                       |
| Partnerships are in place between our school and community-based businesses  |   |   |               |   |                       |
|  |   |   |               |   |                       |

Composite Rating

Comments

# Assessment Continuum of Schoolwide Improvement Outcomes

## 8. Parental and Community Involvement

Our school has active partnerships with parents and linkages to community organizations and institutions. Collectively, we have developed activities, strategies, and shared responsibilities for school governance, educational and other programs, and the overall health and learning of the school community, students, families, and staff.

| Evidence  | To what extent do we engage in this behavior or address this issue? |   |            |   |                    |
|---|---|---|------------|---|--------------------|
|   | Everyone  |   | About Half |   | No one or very few |
|   | 5   | 4 | 3          | 2 | 1                  |
| Parents and children meet annually with their teachers to set individual learning goals. Parents learn about their child's progress and how they can support and expand it. |   |   |            |   |                    |
| Parents, teachers and the Principal have an open, frequent, and culturally appropriate flow of information  |   |   |            |   |                    |
| Parents are active partners in the governance of our school and participate in school improvement and accountability systems  |   |   |            |   |                    |
| Parent education activities occur at least once per month during the school year  |   |   |            |   |                    |
|   |   |   |            |   |                    |

Composite Rating

Comments

# Assessment Continuum of Schoolwide Improvement Outcomes

## 9. Extended Learning Activities

Our school provides informal learning experiences and extracurricular activities, such as sports, music, art, and clubs, that appeal to our diverse students. These offerings are provided directly or through community partnerships.

Transportation and financial assistance are available to all students and families to ensure equitable student participation by socioeconomic status, gender, ethnicity/race, language, and disability status.

| Evidence   | To what extent do we engage in this behavior or address this issue? |   |            |   |                    |
|--|---|---|------------|---|--------------------|
|  | Everyone  |   | About Half |   | No one or very few |
|  | 5   | 4 | 3          | 2 | 1                  |
| A variety of extended-day or/or extended learning activities are available at our school. These include a mix of academic support, enrichment, and recreational activities |   |   |            |   |                    |
| Transportation and financial assistance is available to all students who wish to take advantage of extended learning opportunities   |   |   |            |   |                    |
| Information about extracurricular activities and extended learning opportunities are distributed regularly to all parents  |   |   |            |   |                    |
| Participation in extracurricular activities is representative of the student population  |   |   |            |   |                    |
| Summer programs are available to all student in our school who need them   |   |   |            |   |                    |

Composite Rating

Comments