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| **#** | **Structure** | **Prompt** | **Listen-fors** |
| 1 | CI-1 | Describe the curriculum planning processes used at this school. | Routine use of processes that facilitate data-driven collaborative planning of rigorous instruction and assessment that is aligned to the standards |
| 2 | CI-2 | Describe the processes used at this school to deliver quality instruction. | Routine use of processes that facilitate instructional delivery centered on student engagement, student feedback, differentiation, student self-monitoring, and clear expectations for student success. |
| 3 | CI-3 | Describe the processes used at this school to monitor and analyze student achievement data | Routine use of processes to monitor student achievement through a balanced system of assessments. Routine use of processes to enhance and support individual learning needs based on assessment data. |
| 4 | CI-4  Teacher  LT  IC/AP  Principal | Describe the processes used at this school to monitor collaborative planning and instructional delivery, and how that data is used to drive school improvement | Routine use of processes to monitor collaborative planning and instructional delivery. Routine use of processes to use monitoring data to drive school improvement work. |
| 5 | EL-1  Principal  LT | Describe the processes used at this school to focus the climate and culture of the school on high levels of learning for all students. | Routine use of processes to protect instructional time and to focus the all stakeholders on learning. |
| 6 | EL-2  Teacher  LT | Describe the processes used at this school to engage the staff in shared decision making and problem-solving. | Routine use of processes to build capacity of all stakeholders |
| 7 | EL-3  Principal  IC/AP | Describe the processes used at this school to reduce the variability of instruction across all classrooms. | Routine use of processes to improve planning and delivery of instructional across all content areas, to encourage and celebrate strong instruction, and to consistently focus improvement efforts on weak instruction. |
| 8 | EL-4  Teacher  Principal  LT  IC/ AP | Describe the processes used at this school to support the work of school improvement by effectively using all available resources. | Routine use of processes to plan, direct, and monitor the effective use of resources to support increased student achievement. |
| 9 | EL-5  Principal LT | Describe the processes used at this school to intentionally and effectively improve the schools’ major systems, structures, and processes. | Routine use of processes to monitor and improve systems, structures, and processes. |
| 10 | PC-1  Principal | Describe the processes used at this school to hire teachers that support the work of school improvement. | Routine use of processes to recruit, interview, and hire staff. |
| 11 | PC-2  Teacher  IC/ AP | Describe the processes used at this school to increase the quality of the staff’s knowledge and skills. | Routine use of processes to implement and monitor a professional learning system that supports specific and targeted teacher needs. |
| 12 | PC-3  Principal  LT | Describe the processes used at this school to support the placement and retention of staff. | Routine use of processes to support the development, placement and retention of high-achieving staff. |
| 13 | PC-4  Teacher  Principal  LT  IC/AP | Describe the processes used at this school to facilitate effective, data-driven collaboration. | Routine use of processes to effectively collaborate as a professional learning community to enhance collective performance. |
| 14 | FCE-1  Principal  LT | Describe the processes used at this school to connect the larger community to student learning. | Routine use of processes to establish a positive learning environment and to engage the larger community as active participants in the life of the school. |
| 15 | FCE-2  Teacher  Principal | Describe the processes used at this school to engage in two-way communication between the school and the community. | Routine use of processes to effectively and regularly communicate. |
| 16 | FCE-3  LT | Describe the processes used at this school to grow the capacity of the larger community to support student learning outside of the school building. | Routine use of processes to support the community in extending and reinforcing student learning. |
| 17 | FCE-4  Principal  LT | Describe the processes used at this school to build the capacity of families to advocate for and pursue fair and equal access to learning opportunities. | Routine use of processes to educate and empower the larger community to access opportunities to support student learning. |
| 18 | FCE-5  Principal | Describe the processes used at this school to share leadership with the larger community. | Routine use of processes to educate and empower the larger community to partner with the school guide the work of school improvement. |
| 19 | FCE-6  Principal  LT | Describe the processes used at this school to connect students with expanded learning opportunities, community services and civic participation. | Routine use of processes to collaborate with the larger community to expand learning opportunities and services for students. |
| 20 | SLE-1 | Describe the processes used at this school to support orderliness and safety. | Routine use of processes to maintain order and safety in ways that maximize student learning and staff effectiveness. |
| 21 | SLE-2  Teacher  Principal  LT  IC/ AP | Describe the processes used at this school to support the needs of the whole child. | Routine use of processes to provide a multi-tiered system of supports for individual students. |
| 22 | SLE-3 | Describe the processes used at this school to ensure compliance with positive and healthy behavioral and academic norms. | Routine use of processes to support a student learning community that encompasses healthy behavioral and academic norms. |