**Interviews- Principal, Leadership Team, Assistant Principals/Instructional Coaches, Teachers**

**Survey- Staff (S), Parents (P), Students (ST)**

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| **Coherent Instructional System**The major system of the complex school organization that articulates and guides the what and how of instruction |
| **CI-1:Planning for Quality Instruction** – the structure of the instructional system in which teams plan what the students should know and do, and determine how their students will show they know the content and can do a skill or performance task |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  | **1** | **Staff 1,2,3**  | **Optional-1** | * **Evidence of documented organized, intentional and explicit set of processes for planning**
* **Schedules (planning and master)**
* **CCRPI Report**
* **Benchmark data (district or school)**
* **Lesson plans**
* **Pacing guide/calendar**
* **Assessment and curriculum levels of rigor indicators/DOK**
* **Common diagnostic, formative and summative assessments**
* **Previous GSAPS data**
* **Common planning artifacts**
* **Observation of common planning (rubric)**
 |
| **CI-2: Delivering Quality Instruction** – the structure of the instructional system that guides teachers in how they introduce content, practice its use along with the students, and then allow students to use the content on their own while providing students regular standards-based feedback to gain mastery of the content |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  | **2,3,4,5,6** | **Staff-4,5,6****Parents-1** **Students-1,2,3,4** | **Optional-2** | * **Evidence of documented, organized, intentional and explicit set of processes for instructional delivery**
* **CCRPI-Total students proficient (ES - Indicator 11, MS - Indicator 10, HS – Indicator 14)**
* **Benchmark data (district or school)**
* **Differentiated PLC plan**
* **Lesson plans (includes differentiation)**
* **Pacing guide**
* **TKES data/walk-through data**
* **Evidence of rubrics**
* **Collaborative planning agendas and minutes**
* **Use of technology**
* **Self-monitoring forms**
* **Data collection forms**
* **Feedback processes and artifacts**
* **School climate star rating surveys**
* **Analysis of TKES 3,6,8**
* **Milestones -distinguished and proficient**
* **GSAPS data**
 |
| **CI-3: Monitoring Student Progress** – the structure of the instructional system that methodically discovers if the students are getting the content, and what to do about it when they are getting it or are not getting it |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  | **7** | **Staff-7,8,9** **Parents-2, 3****Students-5,6** | **Optional-3** | * **Evidence of documented, organized, intentional and explicit set of processes for monitoring instruction and providing intervention and enrichment**
* **CCRPI report**
* **Benchmark data (district or school)**
* **Lesson plans**
* **Pacing guide**
* **TKES data/walk-through data**
* **Evidence of student-completed rubrics**
* **Common diagnostic, formative and summative assessments**
* **Evidence of data review process**
* **Intervention evidence**
* **Enrichment evidence**
* **RTI process data**
* **GSAPS data**
* **Analysis of TKES #4 - Differentiation**
 |
| **CI-4: Refining the Instructional System** – the structure of the instructional system that examines how to improve the planning for quality instruction, delivering quality instruction, and monitoring student progress |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-10,11** | **T-4** **IC/AP-4****LT-4****P-4** | * **Evidence of documented, organized, intentional and explicit set of processes for monitoring instruction and revising SIP**
* **Differentiated PLC Plan**
* **Lesson plans**
* **Pacing guide/calendar**
* **TKES data/walk-through data**
* **LT Minutes**
* **CNA/SIP completion and ongoing revisions**
* **PL implementation monitoring tools**
* **Collaborative planning monitoring tools**
* **Evidence of the routine use of data protocols**
* **GSAPS data**
* **Evidence of use of TKES as a coaching tool**
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| **Professional Capacity**A major system of the complex school organization that develops a quality staff to reduce the variance of quality in instruction throughout the school |
| **PC-1: Attracting Staff** – the structure of the professional capacity system that is intentional in locating the teachers and leaders that are the best fit for the school to achieve its mission |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-19** | **P-10** | * **Recruitment plan/strategies**
* **Evidence of documented, organized, intentional and explicit set of processes to recruit, interview and hire new staff members**
* **LT minutes**
* **PLC plan**
* **Differentiated PL**
* **New staff mentoring program**
* **SIP**
* **TKES data**
* **CPI report**
* **Faculty rewards/incentive**
* **Evidence of interview protocols**
* **Evidence of partnerships with colleges**
* **School climate star rating surveys**
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| **PC-2: Developing Staff** – the structure of the professional capacity system that ensures the increasing quality of the staff’s knowledge and skills |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-20, 21** | **IC/AP-11****T-11** | * **Evidence of documented, organized, intentional and explicit set of processes to support the targeted needs of individual teachers**
* **Leadership team minutes**
* **CNA/SIP**
* **TKES data**
* **LKES data**
* **PLC plan**
* **Differentiated PL**
* **Evidence of the use of the coaching cycle**
* **Agendas and minutes (e.g., Staff, PLC, department, content)**
* **School climate star rating surveys**
* **Evidence of shared decision making**
* **Use of TKES for feedback and coaching support**
 |
| **PC-3: Retaining Staff** – the structure of the professional capacity system that ensures that quality staff is working in the context/position that is most beneficial to student achievement |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-22** | **P-12****LT-12** | * **Certification data**
* **Climate surveys**
* **Staff wellness plan**
* **Evidence of documented, organized, intentional and explicit set of processes to support the placement, development, and retention of high-achieving staff.**
* **Leadership Team minutes**
* **CNA/SIP**
* **TKES data/walk-through data**
* **LKES data**
* **PLC plan (evidence of differentiated PL and coaching cycle/feedback)**
* **CCRPI report**
* **Evidence of use of data to effectively staff programs and classes**
* **Use of TKES for feedback and coaching support**
* **Faculty Incentives/Rewards**
* **Agendas and minutes (e.g., Staff, PLC, department, content)**
* **Organizational Chart**
 |
| **PC-4: Ensuring Staff Collaboration** – the structure of the professional capacity system that reinforces the effective practice of constant collaboration to improve instructional quality in all classrooms |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-23** | **T-13****P-13****LT-13****IC/AP-13** | * **Evidence of virtual learning collaboration**
* **Evidence of documented, organized, intentional and explicit set of processes to collaborate as a professional learning community to improve instructional quality**
* **Leadership Team minutes**
* **CNA/SIP**
* **TKES data**
* **LKES data**
* **PLC plan**
* **PLC monitoring tools**
* **School Governance agendas/minutes**
* **Agendas and minutes (e.g., Staff, PLC, department, content)**
* **Student achievement data**
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| **Supportive Learning Environment**A major system of the complex school organization that ensures students’ school participation and willingness to expend major effort on classroom learning |
| **SLE-1: Maintaining Order and Safety** – the structure of the supportive learning environment system that ensures that the basic needs of orderliness and safety are met |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  | **8** | **Staff-30, 31** **Parents-16** **Students-20, 21** | **Optional-20** | * **School climate information**
* **Evidence of documented, organized, intentional and explicit set of processes to maintain order and safety in a way that maximizes student learning and staff effectiveness**
* **LT minutes**
* **Discipline data**
* **Attendance data**
* **Evidence of processes to analyze and use data**
* **CNA/SIP**
* **School climate star rating surveys**
* **Handbooks**
* **PBIS data**
* **Parent involvement plan**
* **School safety plan**
 |
| **SLE-2: Developing and Monitoring a Tiered System of Supports** – the structure of the supportive learning environment system that provides comprehensive services to students to meet their unique, whole-child needs |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-33** **Parents-17****Students-22** | **T-21****P-21****LT-21****IC/AP-21** | * **Evidence of documented, organized, intentional and explicit set of processes to meet students' unique whole-child needs**
* **Leadership team minutes**
* **CNA/SIP**
* **RTI/MTSS data**
* **PBIS data**
* **Evidence of processes to connect students with expanded learning opportunities and community services**
* **Agendas and minutes (e.g., Staff, PLC, department, content)**
* **School climate star rating surveys**
* **Special Education IEPs and data**
* **EL/ESL/ESOL data**
* **504 plans and data**
* **CCRPI report**
 |
| **SLE-3: Ensuring a Student Learning Community** – the structure of the supportive learning environment system that ensures compliance with positive and healthy behavioral and academic norms |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  | **9,10** | **Staff-32, 34** **Parents-18, 19** **Students-23, 24** | **Optional-22** | * **Staff and student attendance**
* **Evidence of documented, organized, intentional and explicit set of processes to support a student learning community that encompasses healthy behavioral and academic norms.**
* **Leadership Team minutes**
* **PBIS data**
* **Parent involvement plan**
* **Discipline plan**
* **Student efficacy data**
* **CCRPI data**
* **CNA/SIP**
* **Agendas and minutes (e.g., Staff, PLC, department)**
* **School climate star rating surveys**
* **Guidance department processes**
* **Discipline and Attendance data**

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| **Family and Community Engagement**A major system of the complex school organization that develops quality links between local school professionals and the parents and community the school is intended to serve |
| **FCE-1: Welcoming All Families and the Community** – the structure of the family and community engagement system that ensures families and the community are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in school |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-0** **P-6,7** **Students-10, 11** | **P-14****LT-14** | * **Evidence of documented, organized, intentional and explicit set of processes to establish a positive learning environment that welcomes, encourages, and successfully engages family and community**
* **CNA/SIP**
* **Parent involvement plan**
* **LKES data**
* **PBIS or similar program data**
* **School Governance agendas/minutes**
* **Facility/Campus appearance**
* **Communication plan**
* **School climate star rating survey**
* **Report card and progress report process**
* **Type and quality of social media presence**
* **Calendar of school-led community-focused events**
 |
| **FCE-2: Communicating Effectively with Families and the Community** – the structure of the family and community engagement system that ensures families/community and school staff engage in regular, two-way, meaningful communication about student learning |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-24** **Parents-8,9** **Students-12, 13** | **P-15****T-15** | * **Evidence of documented, organized, intentional and explicit set of processes for student-centered communication between the school and stakeholders**
* **Leadership team minutes**
* **CNA/SIP**
* **School Governance minutes**
* **Evidence of shared decision making**
* **Parent involvement plan**
* **Communication plan**
* **Type and quality of social media presence**
* **School climate star rating surveys**

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| **FCE-3: Supporting Student Success** – the structure of the family and community engagement system that ensures families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-25** **Parents-10, 11****Students-14** | **LT-16** | * **Evidence of documented, organized, intentional and explicit set of processes to build capacity for all stakeholders to strengthen student learning**
* **Leadership Team minutes**
* **CNA/SIP (Subgroup reports)**
* **School climate star rating surveys**
* **CCRPI report**
* **Progress report/report card schedule**
* **Parent involvement plan**
* **Communication plan**
* **Student celebrations**
* **PTA agendas and minutes**
* **Programs to support parent learning**
* **Type and quality of social media presence**
* **Syllabi**
* **Handbooks**
* **Parent celebrations**
* **Evidence of processes to connect community resources with parent and student needs**
 |
| **FCE-4: Empowering Families** – the structure of the family and community engagement system that ensures families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-26** **Parents-12** **Students-15, 16** | **P-17** **LT-17** | * **Parent Professional Development**
* **Evidence of documented, organized, intentional and explicit set of processes to empower families and community to advocate for student learning**
* **Leadership Team minutes**
* **CNA/SIP**
* **School climate star rating surveys**
* **Type and quality of social media presence**
* **Syllabi**
* **Handbooks**
* **Parent and community celebrations**
* **PTA agendas and minutes**
* **Parent involvement plan**
* **Communication plan**
* **School Governance minutes**
* **Booster Club/CTO agendas**
* **Evidence of processes to connect community resources with parent and student needs**
* **Evidence of programs to increase parent and community capacity**
 |
| **FCE-5: Sharing Leadership with Families and the Community** – the structure of the family and community engagement system that ensures families/the community and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-27, 28** **Parents-13, 14****Students-17, 18** | **P-18** | * **Artifacts like community surveys**
* **Evidence of documented, organized, intentional and explicit set of processes to create partnerships with families**
* **Leadership Team minutes**
* **CNA/SIP**
* **School climate star rating surveys**
* **Evidence of processes to share decision-making**
* **Communication plan**
* **Type and quality of social media presence**
* **Syllabi**
* **Handbooks**
* **School Governance minutes**
* **PTA agendas and minutes**
* **Parent involvement plan**
 |
| **FCE-6: Collaborating with Families and the Community** – the structure of the family and community engagement system that ensures families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-29** **Parents-15****Students-19** | **P-19****LT-19** | * **Evidence of documented, organized, intentional and explicit set of processes to create partnerships with community organizations that are focused on student learning**
* **Leadership Team minutes**
* **CNA/SIP**
* **School climate star rating surveys**
* **Evidence of processes to share decision-making**
* **Communication plan**
* **School climate star rating surveys**
* **Community involvement plan**
* **Type and quality of social media presence**
* **Evidence of partnerships with community organizations**
* **School Governance minutes**
* **PTA agendas and minutes**
* **Evidence of processes to connect students with expanded learning opportunities, community services and civic participation**
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| **Effective Leadership**A major system of the complex school organization that sets the direction for the school, ensures that the school’s staff is capable of meeting that direction, and makes sure the organization functions according to its mission |
| **EL-1: Creating and Maintaining a School Climate and Culture Conducive to** **Learning** – the structure of the leadership system that ensures that the school allows both adults and children to put learning at the center of their daily activities |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-12****Parents-4,5** **Students-7, 8** | **P-5** **LT-5** | * **Evidence of documented, organized, intentional and explicit set of processes that focus the climate and culture of the school on learning**
* **Leadership Team Minutes**
* **SIP**
* **TKES and LKES data**
* **Parent involvement plan**
* **PLC plan**
* **PBIS or similar program data**
* **Bell schedule**
* **Discipline and Attendance data**
* **Master schedule maximizes instructional time, enrichment, and remedial interventions**
* **School climate star rating surveys**
 |
| **EL-2: Cultivating and Distributing Leadership** – the structure of the leadership system that develops others to accomplish the group’s purpose and encourages the development of leadership across the organization |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-13, 14** | **T-6** **LT-6** | * **Evidence of documented, organized, intentional and explicit set of processes for cultivating and distributing leadership**
* **Leadership team minutes**
* **CNA/SIP**
* **TKES data**
* **LKES data**
* **PLC plan**
* **Organizational chart**
* **School Governance minutes**
* **Evidence of shared decision making**
* **Staff meeting agendas and minutes**
* **School climate star rating surveys**
* **Evidence of use of data to effectively staff programs and classes**
* **Evidence of root cause analysis being routinely used**
 |
| **EL-3: Ensuring High Quality Instruction in All Classrooms** – the structure of the leadership system that reduces the variability in the quality of instruction across all classrooms |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-15, 16** | **IC/AP-7** **P-7** | * **Evidence of documented, organized, intentional and explicit set of processes to reduce the variability in the quality of instruction across all classrooms**
* **Leadership Team minutes**
* **CNA/SIP (Subgroup reports)**
* **TKES data/walk-through data**
* **LKES data**
* **PLC plan (evidence of differentiated PL and coaching cycle/feedback)**
* **CCRPI report**
* **Evidence of data review process**
* **Agendas and minutes (e.g., Staff, PLC, department, content)**
* **Evidence of monitoring of collaborative planning**
* **Revision of SIP as necessary**
* **Use of TKES for feedback and coaching support**
 |
| **EL-4: Managing the School and Its Resources** – the structure of the leadership system that ensures leaders effectively use all the resources at hand so that the school functions according to its mission |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-17** **Students-9** | **T-8****P-8****LT-8****IC/AP-8** | * **Evidence of documented, organized, intentional and explicit set of processes using available resources to effectively support increased student achievement Leadership Team minutes**
* **CNA/SIP**
* **TKES data**
* **LKES data**
* **PLC plan**
* **Budget reports**
* **Facility maintenance protocols and data**
* **Technology plan**
* **Staffing protocols**
 |
| **EL-5: Driving Improvement Efforts** – the structure of the leadership systems that methodically, intentionally, and effectively improves the school’s major systems, structures, and processes |
| **Data Sources:** | **Classroom Observation Indicator #s** | **Survey Prompt #s** | **Interview Prompt #s** | **Other** |
|  |  | **Staff-18** | **LT-5?****P-5** | * **Evidence of documented, organized, intentional and explicit set of processes improve systems, processes and structures**
* **Leadership Team minutes**
* **SIP**
* **TKES Data**
* **LKES Data**
* **PLC Plan**
* **PBIS or similar program data**
* **3-5 Year Trend Data Evidence of use of data protocols**
* **Growth data**
 |