

School Systems Review Toolkit – Culture Indicators Self-Evaluation

Culture Indicators	Self-Assessment (1–10)	Priority (1–5)
Our school culture was designed with “best practice” in mind.		
All teachers believe all students can achieve the goals set by the state standards.		
The opening and closing of schools are designed to set the culture for one year and transition to the next.		
Rituals provide for all students to enter/leave on a positive note.		
Rituals are designed to be proactive, not reactive.		
Role group interactions are defined, modeled, and practiced.		
Inter- and intra-group interactions are monitored and shaped to exclude counterproductive interactions.		
The school is safe and welcoming. Students want to come to school.		
Diversity in style, rate, capacity, and processing is accommodated.		
All students get a chance to “produce” in their preferred mode (and enjoy success).		
Parents are welcomed and are aware of access opportunities.		
Access issues have been analyzed, and all students have an “access route.”		
Students have daily access to a teacher who can teach them.		
Classes are designed to build capacity in all students (to the standard).		
Classrooms are flexible and have resources for all students.		
Students have the opportunity for immersion, extension, and hands-on experiences.		
Students have the opportunity to speak informally to Administration.		

School Systems Review Toolkit – Planning System Self-Evaluation

Planning System	Self-Assessment (1–10)	Priority (1–5)
Our school’s planning was designed with “best practice” in mind.		
The school’s planning process is inclusive. All role groups are provided with access and encouraged to participate. (Inclusive)		
Planning is student-focused and driven by the school’s success in moving all students to expected levels of performance. (Student Focused)		
The planning process begins with an analysis of data (scores, structural and causal analysis, and non-cognitive indicators). (Data-driven)		
The plan establishes specific student performance goals as the purpose of planning. (Proactive)		
Analysis of data trends supports a search for relevant “best practice.” (Research-based)		
Action plans are developed to establish how and when goals will be reached. Activities relate directly to improvement goals. (Consistent)		
A time/task calendar is created to expected completion dates and individual responsibilities. (Scheduled)		
All action plans include enabling, implementing, and evaluating plans to encourage successful implementation. (Implementable)		
The plan consists of regular monitoring, review, and revision. It allows and encourages adjustment as needed. (Flexible)		
The plan is published and communicated to all stakeholders. Parents and students are aware of critical plan elements. (Known)		
The plan is read by all staff/stakeholders and translated into personal action (tactical) plans. (Translated)		
Planning is ongoing. Review and evaluation initiate the next planning cycle. (Continuous)		

School Systems Review Toolkit – Curriculum System Self-Evaluation

Curriculum System	Self-Assessment (1–10)	Priority (1–5)
Our school curriculum was designed with “best practice” in mind.		
The school has unpacked state, national, program, and test standards and used these to establish a sequence of grade-level expectations.		
The school has analyzed the expectations and identified the capacities and learnings critical to proficient performance at each grade level.		
All teachers have integrated the exit expectations into the unit and lesson plans. All learnings and competencies are addressed.		
Analysis of the curriculum will show the progression of learnings from initial student status to end-of-year expectations.		
The school’s plans and purchases (PD, materials, programs, equipment, and technologies) are driven by student learning and performance needs.		
Staffing decisions reflect identified student learning needs. Issues of style, access, preparation, and experience are addressed.		
All teachers have been trained to develop standards-based units and lessons and to address effective student work patterns in those plans.		
End of year and unit tests are developed before teaching to establish the performance expectations that will drive units and lessons.		
The school has profiled all students to address learning needs better and to provide equity in access, experience, and opportunity.		
The unit and lesson plan models are designed to focus on and support active engagement and effective work from all students.		
Lesson plans emphasize the end of unit expectations and prepare students to perform proficiently on the unit test.		
The school’s data management system enables teachers to assess the progress of each student and relate student work to student product.		
All student work is analyzed for structural and causal patterns used to drive the next planning set.		
The school provides adequate time for teachers to develop, monitor, and refine the curriculum.		
The school publishes and shares curricula among teachers, levels, grades, and departments.		
The school regularly provides time and resources for teachers to review and revise the curriculum.		

School Systems Review Toolkit – Instructional System Self-Evaluation

Instructional System	Self-Assessment (1–10)	Priority (1–5)
Our lesson planning model was designed with “best practice” in mind.		
All teachers have unpacked their standards and integrated the exit expectations into their unit and lesson plans. All learnings and capacities are addressed.		
Staffing decisions reflect identified student learning needs. Issues of style, access, preparation, and experience are addressed.		
All teachers have been trained to develop standards-based units and lessons and to address effective student work patterns in those plans.		
End of year and unit tests are developed before teaching to establish the performance expectations that will drive units and lessons.		
The school has profiled all students to better address learning needs and to provide equity in access, experience, and opportunity.		
The unit and lesson plan models are designed to focus on and support active engagement and effective work from all students.		
Lesson plans emphasize the end of unit expectations and prepare students to perform proficiently on the unit test.		
Teachers assess learning work and performance work in PLC discussions to inform support design and future lesson priorities.		
All student work is analyzed for structural and causal patterns used to drive the next planning set.		
The school provides adequate time for teachers to develop, monitor, and refine their unit and lesson plans.		
The school regularly provides time and resources for teachers to review and revise the curriculum.		