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| No basis to judge, Rarely or never, Sometimes, Often, Consistently | | |
|  | **Instructional Staff Survey Prompts (No administrators)** | System/Structure |
| 1 | Teachers of content areas use documented processes to plan collaboratively at least once per week. | CI-1 |
| 2 | Teachers use a variety of data sources, including assessment data, to inform instructional planning. | CI-1 |
| 3 | Teachers observe other teachers' classes to gain ideas and offer feedback. | CI-1 |
| 4 | Teachers introduce content by setting and communicating both learning targets and success criteria. | CI-2 |
| 5 | Teachers provide timely and individualized feedback to students on their progress. | CI-2 |
| 6 | Teachers use appropriate strategies to meet specific learning needs of students in their classroom instruction. | CI-2 |
| 7 | Teachers continuously monitor student progress and mastery of required standards. | CI-3 |
| 8 | Teachers use a balanced blend of assessments (diagnostic, formative, summative) to support individual learning needs. | CI-3 |
| 9 | Teachers provide systematic, data-driven interventions and enrichment opportunities. | CI-3 |
| 10 | School leaders consistently monitor the effectiveness of collaborative planning, instructional delivery, and student assessment. | CI-4 |
| 11 | School leaders guide the creation and implementation of next steps in the work of school improvement. | CI-4 |
| 12 | School leaders consistently plan, implement, and monitor protocols that focus the climate and culture of the school on ensuring high levels of learning for all students. | EL-1 |
| 13 | School leaders engage the entire staff in shared decision-making and problem-solving. | EL-2 |
| 14 | School staff can articulate school goals and take ownership of successfully implementing shared goals. | EL-2 |
| 15 | School leaders actively work to reduce the variability of the quality of classroom instruction. | EL-3 |
| 16 | School leaders monitor and support evidence-based classroom practices. | EL-3 |
| 17 | School leaders plan, direct, and monitor the use of available resources to effectively support increased student achievement. | EL-4 |
| 18 | School leaders ensure continuous improvement of the school's major systems, structures, and processes. | EL-5 |
| 19 | School leaders collaborate with the district to recruit, interview, and hire new staff members. | PC-1 |
| 20 | School leaders implement a professional learning system that supports specific targeted needs of individual teachers. | PC-2 |
| 21 | School leaders monitor the impact of professional learning initiatives to reduce the variability of quality in instruction throughout the school. | PC-2 |
| 22 | School leaders support the placement, development, and retention of high-achieving staff. | PC-3 |
| 23 | School leaders and teachers collaborate as a professional learning community to improve instructional quality. | PC-4 |
| 24 | The school creates and maintains clear, reciprocal, and continuous communication between the school and stakeholders regarding student learning. | FCE-2 |
| 25 | The school builds capacity for all stakeholders to collaboratively develop and use effective support strategies that strengthen student learning at school and at home. | FCE-3 |
| 26 | The school empowers families and the community to advocate for students regarding fair and equitable treatment and access to learning opportunities that will support student success. | FCE-4 |
| 27 | The school partners with families to solicit input and feedback on educational policies, practices, and programs that affect student learning. | FCE-5 |
| 28 | The school offers multiple opportunities (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) for parents and community members to be involved in the school decision-making process. | FCE-5 |
| 29 | School staff and families collaborate with community members, local businesses, and civic organizations to expand learning opportunities and services for students. | FCE-6 |
| 30 | School leaders develop, communicate, implement, and revise rules, policies, schedules, and procedures to maintain order and safety in a way that maximizes student learning and staff effectiveness. | SLE-1 |
| 31 | The school uses protocols (safety drills, tornado drills, crisis plans, maintenance plans, etc.) to provide a safe, clean, and orderly learning environment. | SLE-1 |
| 32 | The school supports a student learning community that encompasses healthy behavioral and academic norms. | SLE-3 |
| 33 | School leaders and staff develop, implement, and monitor a multi-tiered system of supports to meet students' unique whole-child needs. | SLE-2 |
| 34 | Instructional staff members have high expectations for students and expect students to do well academically and behaviorally. | SLE-3 |
| 35 | Comments | Any |

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|  | **Parent Survey Prompts** | System/Structure |
| 1 | Teachers use instructional strategies that meet the specific learning needs of individual students. | CI-2 |
| 2 | Teachers provide timely and individualized feedback to parents/guardians on student academic progress. | CI-3 |
| 3 | Teachers provide academic interventions and enrichment opportunities to individual students as needed. | CI-3 |
| 4 | School leaders focus the climate and culture of the school on ensuring high levels of learning for all students. | EL-1 |
| 5 | School leaders put the academic needs of students ahead of other interests in making decisions. | EL-1 |
| 6 | Family and community members feel welcome at the school. | FCE-1 |
| 7 | The school engages family and community members as active participants in the life of the school. | FCE-1 |
| 8 | The school creates and maintains clear and continuous two-way communication between the school and stakeholders regarding student learning. | FCE-2 |
| 9 | Students, teachers, and parents engage in student-centered and solution-oriented discussions of student progress and goals. | FCE-2 |
| 10 | The school builds capacity for all stakeholders to collaboratively develop and use effective support strategies that strengthen student learning at school and at home. | FCE-3 |
| 11 | The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. | FCE-3 |
| 12 | The school empowers families and the community to advocate for students regarding fair and equitable treatment and access to learning opportunities that will support student success. | FCE-4 |
| 13 | The school partners with families to solicit input and feedback on educational policies, practices, and programs that affect student learning. | FCE-5 |
| 14 | The school offers multiple opportunities (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) for parents and community members to be involved in the school decision-making process. | FCE-5 |
| 15 | School staff and families collaborate with community members, local businesses, and civic organizations to expand learning opportunities and services for students. | FCE-6 |
| 16 | The school uses protocols (safety drills, tornado drills, crisis plans, maintenance plans, etc.) to provide a safe, clean, and orderly learning environment. | SLE-1 |
| 17 | School leaders and staff develop, implement, and monitor a multi-tiered system of supports to meet students' unique whole-child needs. | SLE-2 |
| 18 | The school supports a student learning community that encompasses healthy behavioral and academic norms. | SLE-3 |
| 19 | Instructional staff have high expectations for students and expect students to do well academically and behaviorally. | SLE-3 |
| 20 | Comment Box | Any |

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|  | **Student Survey Prompts** | System/Structure |
| 1 | Teachers set learning targets. | CI-2 |
| 2 | Lessons are engaging. | CI-2 |
| 3 | Teachers give good feedback when you need it. | CI-2 |
| 4 | Teaching happens in ways that help you learn. | CI-2 |
| 5 | Teachers know if you are learning the material. | CI-3 |
| 6 | Teachers challenge you to learn. | CI-3 |
| 7 | School leaders value learning as the most important thing at school. | EL-1 |
| 8 | School leaders make decisions based on what is best to help students learn. | EL-1 |
| 9 | School leaders use resources wisely to support learning. | EL-4 |
| 10 | Family and community members feel welcome in the school. | FCE-1 |
| 11 | Students enjoy being at the school. | FCE-1 |
| 12 | The school communicates with students about learning. | FCE-2 |
| 13 | Students, teachers, and parents talk together about student learning. | FCE-2 |
| 14 | The school helps parents support student learning at school and home. | FCE-3 |
| 15 | Students are treated fairly. | FCE-4 |
| 16 | Students have access to learning opportunities that support their success. | FCE-4 |
| 17 | The school allows students and families to give feedback about school policies. | FCE-5 |
| 18 | The school asks students and parents for help in making decisions about the school. | FCE-5 |
| 19 | The school works with businesses and other groups outside the school to give students more learning opportunities. | FCE-6 |
| 20 | School leaders manage the school in a way that allows students to learn. | SLE1 |
| 21 | School leaders make the school a safe, clean, and orderly place to learn. | SLE-1 |
| 22 | The school uses different ways to meet the needs of all students. | SLE-2 |
| 23 | The school helps students to be successful in learning. | SLE-3 |
| 24 | Teachers believe students can learn, behave, and be successful in school. | SLE-3 |
| 25 | Comment | Any |