Assessment of School Progress Toward Schoolwide Improvement

Use for Step IV: Comprehensive Needs Assessment of the Schoolwide Plan.

You might consider using a scale such as this prior to implementing the schoolwide planning process, during implementation, and at the end of the year as part of the evaluation of program success.

	Baseline Date _____	**Benchmark Date** _____	**Benchmark Date** _____
Standards-Based Curriculum The school's curriculum is aligned with State standards and is articulated across grades and subjects.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Standards-Based Instruction Teachers use content and achievement standards and assessment information to identify curricular priorities and instructional materials and to design relevant and challenging learning experiences for all students, including those of diverse cultural backgrounds, and academic experiences.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Standards-Based Assessment The school uses multiple classroom and district assessments, in addition to the State's assessment, to monitor the achievement of individual students (including English language learners and students with special needs). Achievement data are disaggregated and reported by all major subgroups.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Data-Based Accountability and Evaluation The school has a fully implemented accountability system that includes a school improvement plan based on disaggregated achievement and other data.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Structural Reform Strategies The school structures its schedule, organization, support mechanisms, and resources to provide all students equal access to resources and the support to achieve to high standards.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation

Leadership and Governance The school improvement team, or other governance structure, includes teachers, other non-instructional staff, parents, community members and students in a shared leadership structure to support and improve school programs.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Professional Development The school has a structure and process for developing and implementing a professional development plan that is aligned with the schoolwide program goals; the plan is research-based, and helps staff to better meet the needs of students.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Culture and Climate The school's philosophy, norms, values, beliefs and shared vision reflect expectations for high achievement for all students, collaboration and collegiality among all staff, and mutual respect and trust among all individuals; the school is safe and orderly and is welcoming to students and their families.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
External Support and Resources The school accesses external support and resources from a variety of sources to implement, supplement and/or extend goals. Use of external resources is based on thorough research of their effectiveness and alignment with the schoolwide program plan.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Parent and Community Involvement The school has active partnerships with parents and linkages to community organizations and institutions; the community is actively engaged and supports the activities of the school.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation
Extended Learning Activities The school provides informal learning experiences and extracurricular activities, such as sports, music, art and clubs that appeal to diverse populations; these offerings are provided directly or through community partnerships.	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation	☐ 5 ☐ 4 ☐ 3 ☐ 2 ☐ 1 Supporting Documentation

Adapted from the "Assessment Continuum of Schoolwide Improvement Outcomes – Implementing the Components of Systemic Schoolwide Improvement, New England Comprehensive Assistance Center, Newton, Massachusetts.