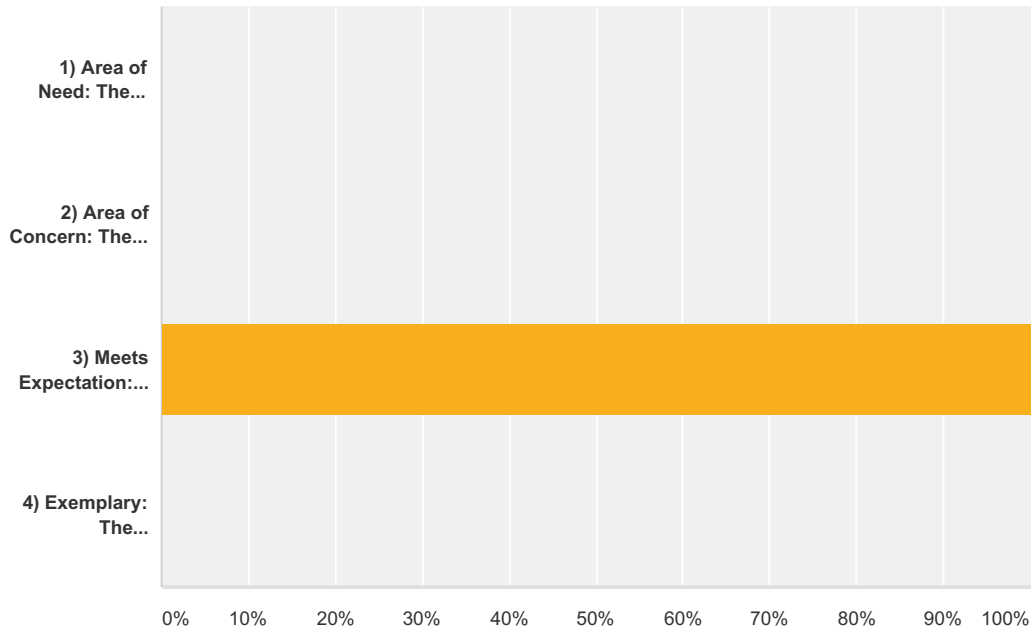


Q1 1.1a Vertical Alignment

Answered: 1 Skipped: 0



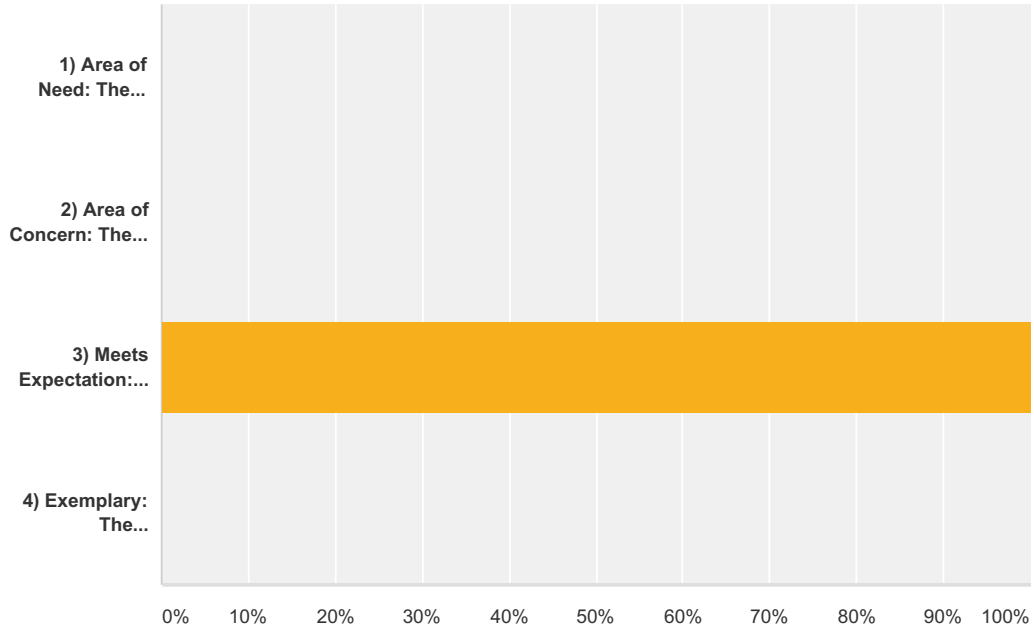
Answer Choices	Responses
1) Area of Need: The instructional staff does not implement a written curriculum vertically aligned to state core content standards.	0.00% 0
2) Area of Concern: The instructional staff implements a written curriculum vertically aligned to some of the state core content standards.	0.00% 0
3) Meets Expectation: The instructional staff implements a written curriculum vertically aligned to all state core content standards.	100.00% 1
4) Exemplary: The instructional staff implements a written curriculum vertically aligned to all state content standards.	0.00% 0
Total	1

Q2 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q3 1.1b Horizontal Alignment

Answered: 1 Skipped: 0



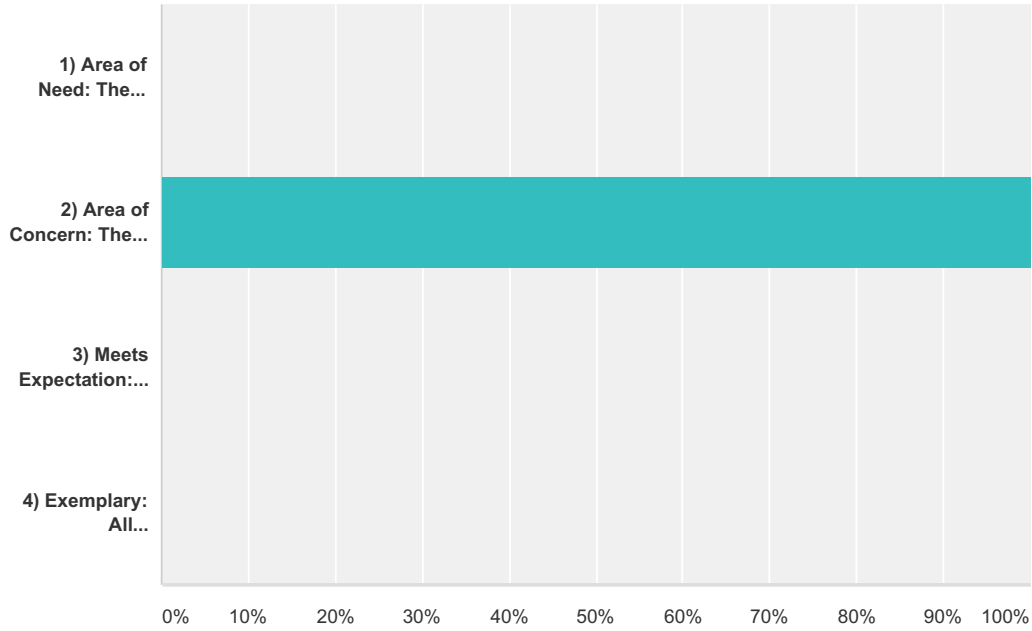
Answer Choices	Responses
1) Area of Need: The instructional staff does not implement a written curriculum horizontally aligned to state core content standards.	0.00% 0
2) Area of Concern: The instructional staff implements a written curriculum horizontally aligned to some of the state core content standards.	0.00% 0
3) Meets Expectation: Most of the instructional staff implements a written curriculum horizontally aligned to all core content standards.	100.00% 1
4) Exemplary: The instructional staff implements a written curriculum horizontally aligned to all content standards.	0.00% 0
Total	1

Q4 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q5 1.1c Professional Development

Answered: 1 Skipped: 0



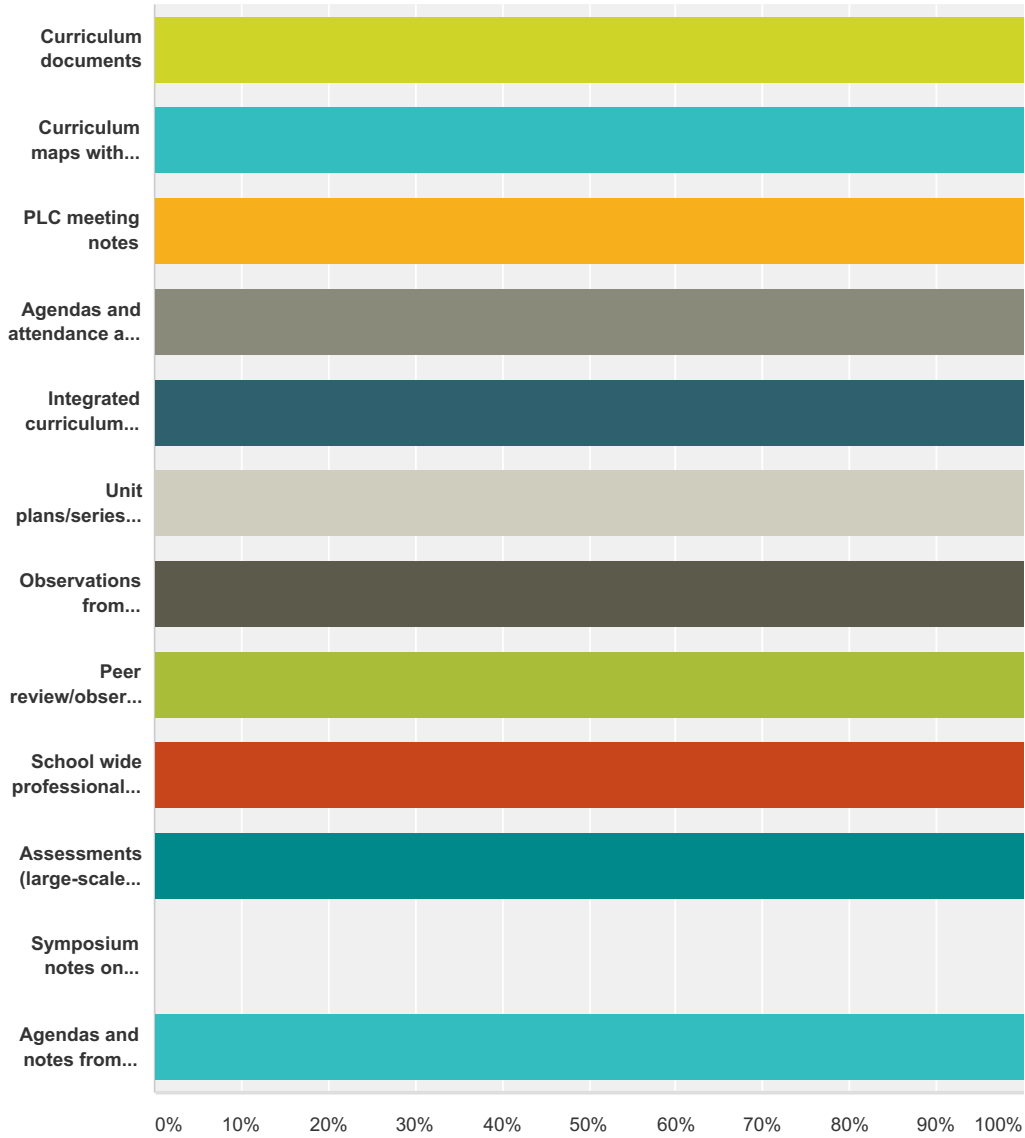
Answer Choices	Responses
1) Area of Need: The instructional staff has been informed of the state content standards, but is not required to access them and is not provided with professional development to facilitate understanding and implementation.	0.00% 0
2) Area of Concern: The instructional staff receives copies of the state content standards but is not provided with professional development to facilitate understanding and implementation.	100.00% 1
3) Meets Expectation: Most of the instructional staff receive copies of the state content standards and participate in professional development to understand and implement curriculum aligned with state content standards as needed.	0.00% 0
4) Exemplary: All instructional staff and school administrators participate in ongoing professional development to understand and implement curriculum aligned with state content standards as needed.	0.00% 0
Total	1

Q6 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q7 Artifacts

Answered: 1 Skipped: 0

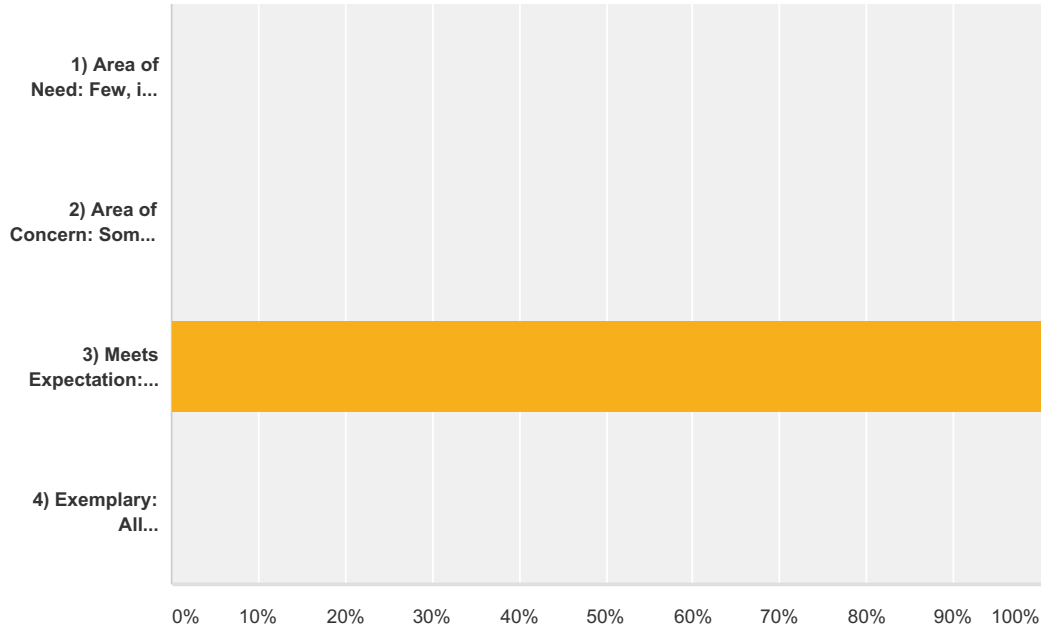


Answer Choices	Responses
Curriculum documents	100.00% 1
Curriculum maps with vertical and/or horizontal indicators	100.00% 1
PLC meeting notes	100.00% 1
Agendas and attendance at professional development meetings	100.00% 1
Integrated curriculum units	100.00% 1
Unit plans/series of lesson plans	100.00% 1
Observations from administrators (formal and informal)	100.00% 1
Peer review/observations	100.00% 1
School wide professional development plan/agenda/materials	100.00% 1
Assessments (large-scale/school wide/grade level)	100.00% 1
Symposium notes on alignment work	0.00% 0

Agendas and notes from articulation meetings	100.00%	1
Total Respondents: 1		

Q8 1.2a Standards-Based Instruction

Answered: 1 Skipped: 0



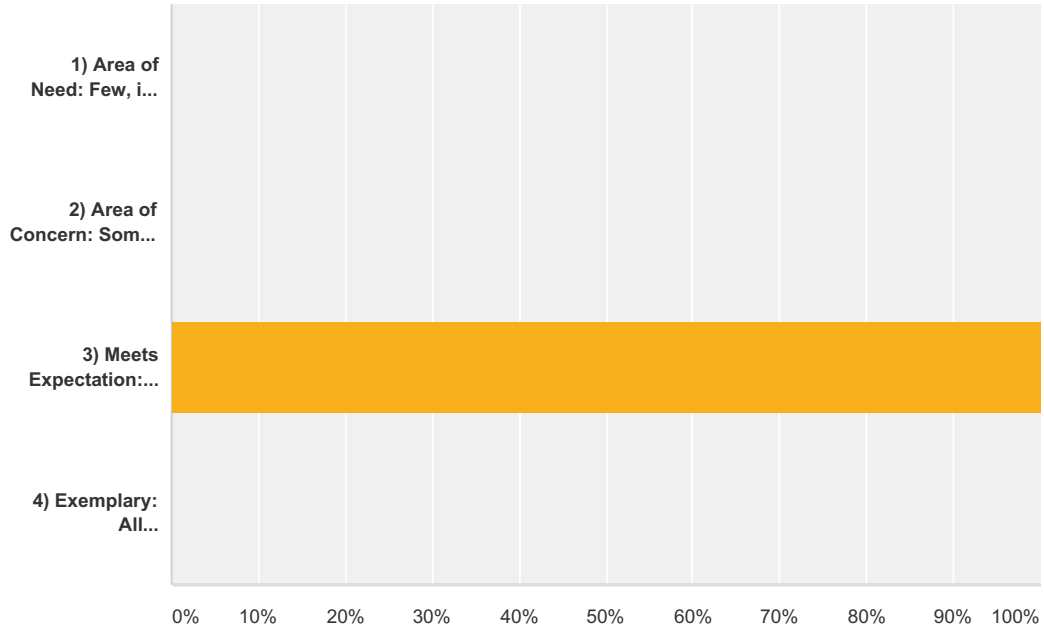
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members ensure that students receive grade-level/content area, standards-based instruction.	0.00% 0
2) Area of Concern: Some instructional staff members ensure that students receive grade-level/content area, standards-based instruction.	0.00% 0
3) Meets Expectation: Most instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students achieve at the proficient level.	100.00% 1
4) Exemplary: All instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students acquire the skills and knowledge needed for college and work force readiness.	0.00% 0
Total	1

Q9 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q10 1.2b Content Knowledge

Answered: 1 Skipped: 0



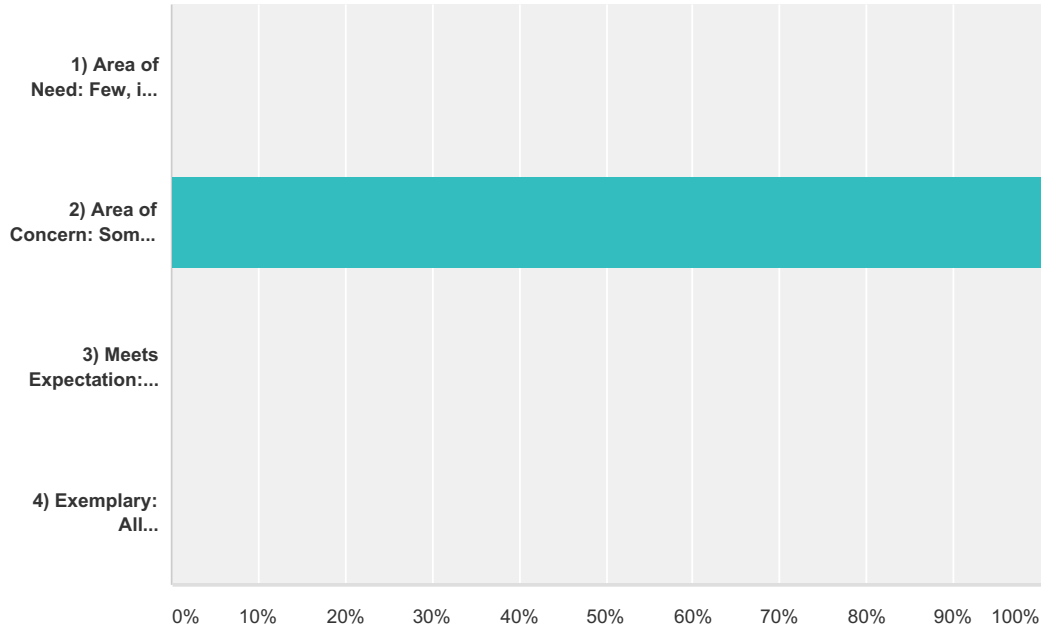
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members accurately teach content and use vocabulary aligned to the content standards.	0.00% 0
2) Area of Concern: Some instructional staff members accurately teach content and uses vocabulary aligned to the content standards.	0.00% 0
3) Meets Expectation: Most instructional staff members accurately teach content and use vocabulary aligned to the content standards.	100.00% 1
4) Exemplary: All instructional staff members accurately teach content and use vocabulary aligned to the content standards; all staff members have the content knowledge necessary to meet the needs of students who have already demonstrated proficiency.	0.00% 0
Total	1

Q11 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q12 1.2c Cognitive Level

Answered: 1 Skipped: 0



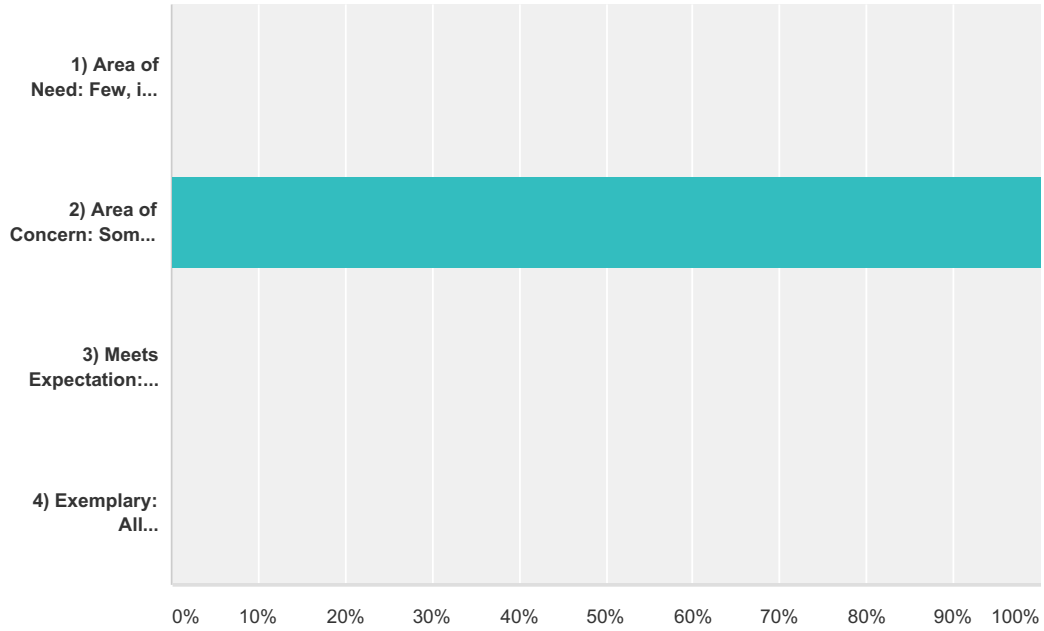
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members deliver instruction that fully reflects the level of cognitive demand indicated in the state core content standards.	0.00% 0
2) Area of Concern: Some instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the state core content standards.	100.00% 1
3) Meets Expectation: Most instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the state core standards.	0.00% 0
4) Exemplary: All instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the state core content standards and provide enrichment activities to students who have demonstrated proficiency.	0.00% 0
Total	1

Q13 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q14 1.2d Communication

Answered: 1 Skipped: 0



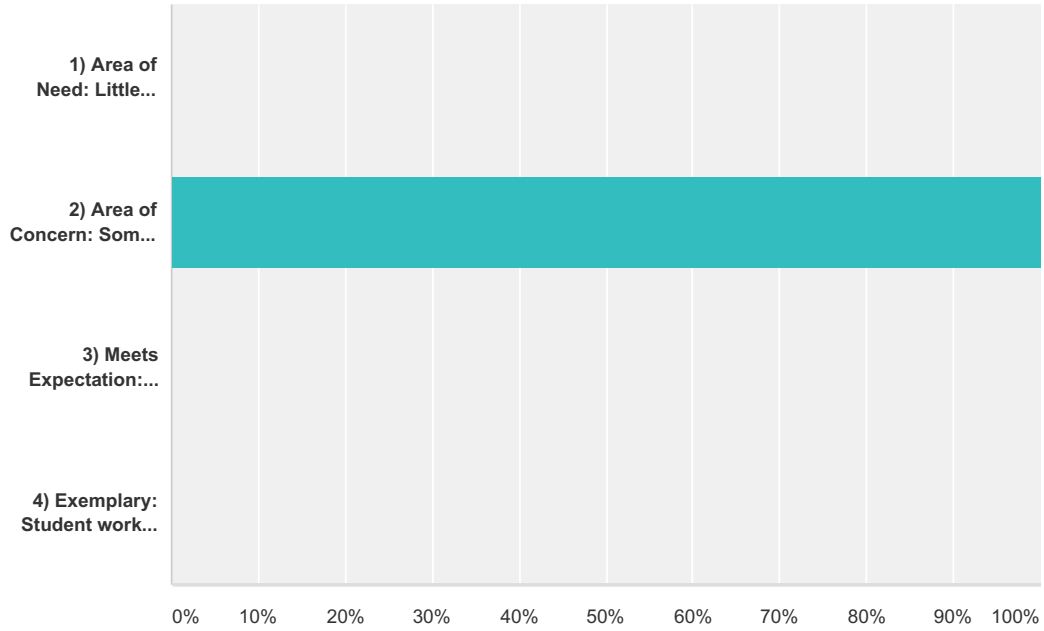
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members communicate grade-level/content area standards in classrooms in student-friendly terms.	0.00% 0
2) Area of Concern: Some instructional staff members communicate grade-level/content area standards in student friendly terms.	100.00% 1
3) Meets Expectation: Most instructional staff members clearly communicate grade-level/content area standards in student friendly terms.	0.00% 0
4) Exemplary: All instructional staff members clearly communicate grade-level/content area standards in all classrooms in student-friendly terms. Students can explain the expectations for academic performance.	0.00% 0
Total	1

Q15 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q16 1.2e Observable Student Work

Answered: 1 Skipped: 0



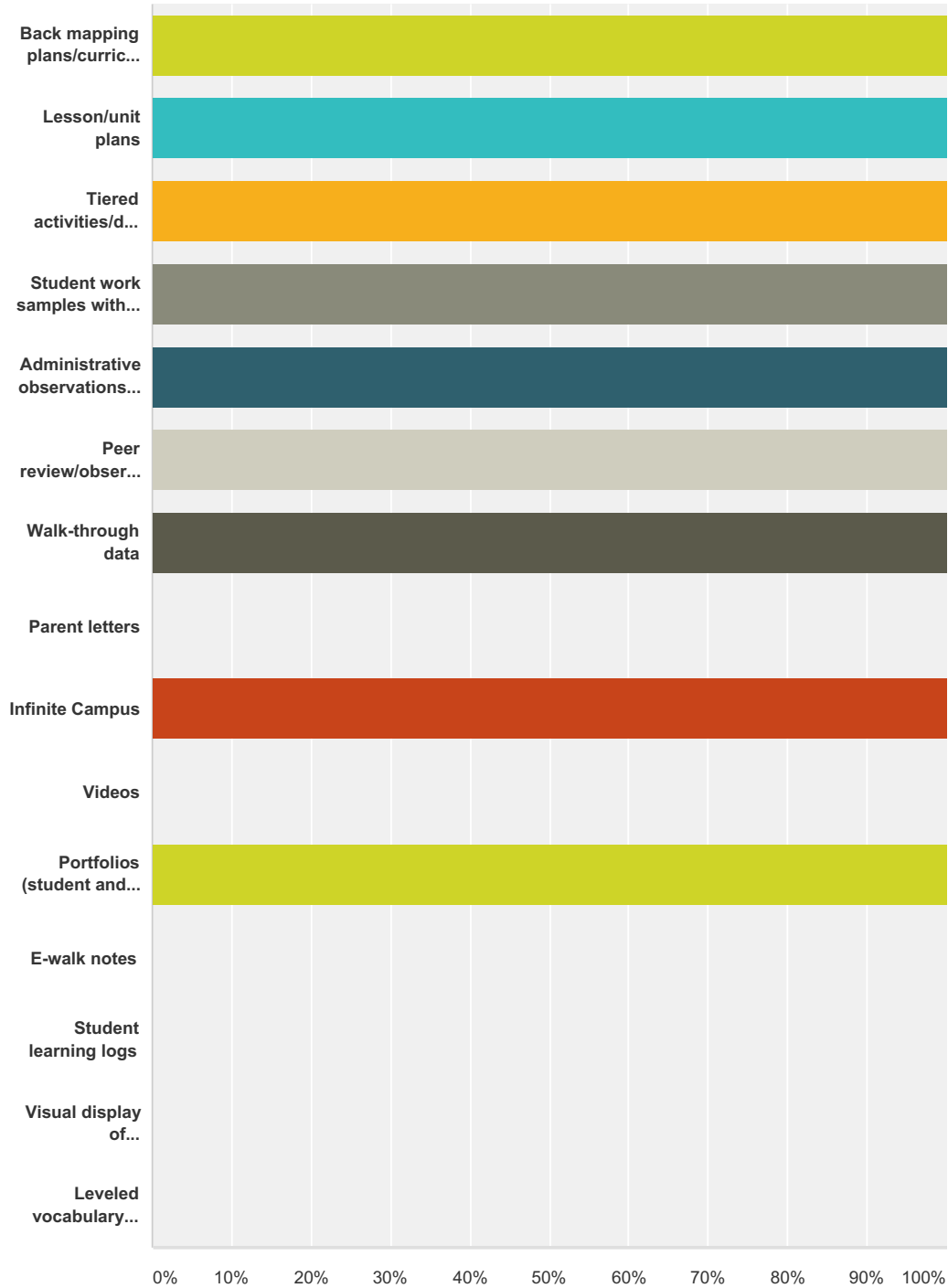
Answer Choices	Responses
1) Area of Need: Little, if any, student work reflects grade-level/content area standards.	0.00% 0
2) Area of Concern: Some student work reflects grade-level/content area standards.	100.00% 1
3) Meets Expectation: Student work consistently reflects grade-level/content area standards.	0.00% 0
4) Exemplary: Student work reflects grade-level/content area standards and students are able to connect the work they do with college and work force readiness.	0.00% 0
Total	1

Q17 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q18 Artifacts

Answered: 1 Skipped: 0

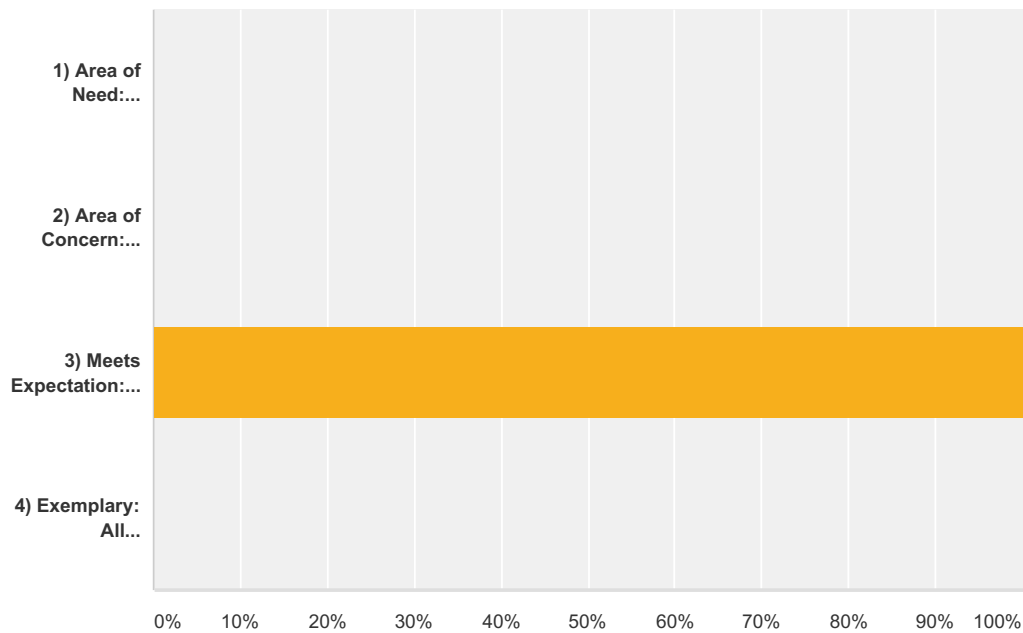


Answer Choices	Responses
Back mapping plans/curriculum maps	100.00% 1
Lesson/unit plans	100.00% 1
Tiered activities/differentiated lessons/activities	100.00% 1
Student work samples with reflection	100.00% 1
Administrative observations (formal/informal)	100.00% 1
Peer review/observations	100.00% 1

Walk-through data	100.00%	1
Parent letters	0.00%	0
Infinite Campus	100.00%	1
Videos	0.00%	0
Portfolios (student and/or teacher)	100.00%	1
E-walk notes	0.00%	0
Student learning logs	0.00%	0
Visual display of standards/student I Can statements	0.00%	0
Leveled vocabulary lists (general/content specific)	0.00%	0
Total Respondents: 1		

Q19 1.3a Effective Strategies

Answered: 1 Skipped: 0



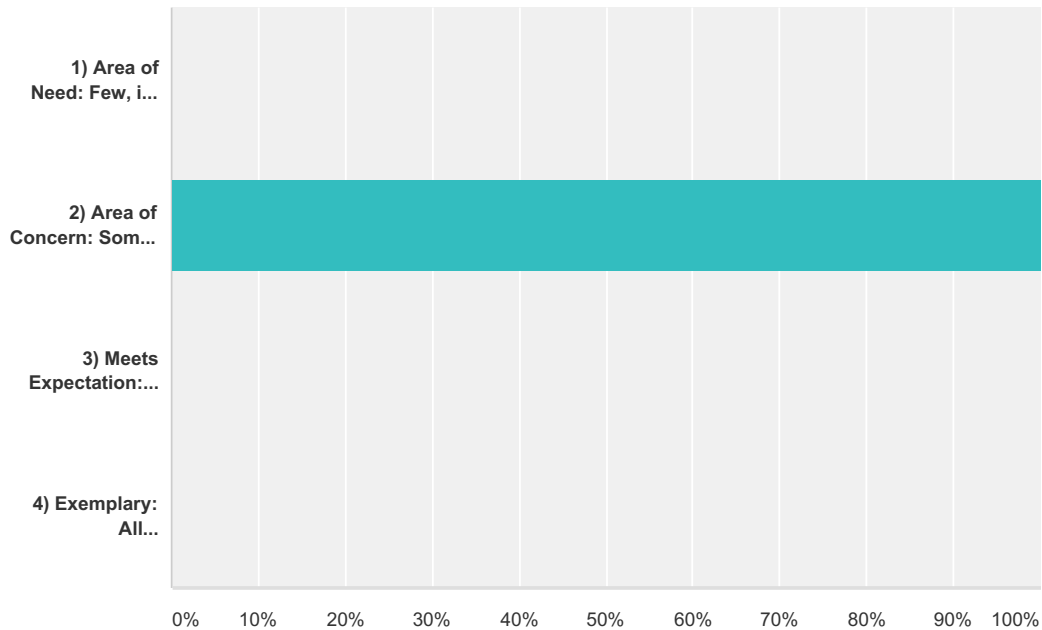
Answer Choices	Responses
1) Area of Need: Instructional staff uses few, if any, effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	0.00% 0
2) Area of Concern: Instructional staff inconsistently uses effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	0.00% 0
3) Meets Expectation: Most of the instructional staff members use proven effective instructional strategies, including differentiated instruction, most of the time to meet the learning needs of individual students and student groups.	100.00% 1
4) Exemplary: All instructional staff members consistently use proven effective teaching strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	0.00% 0
Total	1

Q20 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q21 1.3b Adaptations

Answered: 1 Skipped: 0



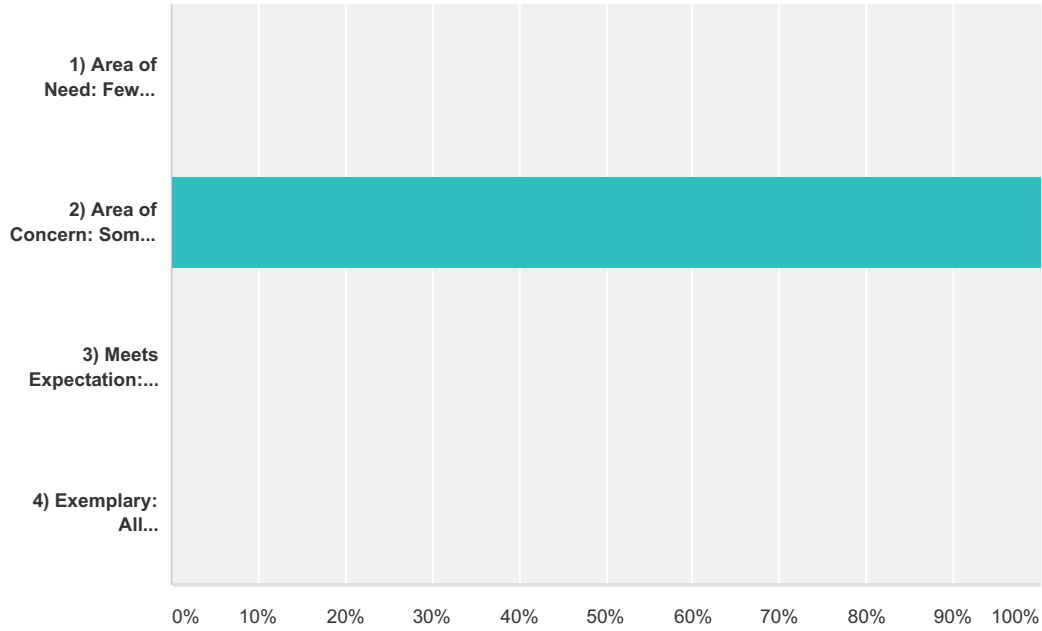
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members use multiple approaches to instruction. Nearly all instructional staff provide instruction primarily in whole class or lecture format.	0.00% 0
2) Area of Concern: Some instructional staff members use multiple approaches to instruction. Most staff provides instruction primarily in whole class or lecture format.	100.00% 1
3) Meets Expectation: Most instructional staff members use multiple approaches to instruction. All staff members use whole group, small group, and individualized instruction on a consistent basis.	0.00% 0
4) Exemplary: All instructional staff members use varied and multiple approaches to instruction, including whole group, small group and individualized instruction on a consistent basis. In addition, all instructional staff members use other approaches, such as project/community-based learning and cooperative learning, to meet the needs of students.	0.00% 0
Total	1

Q22 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q23 1.3c Professional Development

Answered: 1 Skipped: 0



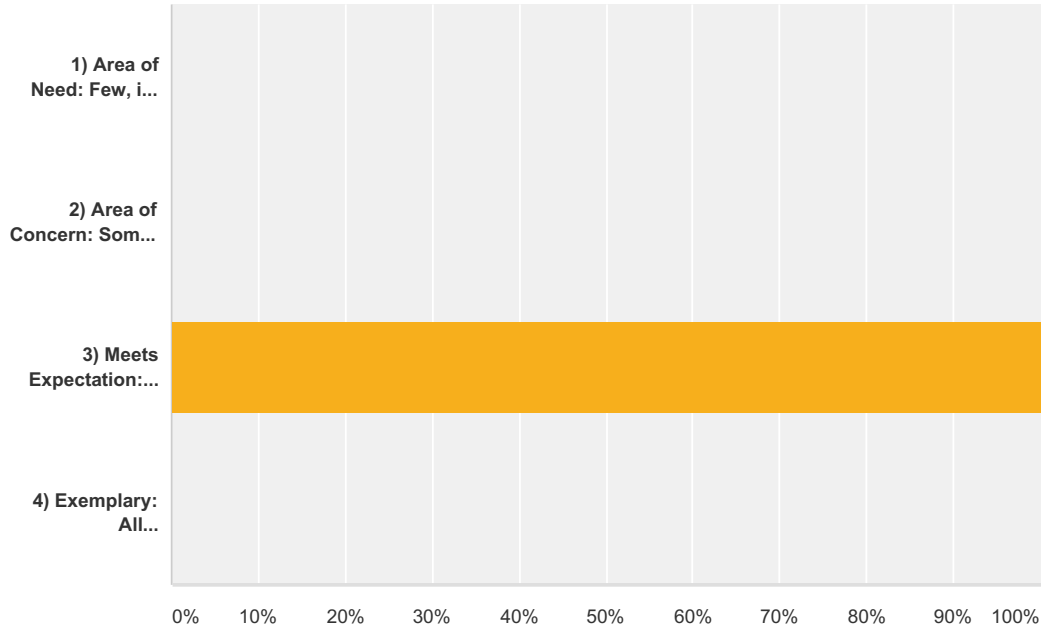
Answer Choices	Responses
1) Area of Need: Few instructional staff members participate in professional development on effective instructional strategies or to enhance content knowledge. Professional development is only provided upon request.	0.00% 0
2) Area of Concern: Some instructional staff members participate in professional development to enhance pedagogy and content knowledge.	100.00% 1
3) Meets Expectation: Most instructional staff members participate in professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge.	0.00% 0
4) Exemplary: All instructional staff members participate in ongoing professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge. Follow-up classroom support is provided to instructional staff to implement the effective strategies into the classroom.	0.00% 0
Total	1

Q24 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q25 1.3d Cultural/Linguistic Responsiveness

Answered: 1 Skipped: 0



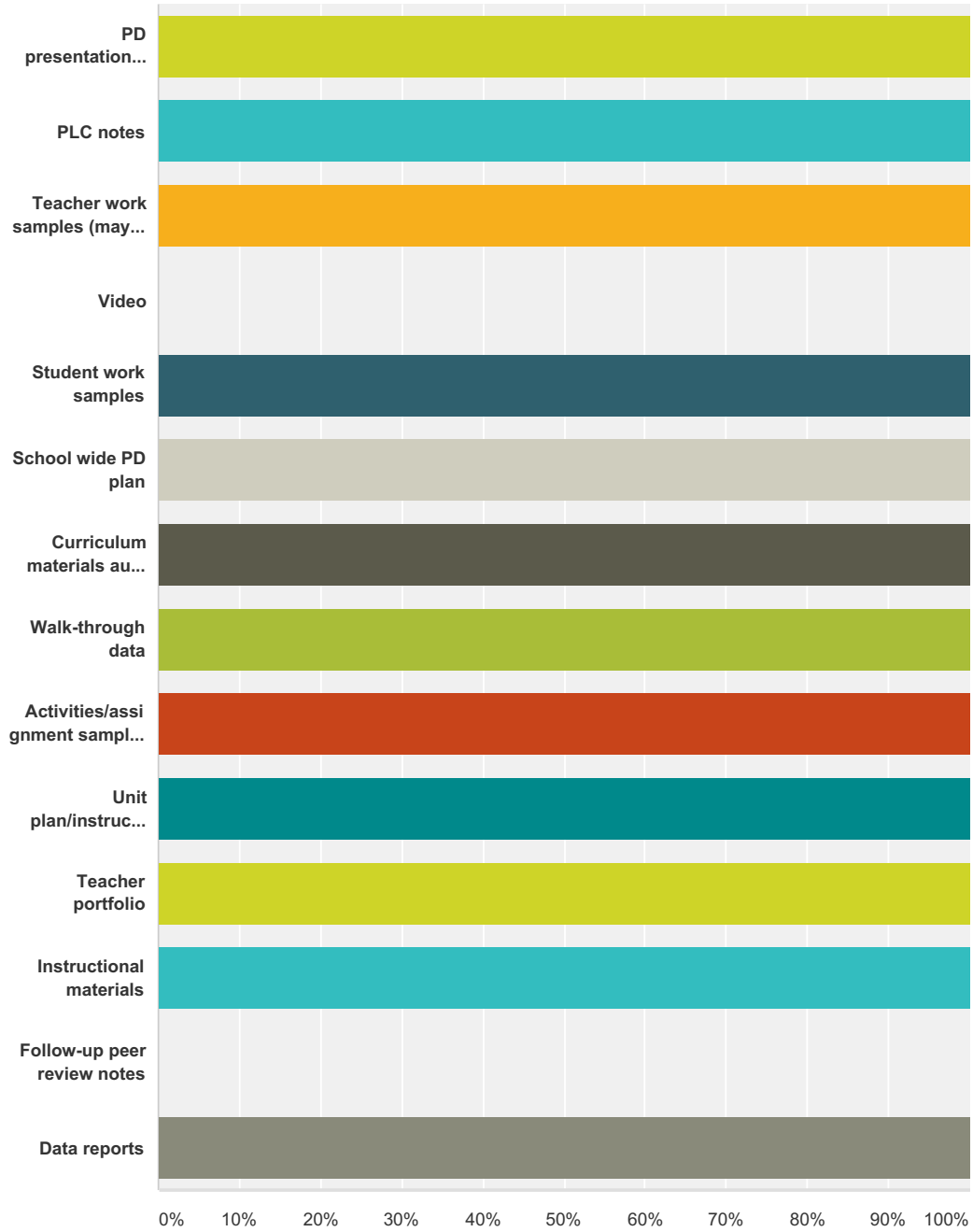
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members use instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	0.00% 0
2) Area of Concern: Some instructional staff members use instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	0.00% 0
3) Meets Expectation: Most instructional staff members use instructional strategies that are designed to address students with diverse linguistic and cultural backgrounds.	100.00% 1
4) Exemplary: All instructional staff members have extensive knowledge of instructional strategies designed to address students with diverse linguistic and cultural backgrounds and stay current with the literature on diversity and culturally responsive instruction.	0.00% 0
Total	1

Q26 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q27 Artifacts

Answered: 1 Skipped: 0

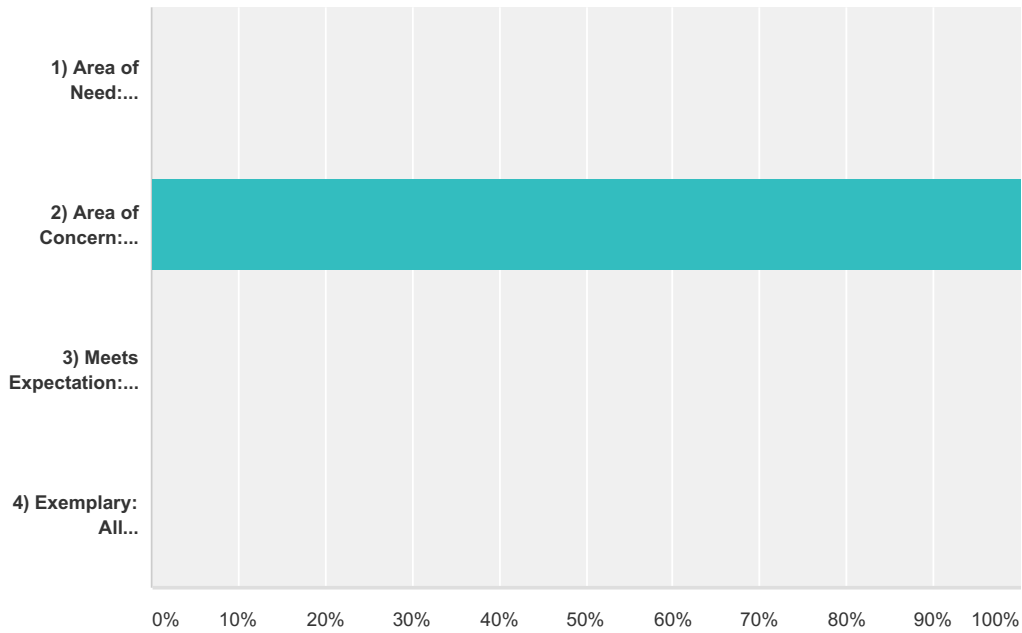


Answer Choices	Responses
PD presentation materials, agendas, evaluations	100.00% 1
PLC notes	100.00% 1
Teacher work samples (may be lesson plans)	100.00% 1
Video	0.00% 0
Student work samples	100.00% 1
School wide PD plan	100.00% 1
Curriculum materials audit (leveled materials)	100.00% 1
Walk-through data	100.00% 1

Activities/assignment samples (especially showing compacting, tiering, inquiry-based learning, etc.)	100.00%	1
Unit plan/instructional methods grid	100.00%	1
Teacher portfolio	100.00%	1
Instructional materials	100.00%	1
Follow-up peer review notes	0.00%	0
Data reports	100.00%	1
Total Respondents: 1		

Q28 1.4a Collaboration

Answered: 1 Skipped: 0



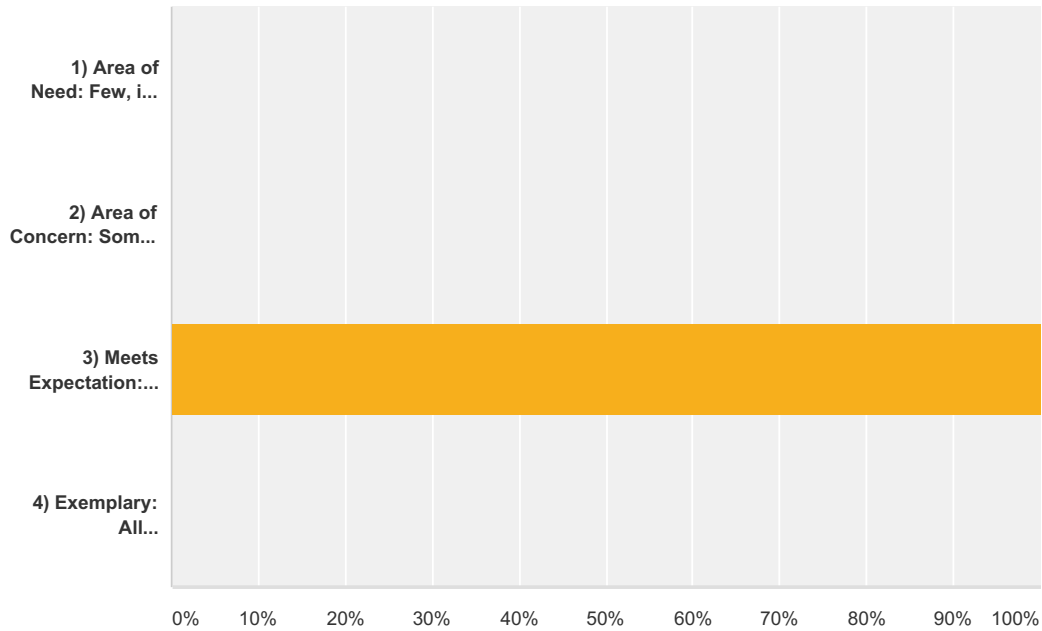
Answer Choices	Responses
1) Area of Need: Instructional staff rarely, if ever, collaborates to review the impact of instructional strategies.	0.00% 0
2) Area of Concern: Instructional staff members occasionally collaborate to informally review the impact of instructional strategies.	100.00% 1
3) Meets Expectation: Most instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data. Collaboration time is regularly scheduled and the impact on classroom instruction is formally reviewed.	0.00% 0
4) Exemplary: All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data, student work and other evidence. Collaboration time is regularly scheduled and the impact is formally reviewed at grade level, departmental level, and school level.	0.00% 0
Total	1

Q29 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q30 1.4b Sharing Information

Answered: 1 Skipped: 0



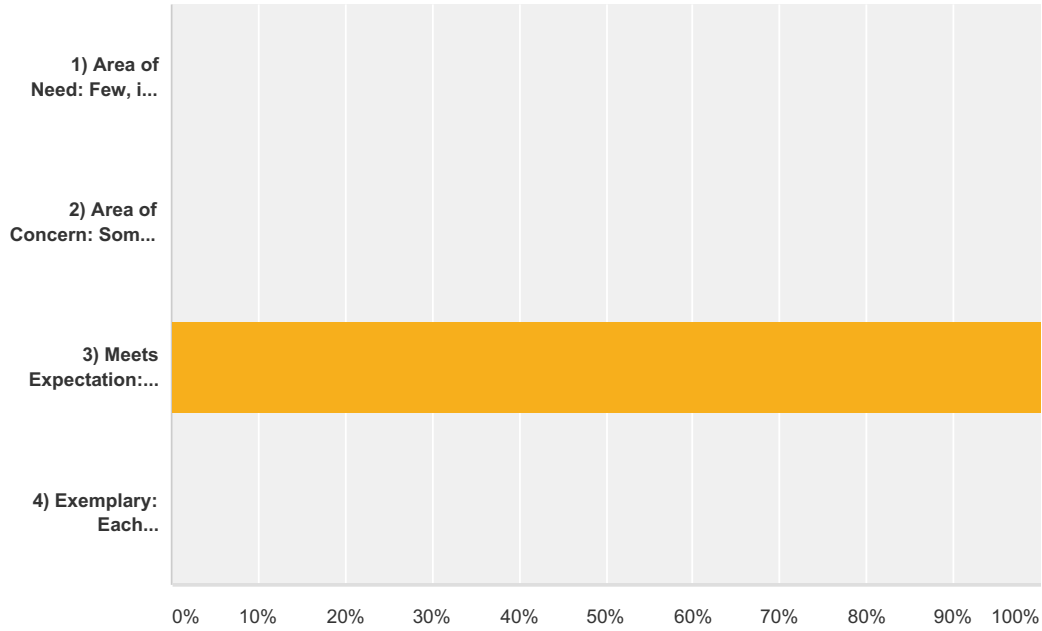
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members share information on what works for individual students with other teachers who instruct the same students.	0.00% 0
2) Area of Concern: Some instructional staff members share information on what works for individual students with other teachers who instruct the same students.	0.00% 0
3) Meets Expectation: Most of the instructional staff members routinely share information on what works for individual students with other teachers who instruct the same students.	100.00% 1
4) Exemplary: All instructional staff members routinely share information on what works for individual students with other teachers who instruct the same students. Together, these teachers evaluate the effectiveness of the information to identify the sets of strategies that are most effective.	0.00% 0
Total	1

Q31 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q32 1.4c Continuous Improvement

Answered: 1 Skipped: 0



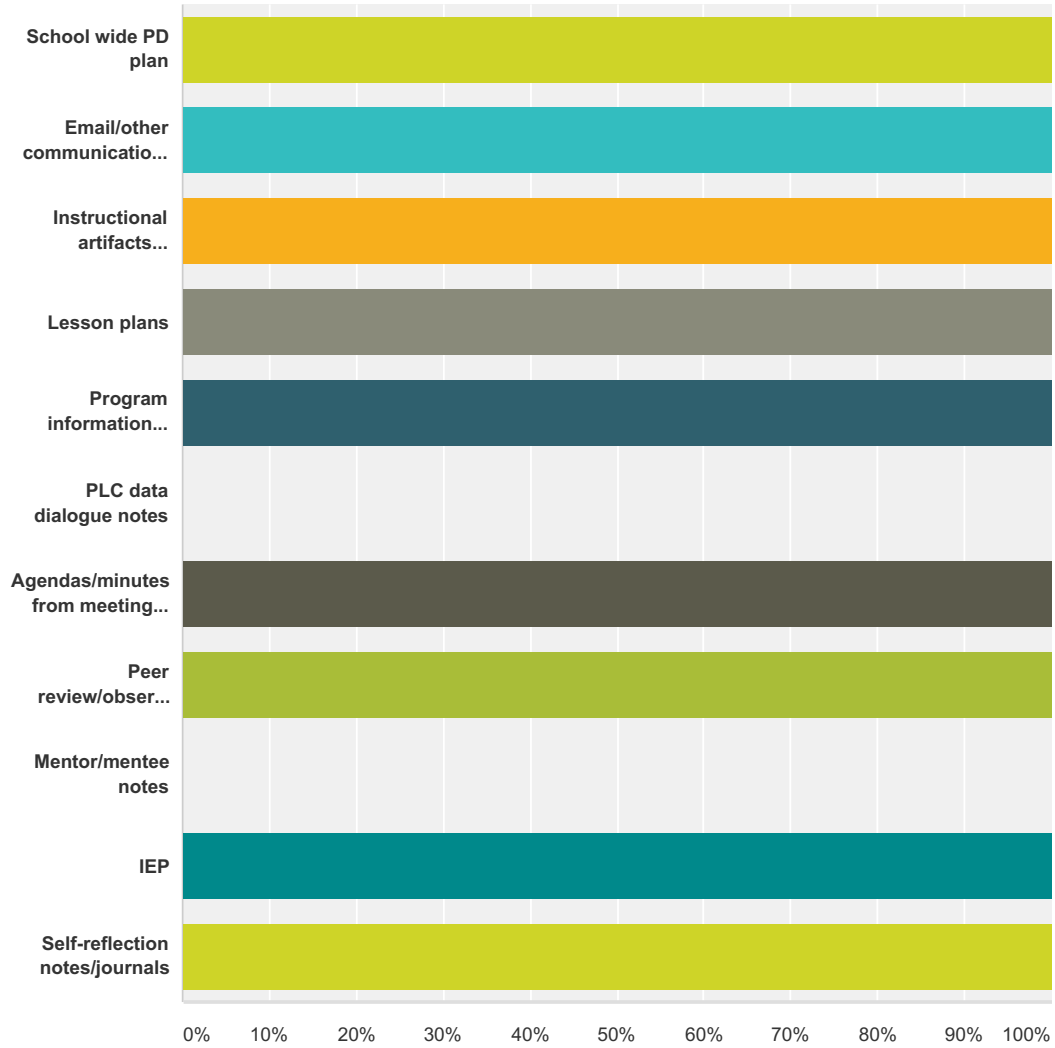
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members analyze or modify their own instructional practices and procedures in order to impact student achievement.	0.00% 0
2) Area of Concern: Some instructional staff members analyze and modify their own instructional practices and procedures in order to impact student achievement.	0.00% 0
3) Meets Expectation: Most of the instructional staff analyzes and modifies his/her own instructional practices and procedures in order to help all students become proficient.	100.00% 1
4) Exemplary: Each instructional staff member analyzes and modifies his/her own instructional practices and procedures in order to help all students become proficient. Each instructional staff member also identifies individual student strengths and weaknesses to modify instruction to help all students advance to higher levels of achievement.	0.00% 0
Total	1

Q33 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q34 Artifacts

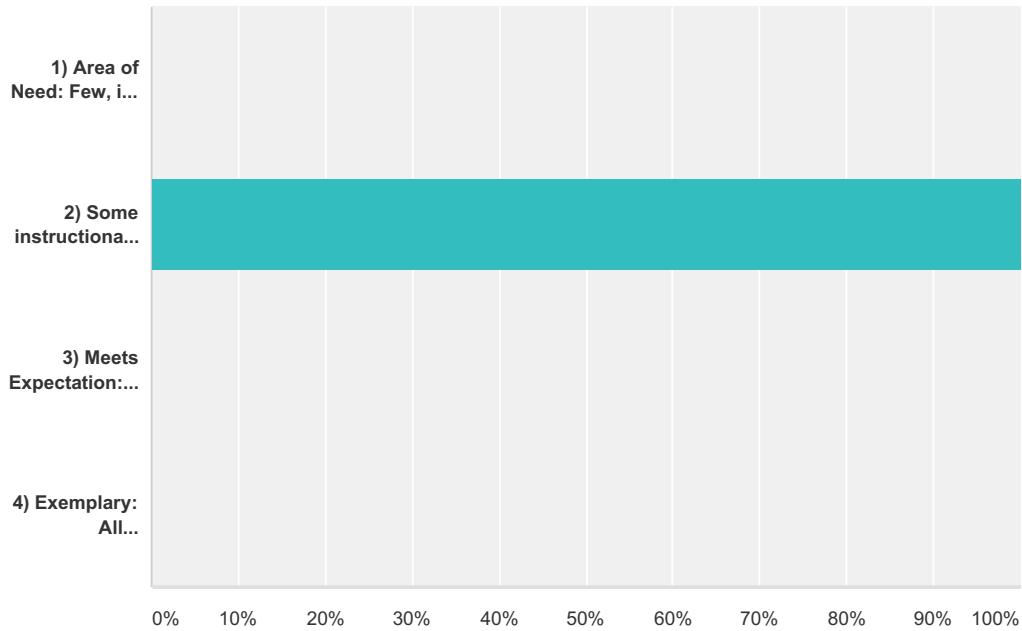
Answered: 1 Skipped: 0



Answer Choices	Responses
School wide PD plan	100.00% 1
Email/other communications posted on shared drives	100.00% 1
Instructional artifacts (PPTs)	100.00% 1
Lesson plans	100.00% 1
Program information (peer visits, mentoring etc.)	100.00% 1
PLC data dialogue notes	0.00% 0
Agendas/minutes from meetings (PLCs, leadership, SPPs, departments, faculty)	100.00% 1
Peer review/observations	100.00% 1
Mentor/mentee notes	0.00% 0
IEP	100.00% 1
Self-reflection notes/journals	100.00% 1
Total Respondents: 1	

Q35 1.5a Analyze and Use Data

Answered: 1 Skipped: 0



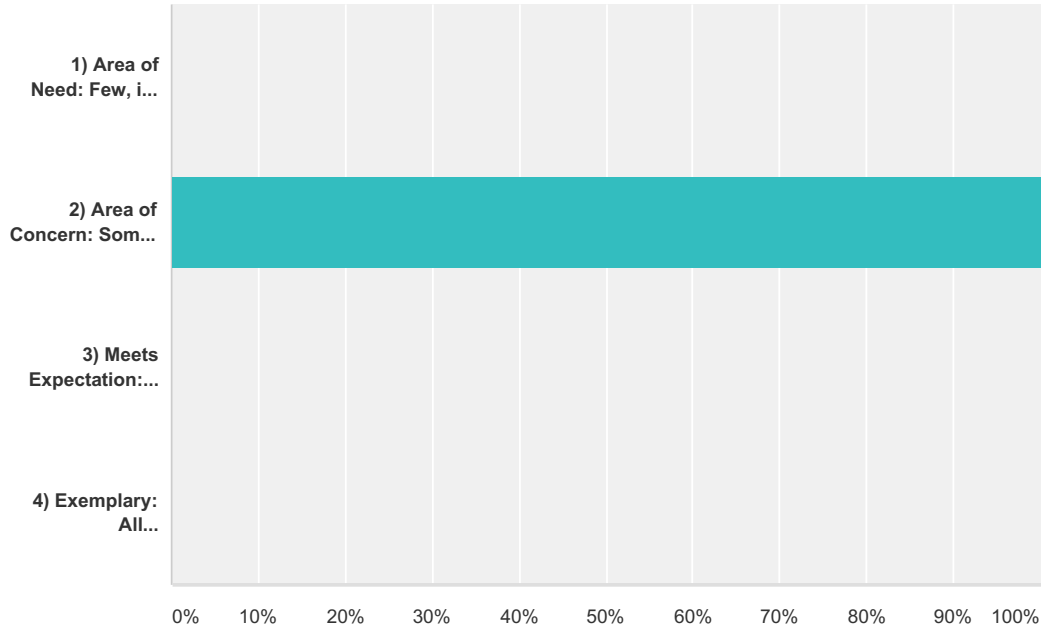
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	0.00% 0
2) Some instructional staff members analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	100.00% 1
3) Meets Expectation: Most instructional staff members consistently analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	0.00% 0
4) Exemplary: All instructional staff members consistently analyze classroom and individual level data and student work to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure all students advance to higher levels of achievement.	0.00% 0
Total	1

Q36 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q37 1.5b Collaboration

Answered: 1 Skipped: 0



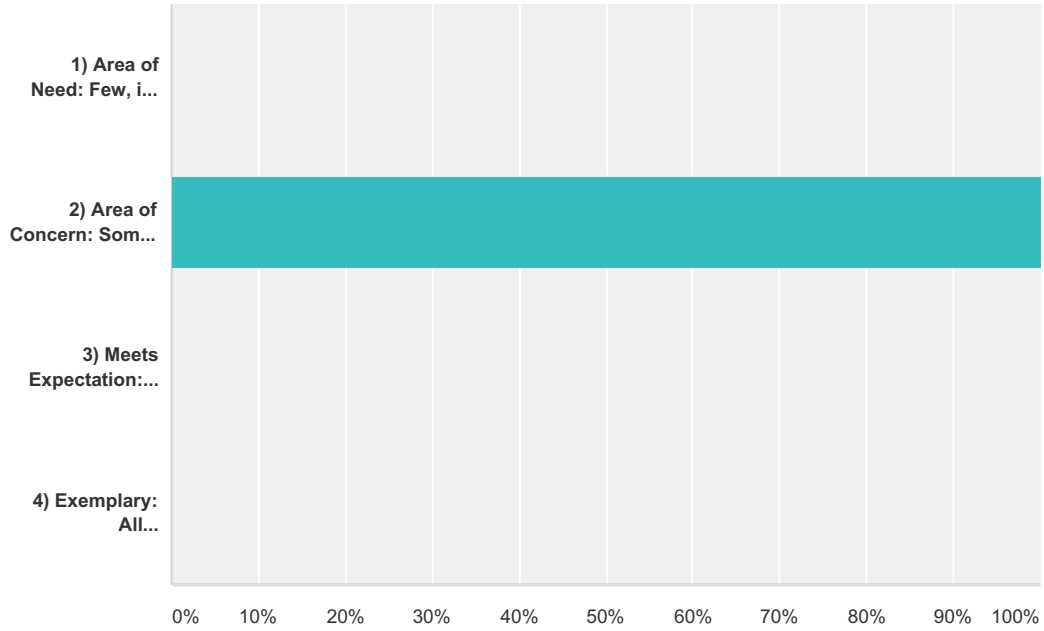
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members meet collectively to analyze assessment data to plan instruction.	0.00% 0
2) Area of Concern: Some instructional staff members meet collectively to analyze assessment data to plan instruction.	100.00% 1
3) Meets Expectation: Most instructional staff members meet periodically to collectively analyze assessment data to improve instruction, particularly for those students whose achievement is not improving.	0.00% 0
4) Exemplary: All instructional staff members meet routinely to collectively analyze assessment data, offering each other suggestions for improving instruction and outcomes for all students.	0.00% 0
Total	1

Q38 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q39 1.5c Professional Development

Answered: 1 Skipped: 0



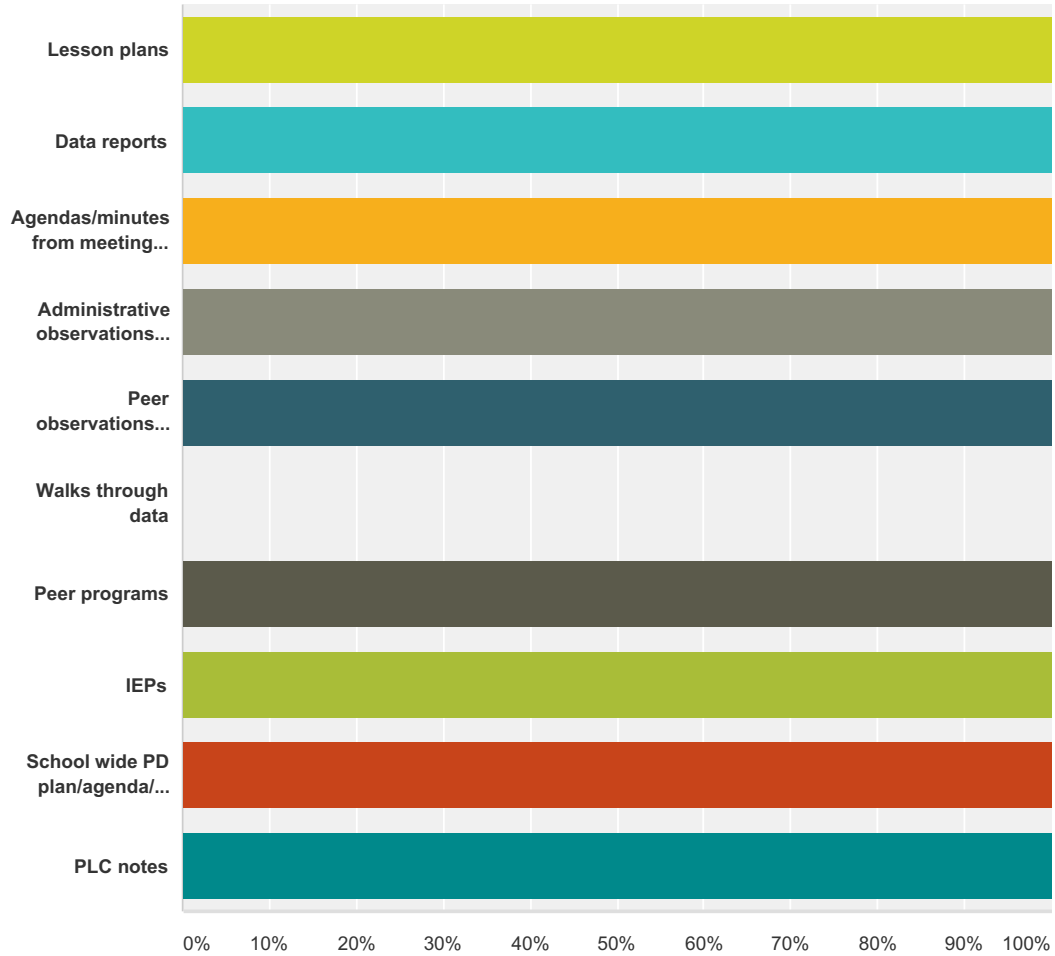
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members receive training on how to analyze and use data.	0.00% 0
2) Area of Concern: Some instructional staff members receive training on how to analyze and use data.	100.00% 1
3) Meets Expectation: Most of the instructional staff members receive training on how to analyze and use data to refocus and modify instruction.	0.00% 0
4) Exemplary: All instructional staff members receive ongoing training on how to analyze and use data to refocus and modify instruction and follow-up is provided.	0.00% 0
Total	1

Q40 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q41 Artifacts

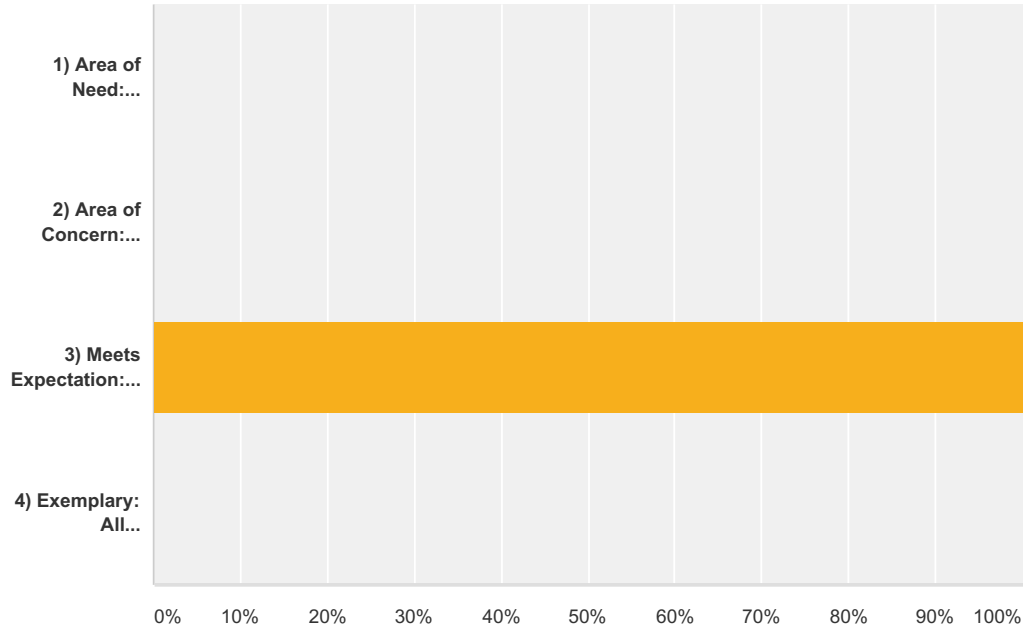
Answered: 1 Skipped: 0



Answer Choices	Responses
Lesson plans	100.00% 1
Data reports	100.00% 1
Agendas/minutes from meetings (PLCs, leadership, SIPs, departments)	100.00% 1
Administrative observations (formal and informal)	100.00% 1
Peer observations/reviews	100.00% 1
Walks through data	0.00% 0
Peer programs	100.00% 1
IEPs	100.00% 1
School wide PD plan/agenda/materials	100.00% 1
PLC notes	100.00% 1
Total Respondents: 1	

Q42 1.6a Identification

Answered: 1 Skipped: 0



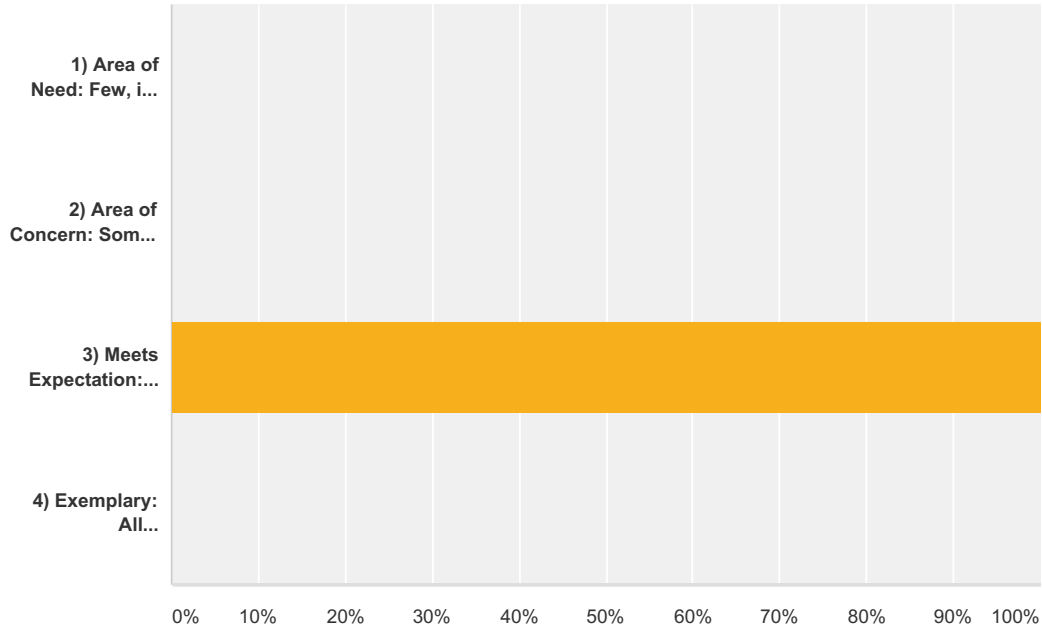
Answer Choices	Responses
1) Area of Need: Instructional staff does not have a process in place to identify students who need additional instruction and intervention.	0.00% 0
2) Area of Concern: Instructional staff members have a process in place to identify students who need additional instruction and intervention, but not all instructional staff members follow the process.	0.00% 0
3) Meets Expectation: Most of the instructional staff follow a well-defined process to identify students who need additional instruction and intervention.	100.00% 1
4) Exemplary: All instructional staff members follow a well-defined process to identify students who need additional instruction and intervention, and the effectiveness of the process is regularly monitored.	0.00% 0
Total	1

Q43 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q44 1.6b Re-teaching/ Additional Instruction

Answered: 1 Skipped: 0



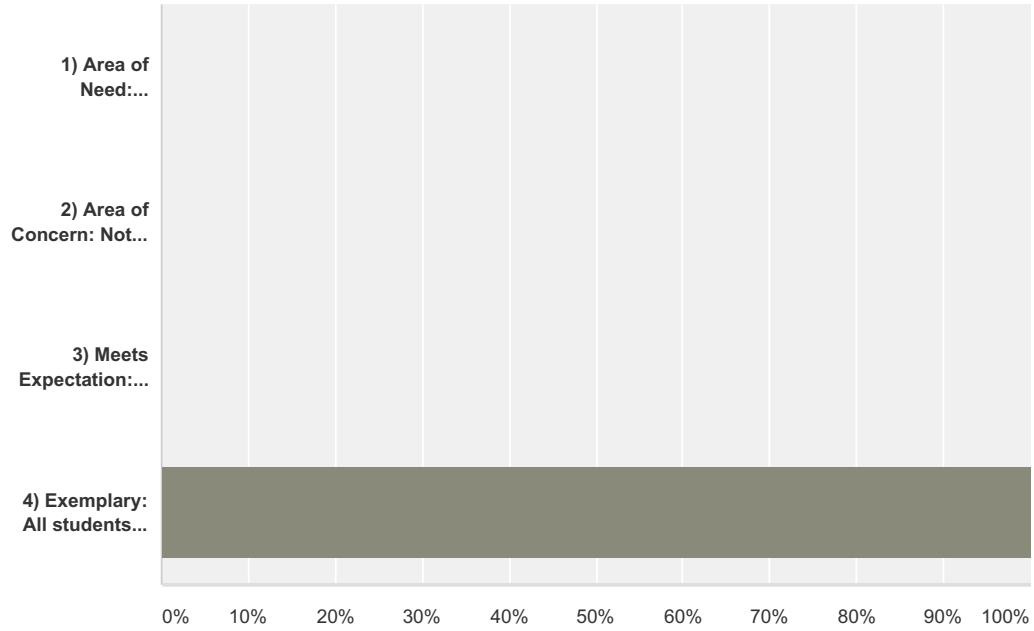
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members provide identified students with additional instruction or interventions.	0.00% 0
2) Area of Concern: Some instructional staff members provide additional instruction or interventions to identified students during the school day, but do not consistently use different methods to re-teach. Re-teaching does not consistently occur.	0.00% 0
3) Meets Expectation: Most of the instructional staff members routinely provide additional instruction and a variety of interventions to identified students (through assessment results) during the school day. The instruction uses different methods and materials to re-teach.	100.00% 1
4) Exemplary: All instructional staff members routinely re-teach lessons as needed through differentiation based on analysis of assessments. Students who continue to struggle are re-taught as often as needed. A variety of interventions are available during the school day, before or after school, and/or during the summer.	0.00% 0
Total	1

Q45 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q46 1.6c Participation

Answered: 1 Skipped: 0



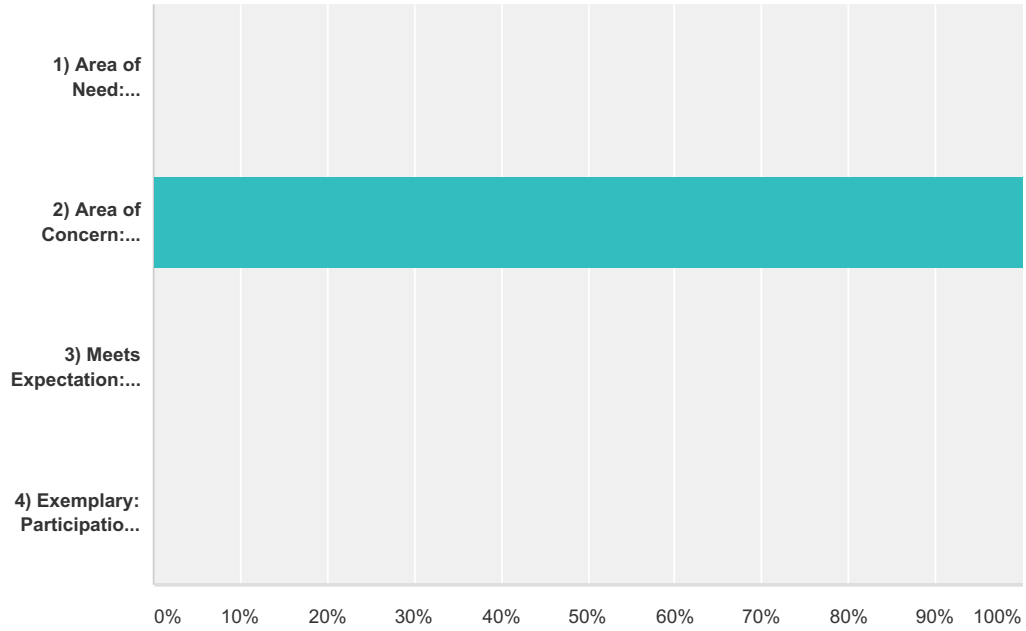
Answer Choices	Responses
1) Area of Need: Opportunities for student interventions are limited and only exist if a teacher decides to provide them.	0.00% 0
2) Area of Concern: Not all students who are identified have the opportunity to participate in appropriate interventions.	0.00% 0
3) Meets Expectation: All students who are identified have the opportunity to participate in appropriate interventions.	0.00% 0
4) Exemplary: All students who are identified have the opportunity to participate in appropriate interventions, and the barriers to participation have been reduced (e.g., staff and materials are available).	100.00% 1
Total	1

Q47 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q48 1.6d Results

Answered: 1 Skipped: 0



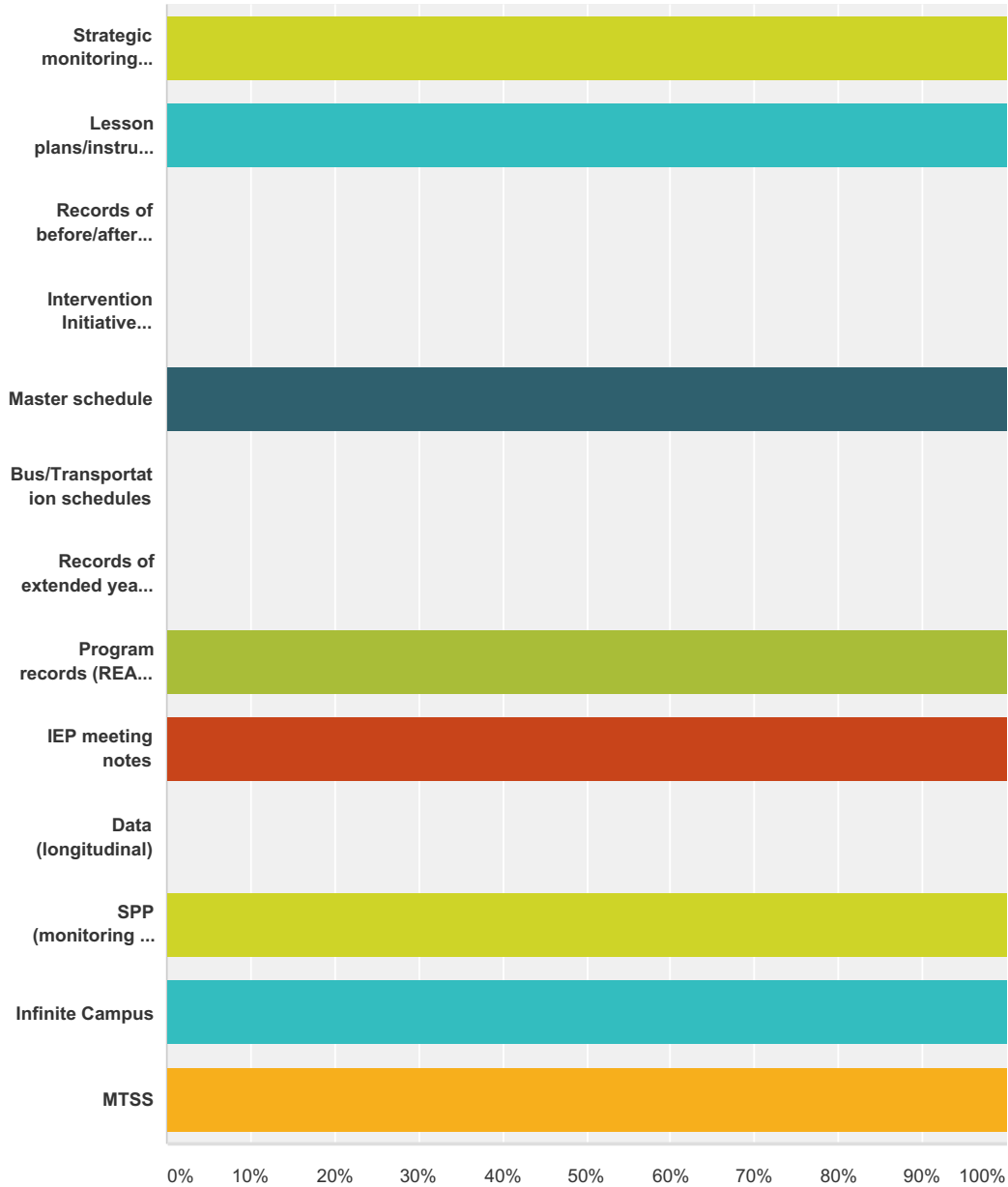
Answer Choices	Responses
1) Area of Need: Participation in the interventions, when available, rarely results in improved student achievement.	0.00% 0
2) Area of Concern: Participation in the interventions sometimes results in improved student achievement.	100.00% 1
3) Meets Expectation: Participation in the interventions consistently results in improved student achievement.	0.00% 0
4) Exemplary: Participation in the interventions leads to an in increase in the number of students who reach proficient and advanced levels.	0.00% 0
Total	1

Q49 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q50 Artifacts

Answered: 1 Skipped: 0

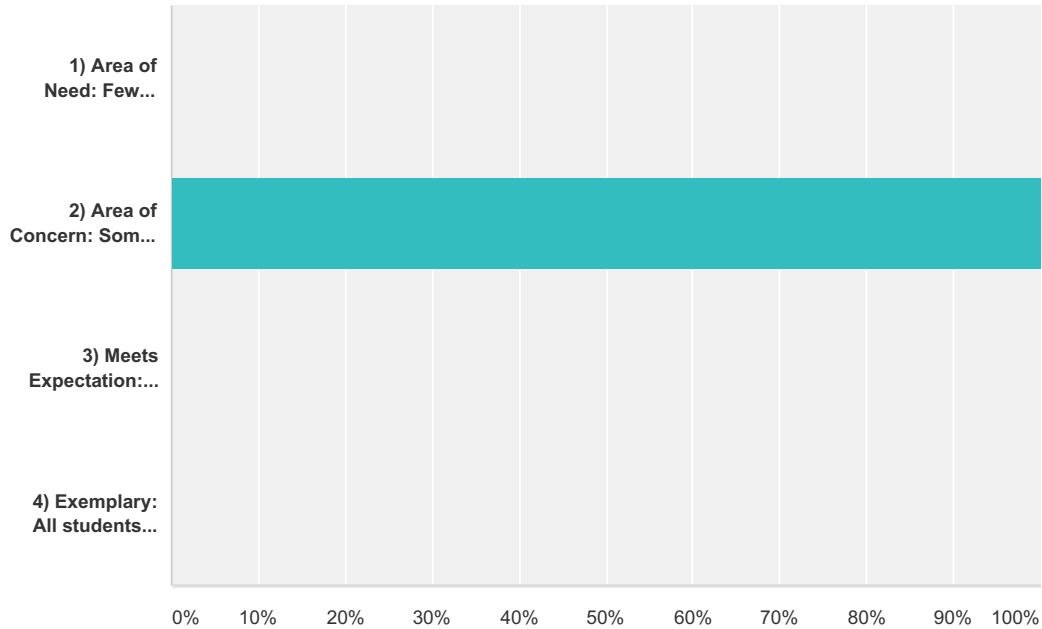


Answer Choices	Responses
Strategic monitoring structures (targeted student lists)	100.00% 1
Lesson plans/instructional materials	100.00% 1
Records of before/after school/Saturday programs (attendance, plans)	0.00% 0
Intervention Initiative Funds	0.00% 0
Master schedule	100.00% 1
Bus/Transportation schedules	0.00% 0
Records of extended year programs (e.g., summer school, summer programs)	0.00% 0
Program records (READ 180, A+, etc.) -- can be electronic	100.00% 1
IEP meeting notes	100.00% 1

Data (longitudinal)	0.00%	0
SPP (monitoring or action steps)	100.00%	1
Infinite Campus	100.00%	1
MTSS	100.00%	1
Total Respondents: 1		

Q51 1.7a Materials

Answered: 1 Skipped: 0



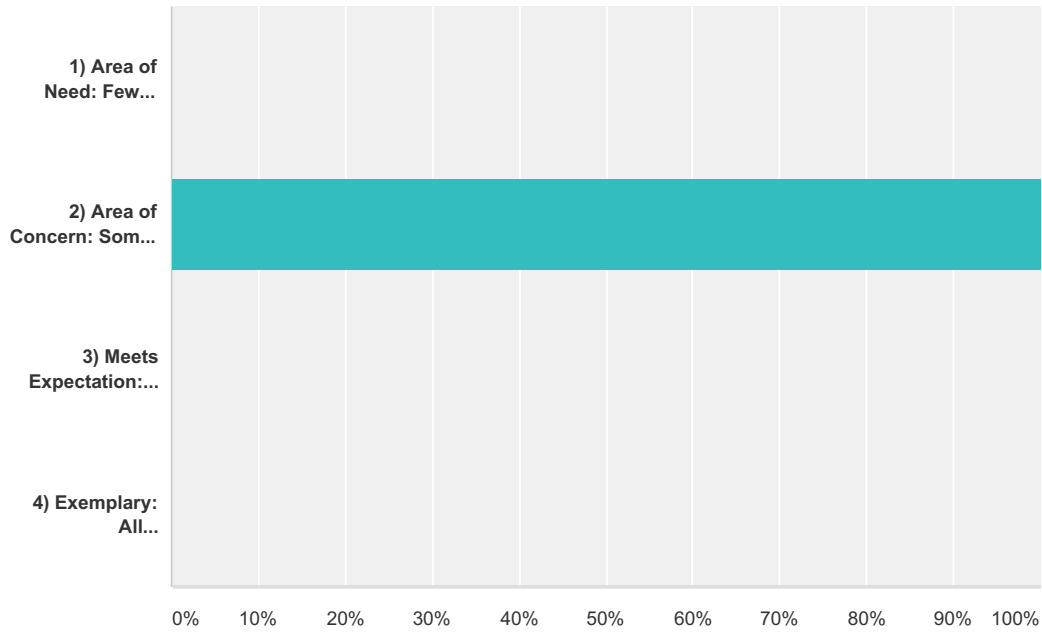
Answer Choices	Responses
1) Area of Need: Few students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	0.00% 0
2) Area of Concern: Some students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	100.00% 1
3) Meets Expectation: All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	0.00% 0
4) Exemplary: All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards. In addition, supplemental enrichment materials are available for all students.	0.00% 0
Total	1

Q52 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q53 1.7b Variety

Answered: 1 Skipped: 0



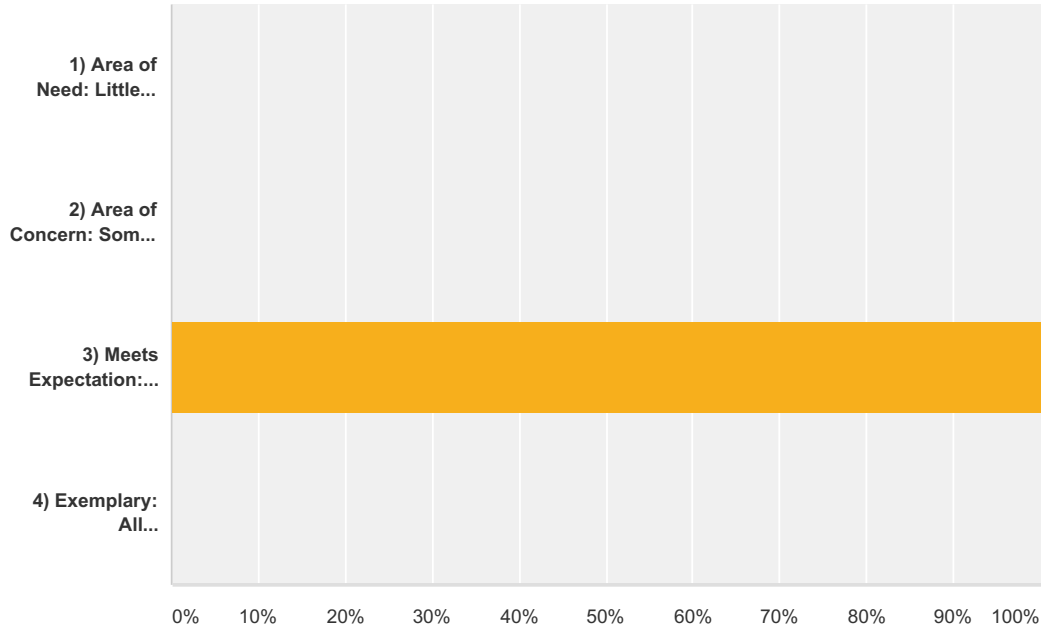
Answer Choices	Responses
1) Area of Need: Few instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	0.00% 0
2) Area of Concern: Some instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	100.00% 1
3) Meets Expectation: Most instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	0.00% 0
4) Exemplary: All instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.) and address various learning modalities (e.g., visual, kinesthetic, etc.).	0.00% 0
Total	1

Q54 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q55 1.7c Diversity

Answered: 1 Skipped: 0



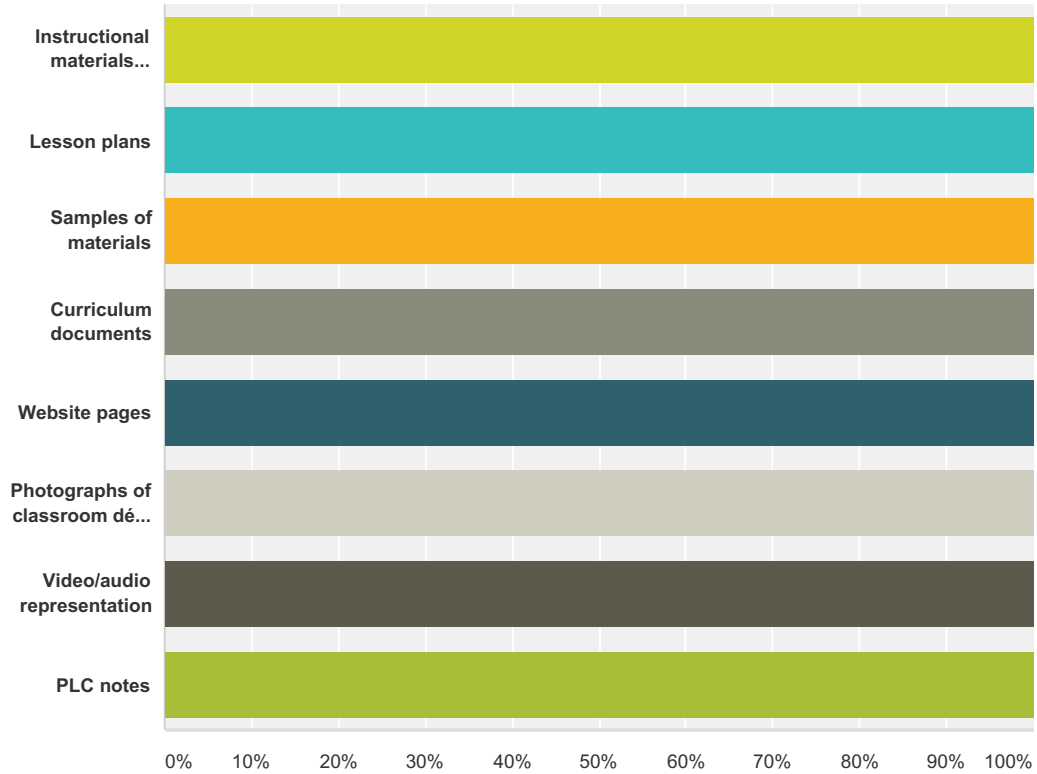
Answer Choices	Responses
1) Area of Need: Little or no consideration has been given to providing the student population exposure to a variety of cultures and ethnicities.	0.00% 0
2) Area of Concern: Some instructional materials provide the student population exposure to a variety of cultures and ethnicities.	0.00% 0
3) Meets Expectation: Most instructional materials provide the student population exposure to a variety of cultures and ethnicities.	100.00% 1
4) Exemplary: All instructional materials provide the student population exposure to a variety of cultures and ethnicities.	0.00% 0
Total	1

Q56 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q57 Artifacts

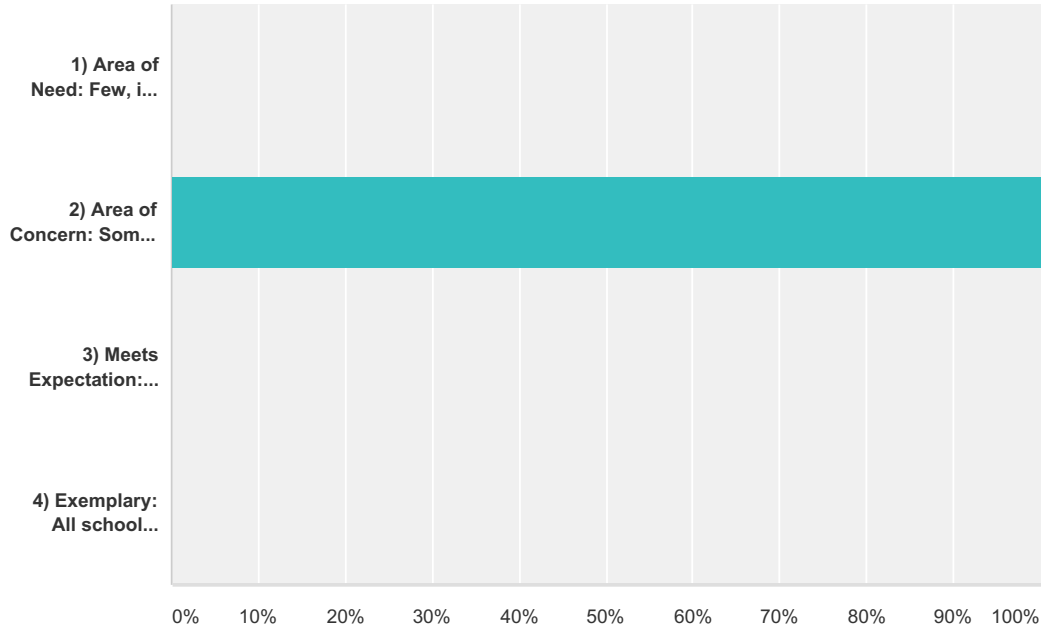
Answered: 1 Skipped: 0



Answer Choices	Responses
Instructional materials orders/lists (purchase orders)	100.00% 1
Lesson plans	100.00% 1
Samples of materials	100.00% 1
Curriculum documents	100.00% 1
Website pages	100.00% 1
Photographs of classroom décor and student actions	100.00% 1
Video/audio representation	100.00% 1
PLC notes	100.00% 1
Total Respondents: 1	

Q58 1.8a Culture

Answered: 1 Skipped: 0



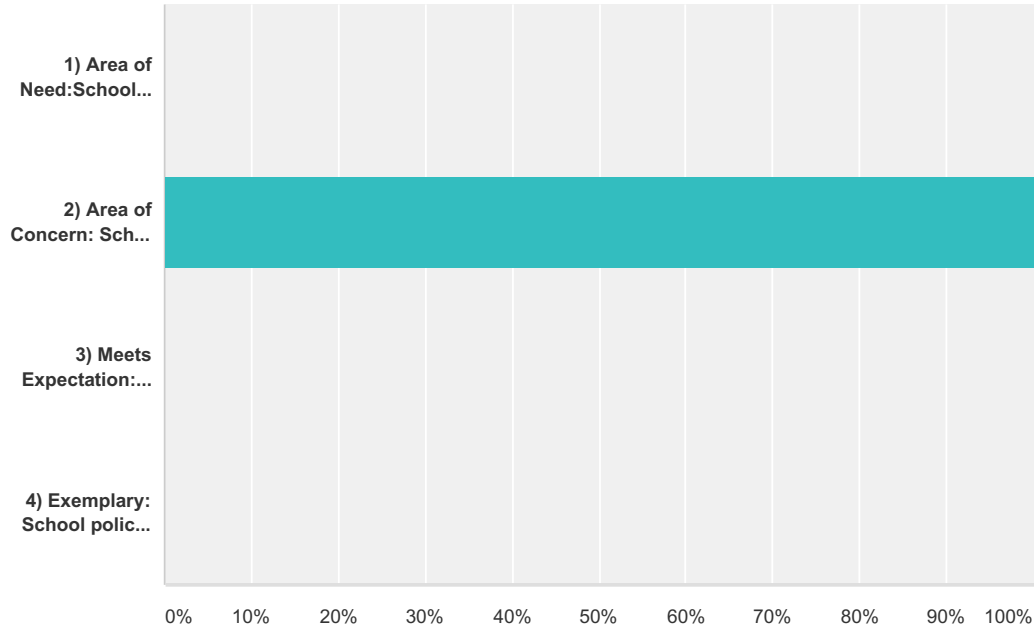
Answer Choices	Responses
1) Area of Need: Few, if any, school staff members promote reinforcement of self-discipline and responsibility.	0.00% 0
2) Area of Concern: Some school staff members promote reinforcement of self-discipline and responsibility.	100.00% 1
3) Meets Expectation: Most school staff members consistently promote reinforcement of self-discipline and responsibility.	0.00% 0
4) Exemplary: All school staff members promote reinforcement of self-discipline and responsibility and actively teach these skills to students.	0.00% 0
Total	1

Q59 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q60 1.8b Policies and Procedures

Answered: 1 Skipped: 0



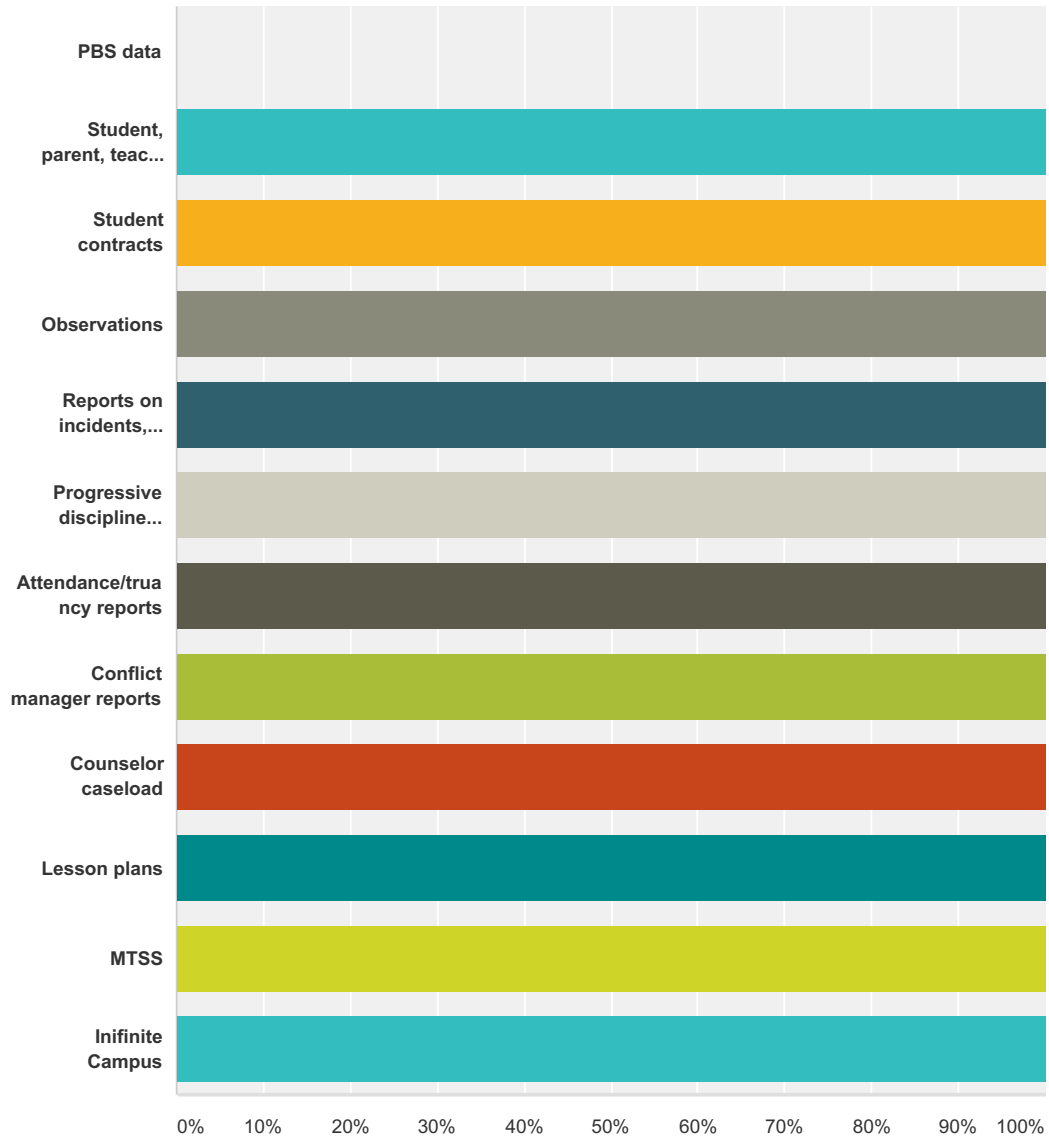
Answer Choices	Responses
1) Area of Need: School policy provides for student discipline, assistance, counseling, and/or referral, but procedures are not clearly defined or consistently followed.	0.00% 0
2) Area of Concern: School policy and procedures are clearly defined to provide for student discipline, assistance, counseling, and referral but are not consistently followed.	100.00% 1
3) Meets Expectation: School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling, and/or referral.	0.00% 0
4) Exemplary: School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling and/or referral. The policy and procedures actively promote social skills, conflict management, and intervention and prevention programs.	0.00% 0
Total	1

Q61 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q62 Artifacts

Answered: 1 Skipped: 0

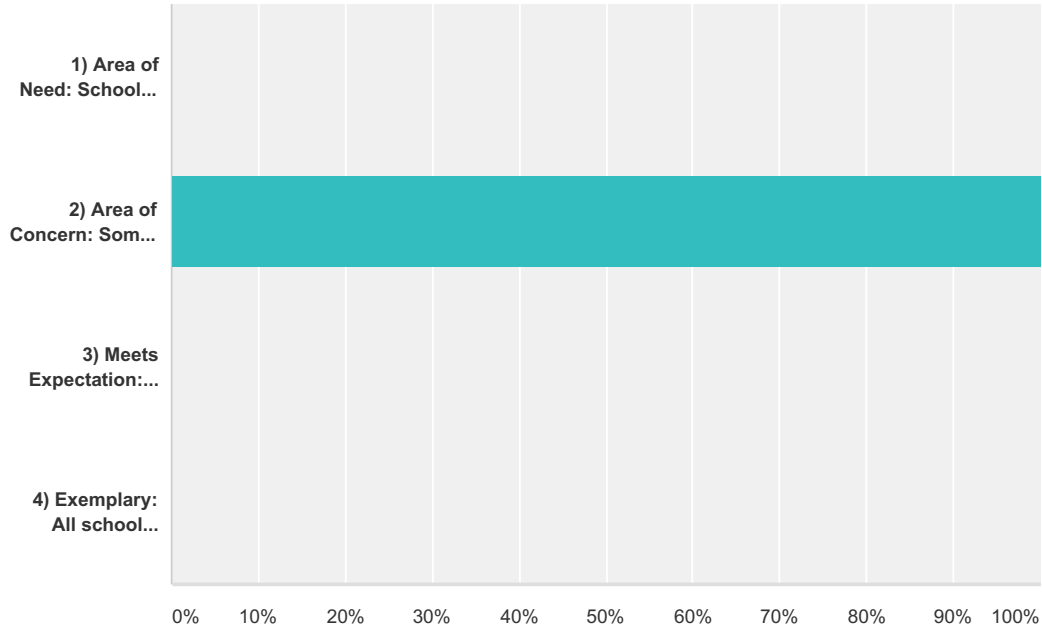


Answer Choices	Responses
PBS data	0.00% 0
Student, parent, teacher handbooks/policy documents	100.00% 1
Student contracts	100.00% 1
Observations	100.00% 1
Reports on incidents, referrals, or issues	100.00% 1
Progressive discipline plans/policy/protocols (classrooms)	100.00% 1
Attendance/truancy reports	100.00% 1
Conflict manager reports	100.00% 1
Counselor caseload	100.00% 1
Lesson plans	100.00% 1
MTSS	100.00% 1

Inifinite Campus	100.00%	1
Total Respondents: 1		

Q63 1.9a Culture

Answered: 1 Skipped: 0



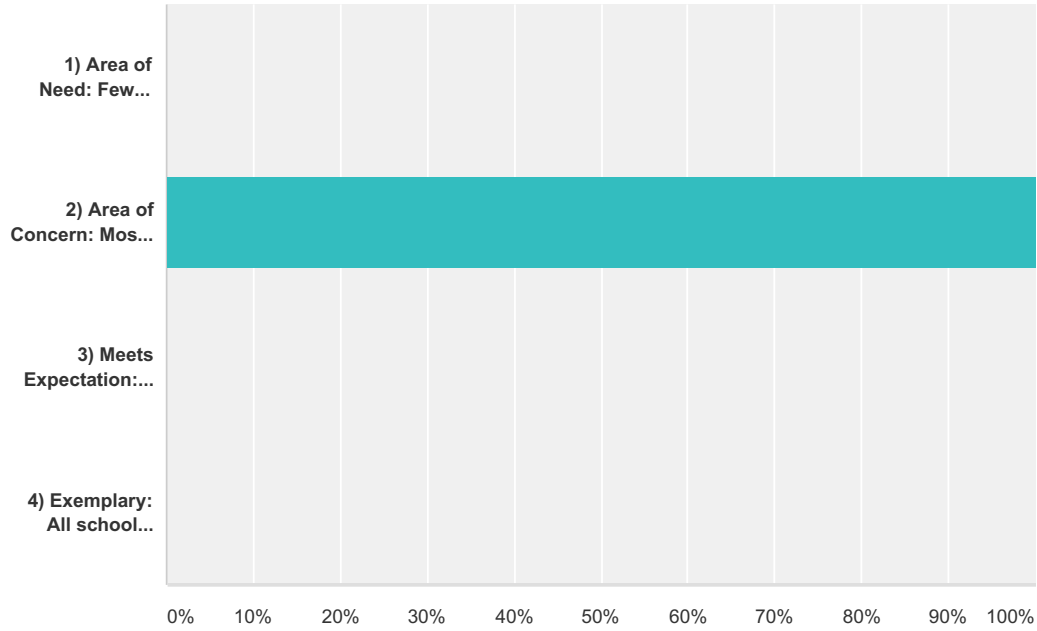
Answer Choices	Responses
1) Area of Need: School staff rarely seeks parental involvement in the school. Parents do not consistently feel welcome in the school, and few, if any, parents volunteer to help the school.	0.00% 0
2) Area of Concern: Some school staff occasionally seeks parental involvement in the .school. Some parents feel welcome in the school and a few parents volunteer to help the school.	100.00% 1
3) Meets Expectation: Most school staff actively seek and support parental involvement in educational activities for student academic achievement. All parents feel welcome in the school, and some parents regularly volunteer to help the school.	0.00% 0
4) Exemplary: All school staff actively seeks and supports parental involvement in all aspects of school life including student academic achievement. All parents feel welcome in the school, and many parents regularly volunteer to help the school.	0.00% 0
Total	1

Q64 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q65 1.9b Policies and Procedures

Answered: 1 Skipped: 0



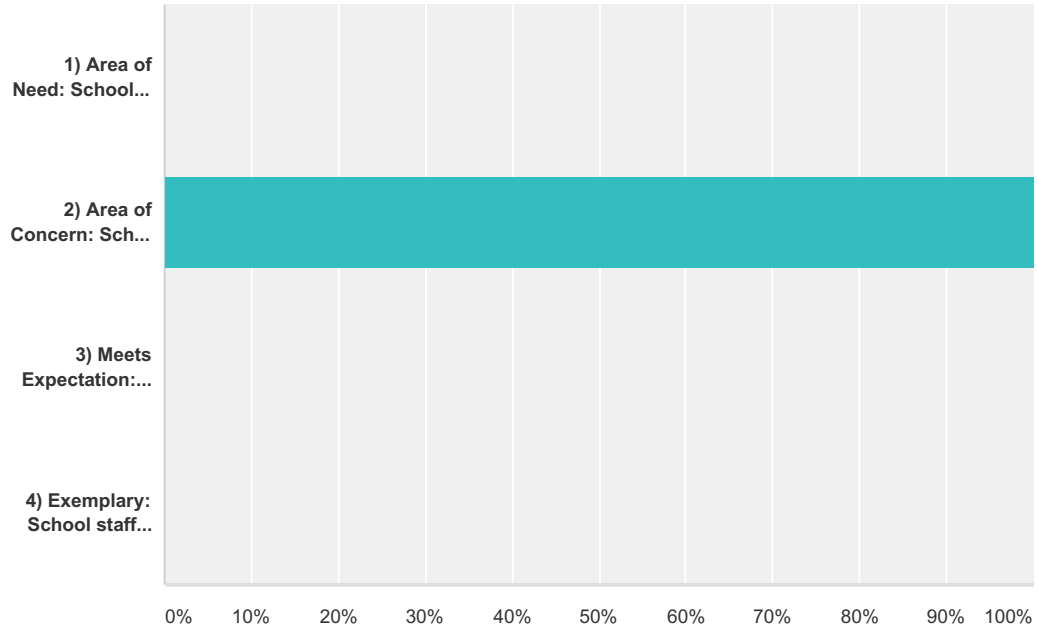
Answer Choices	Responses
1) Area of Need: Few school staff implements policies and procedures that provide access to information to all parents. Information may not be easy to obtain for parents whose first language is not English or who are illiterate.	0.00% 0
2) Area of Concern: Most school staff implements policies and procedures that provide access to information to all parents. Information is available in some languages other than English.	100.00% 1
3) Meets Expectation: Most of the school staff implements policies and procedures that provide access to information to all parents. Information is available in all of the languages spoken most frequently by parents and assistance is available for those who are illiterate.	0.00% 0
4) Exemplary: All school staff implements policies and procedures that maximize access to information by all parents. Communication is two-way and frequent. Information is available in all of the languages spoken most frequently by parents and assistance is available for those who are illiterate.	0.00% 0
Total	1

Q66 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q67 1.9c Parent Training

Answered: 1 Skipped: 0



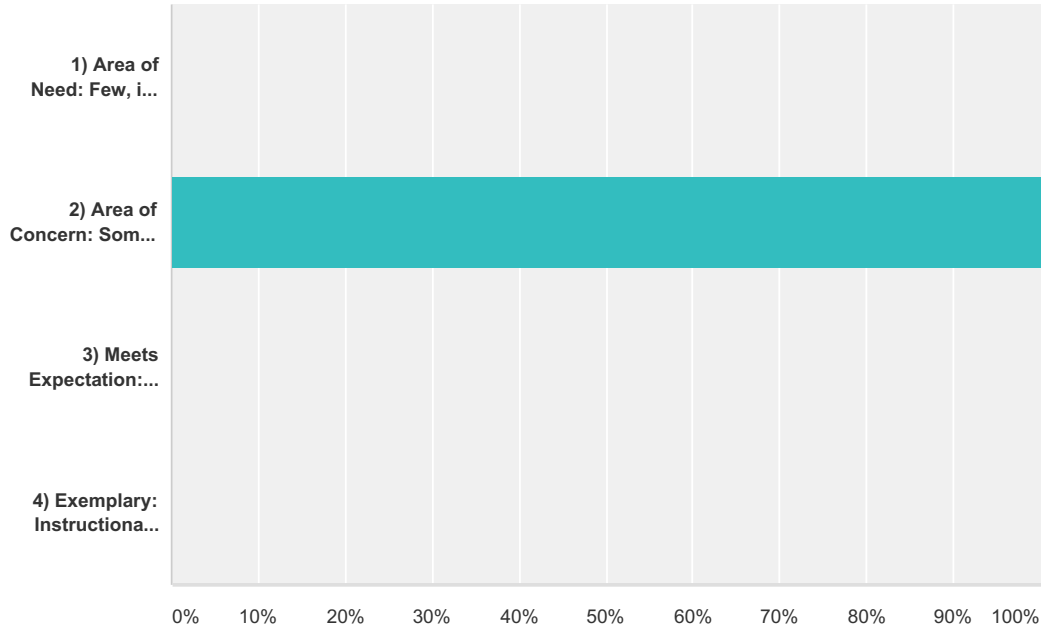
Answer Choices	Responses
1) Area of Need: School staff provides no training for parents to support student achievement.	0.00% 0
2) Area of Concern: School staff provides some training for parents to support student achievement.	100.00% 1
3) Meets Expectation: School staff regularly provides training for parents to support student achievement.	0.00% 0
4) Exemplary: School staff provides on-going training for all parents and uses a variety of means to actively engage parents in supporting student achievement.	0.00% 0
Total	1

Q68 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q69 1.9d Teacher Training

Answered: 1 Skipped: 0



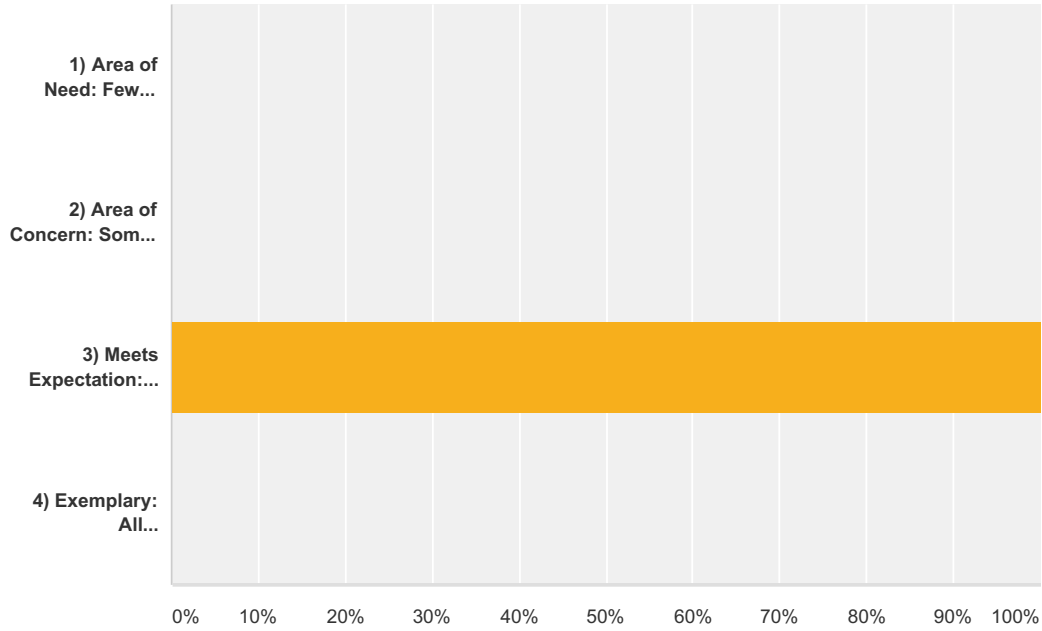
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff is trained on how to work with parents.	0.00% 0
2) Area of Concern: Some instructional staff is trained on how to work with parents.	100.00% 1
3) Meets Expectation: Instructional staff is trained on how to work with parents as partners in supporting student achievement.	0.00% 0
4) Exemplary: Instructional staff is trained on how to reach out to, communicate with, and work with parents as equal partners in supporting student achievement.	0.00% 0
Total	1

Q70 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q71 1.9e Reporting

Answered: 1 Skipped: 0



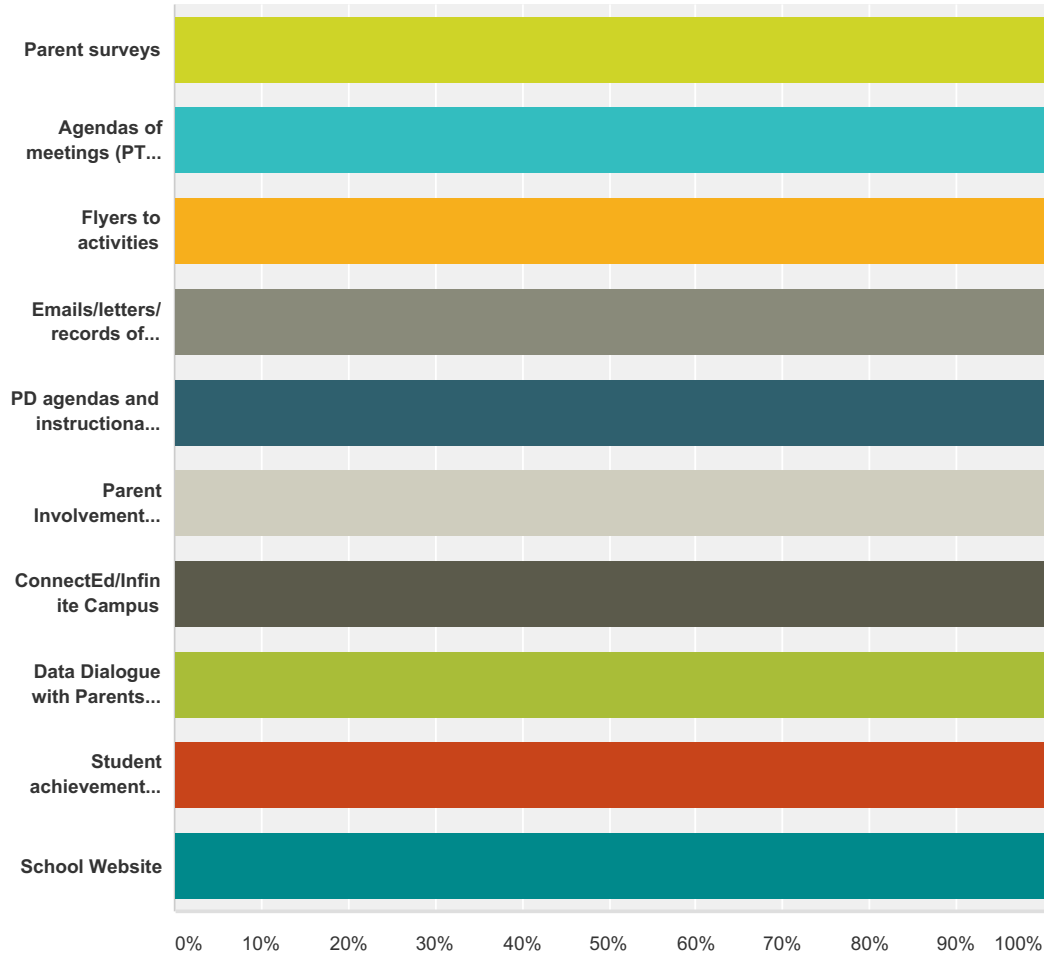
Answer Choices	Responses
1) Area of Need: Few instructional staff reports results on student achievement to parents beyond the regular report cards. No attempt is made to communicate reports in a language that the parents most easily understand.	0.00% 0
2) Area of Concern: Some instructional staff reports results on student achievement to parents beyond the regular report cards. Few attempts are made to communicate reports in a language that the parents most easily understand.	0.00% 0
3) Meets Expectation: Most of the instructional staff provides reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand.	100.00% 1
4) Exemplary: All instructional staff provides reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand. All instructional staff also report results of evaluation of programs and plans to parents and seeks feedback from them.	0.00% 0
Total	1

Q72 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q73 Artifacts

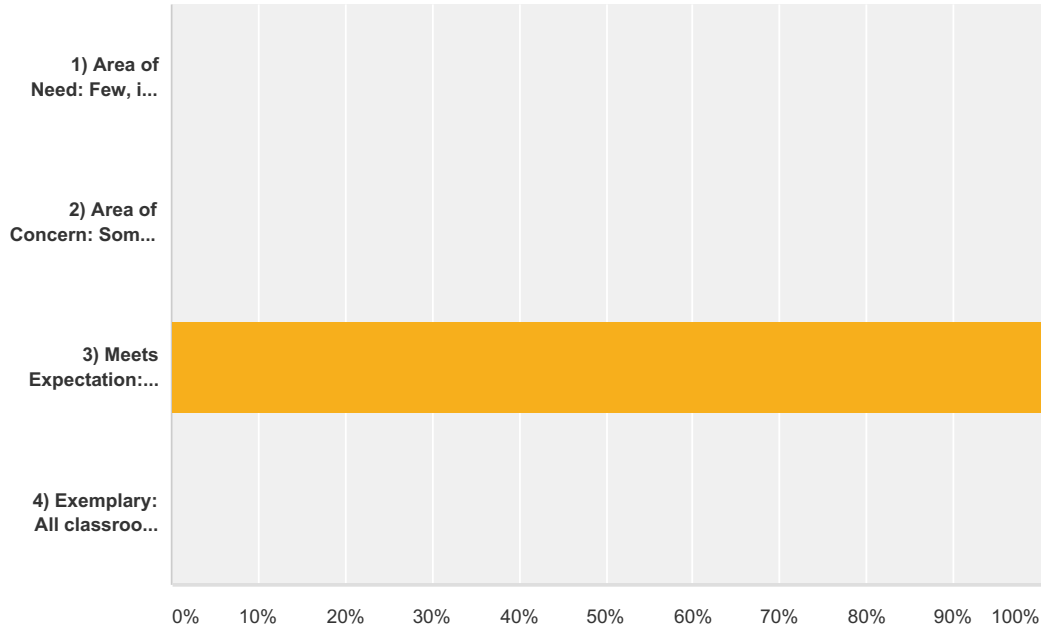
Answered: 1 Skipped: 0



Answer Choices	Responses
Parent surveys	100.00% 1
Agendas of meetings (PTA, SPP) including participation notes	100.00% 1
Flyers to activities	100.00% 1
Emails/letters/records of contact (phone logs)	100.00% 1
PD agendas and instructional materials	100.00% 1
Parent Involvement Biannual Reviews	100.00% 1
ConnectEd/Infinite Campus	100.00% 1
Data Dialogue with Parents and Staff	100.00% 1
Student achievement reports	100.00% 1
School Website	100.00% 1
Total Respondents: 1	

Q74 2.1a Alignment

Answered: 1 Skipped: 0



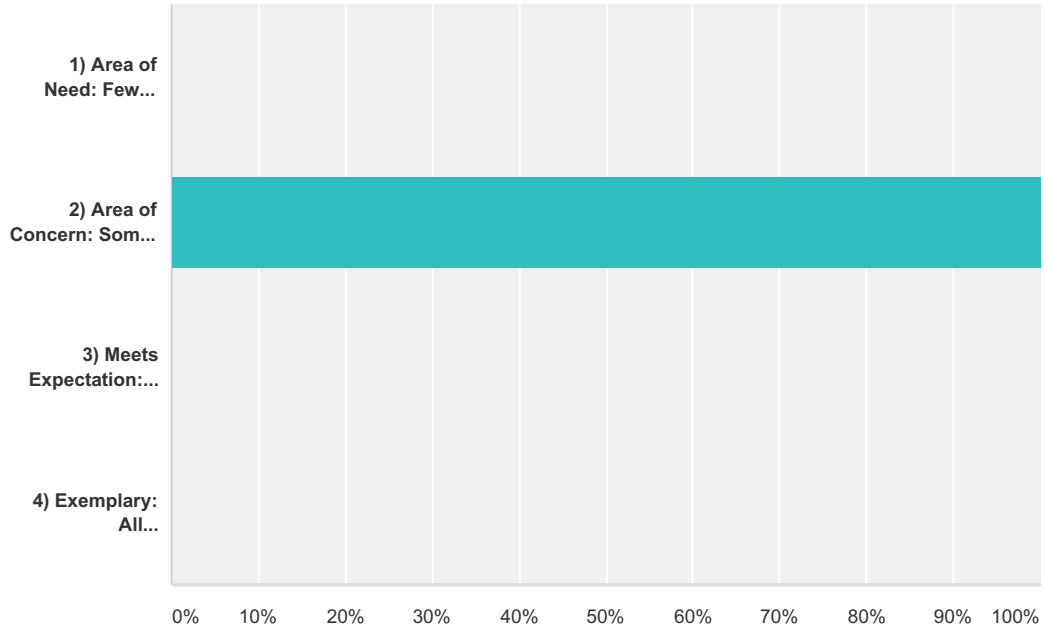
Answer Choices	Responses
1) Area of Need: Few, if any, classroom assessments are aligned with state content standards.	0.00% 0
2) Area of Concern: Some classroom assessments are aligned with state content standards.	0.00% 0
3) Meets Expectation: All classroom assessments are aligned with state content standards.	100.00% 1
4) Exemplary: All classroom assessments are aligned with state content standards and reflect appropriate vertical and horizontal alignment.	0.00% 0
Total	1

Q75 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q76 2.1b Assessment

Answered: 1 Skipped: 0



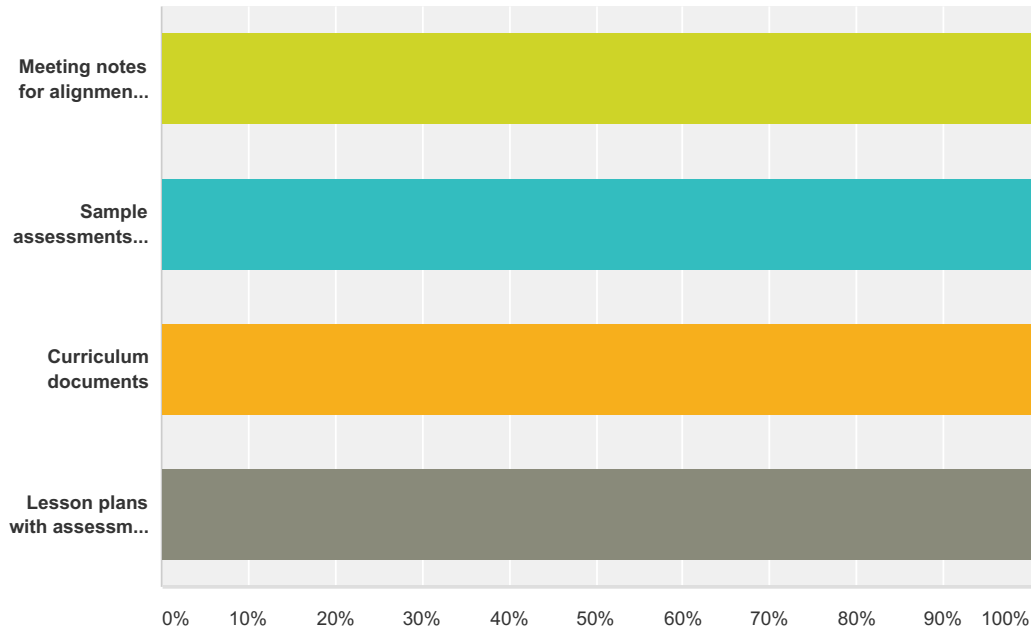
Answer Choices	Responses
1) Area of Need: Few instructional staff members implement classroom assessments that reflect criteria for mastery.	0.00% 0
2) Area of Concern: Some instructional staff members implement classroom assessments that reflect criteria for mastery.	100.00% 1
3) Meets Expectation: All instructional staff members implement classroom assessments that reflect criteria for mastery.	0.00% 0
4) Exemplary: All instructional staff members implement classroom assessments that reflect criteria for mastery and are available in multiple formats to match students' needs.	0.00% 0
Total	1

Q77 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q78 Artifacts

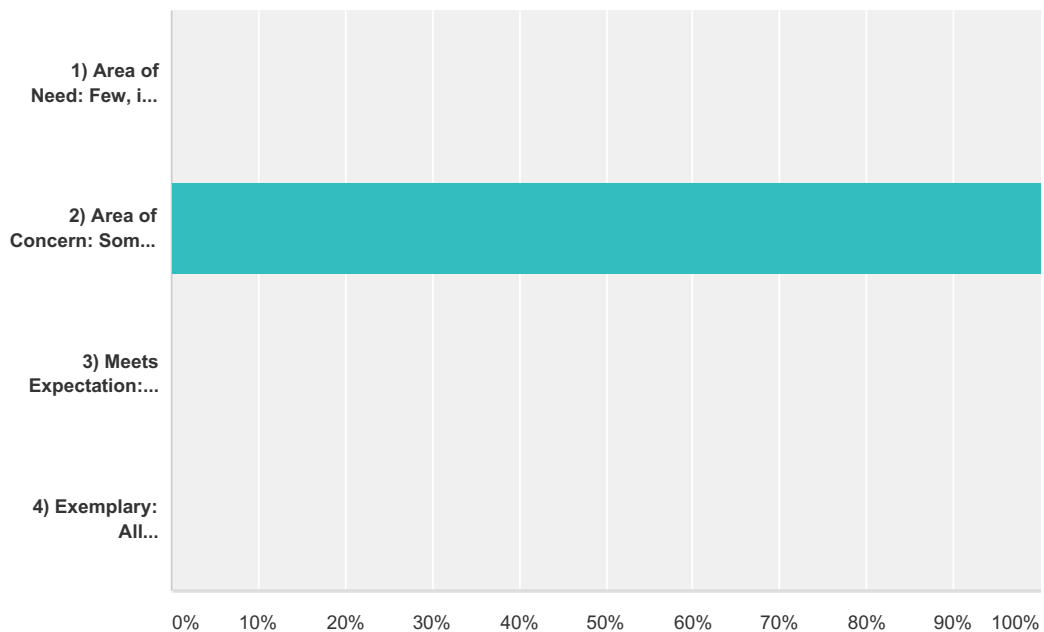
Answered: 1 Skipped: 0



Answer Choices	Responses
Meeting notes for alignment work	100.00% 1
Sample assessments (including digital), rubrics, scoring guides	100.00% 1
Curriculum documents	100.00% 1
Lesson plans with assessment data	100.00% 1
Total Respondents: 1	

Q79 2.2a Plan Development

Answered: 1 Skipped: 0



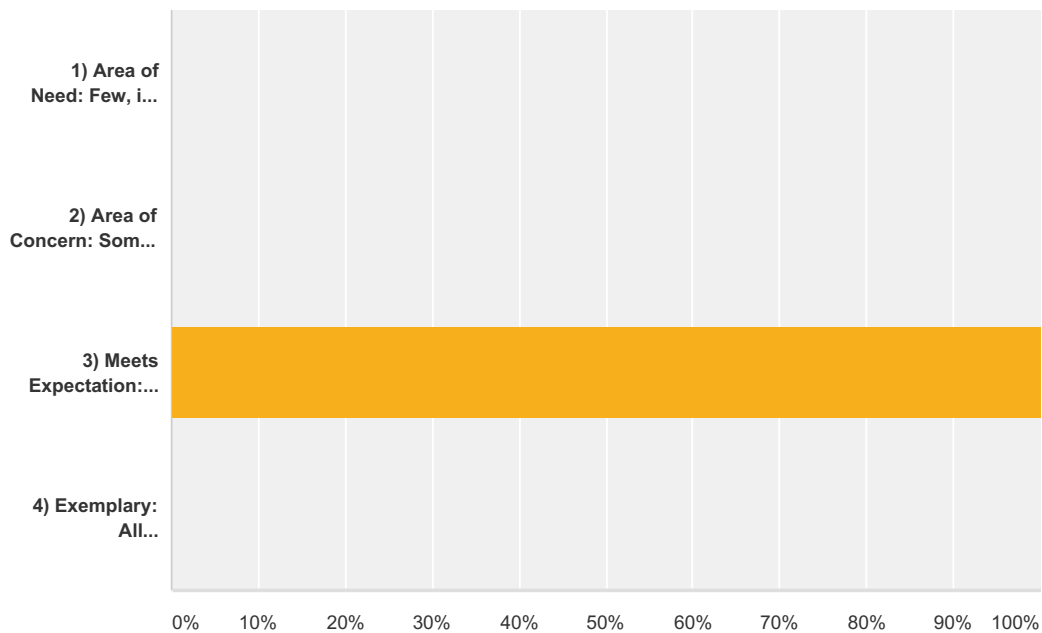
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members create unit or lesson plans that are based on analysis of student assessment results, though plans may be based on general observation of student strengths and weaknesses.	0.00% 0
2) Area of Concern: Some instructional staff members create unit or lesson plans that are based on analysis of student assessment results, though most plans are based on general observation of student strengths and weaknesses.	100.00% 1
3) Meets Expectation: All instructional staff members create unit or lesson plans that are based on analysis of ongoing student assessment results.	0.00% 0
4) Exemplary: All instructional staff members create unit or lesson plans that are based on analysis of ongoing student assessment results from varied assessments and documented student strengths and weaknesses.	0.00% 0
Total	1

Q80 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q81 2.2b Adjustment

Answered: 1 Skipped: 0



Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members adjust units or lessons as needed, based on analysis of student assessment results. Instructional staff members rarely, if at all, allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	0.00% 0
2) Area of Concern: Some instructional staff members adjust units or lessons as needed, based on analysis of assessment results, but only occasionally allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	0.00% 0
3) Meets Expectation: Most of the instructional staff members adjust units or lessons as needed, based on analysis of assessment results, and allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	100.00% 1

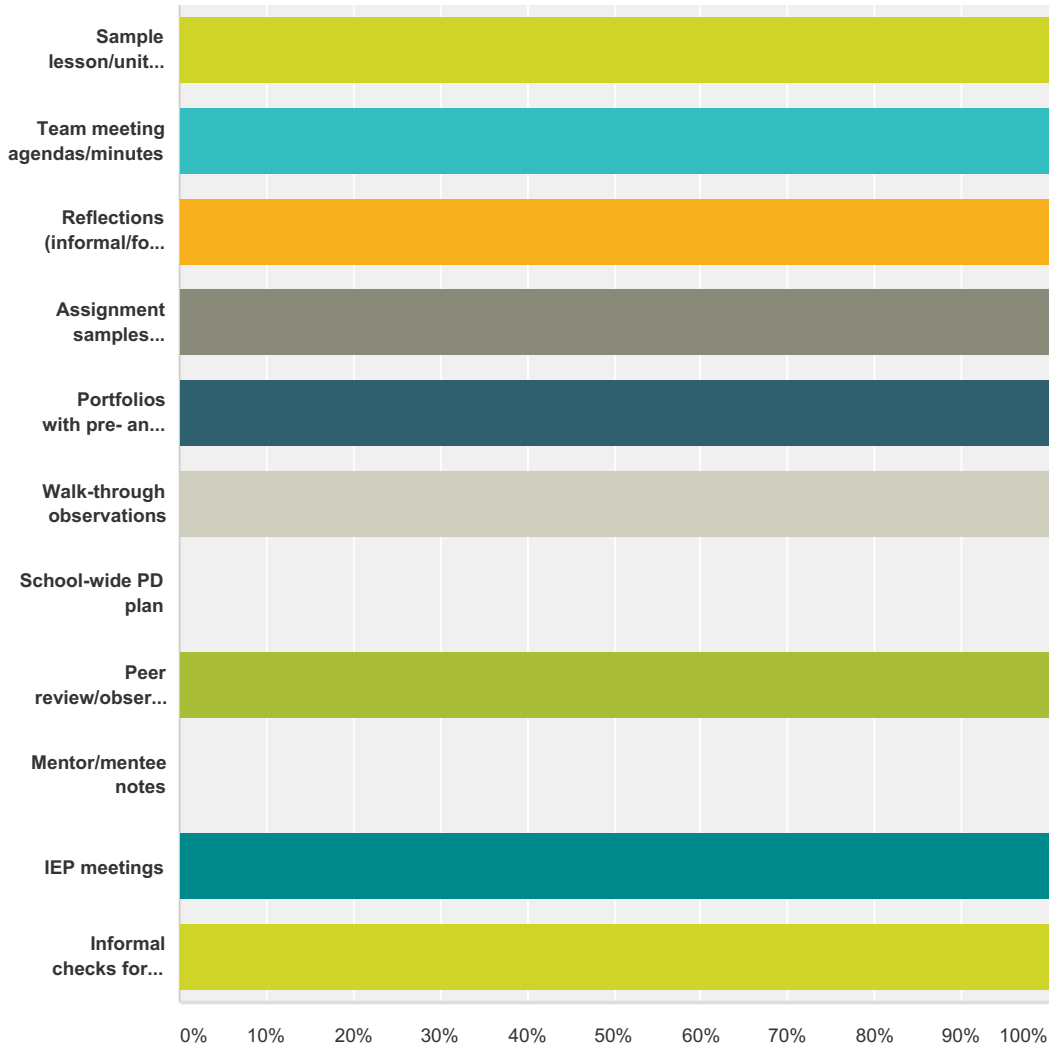
4) Exemplary: All instructional staff members adjust units or lessons as needed, based on analysis of assessment results, and consistently and routinely allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	0.00%	0
Total		1

Q82 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q83 Artifacts

Answered: 1 Skipped: 0

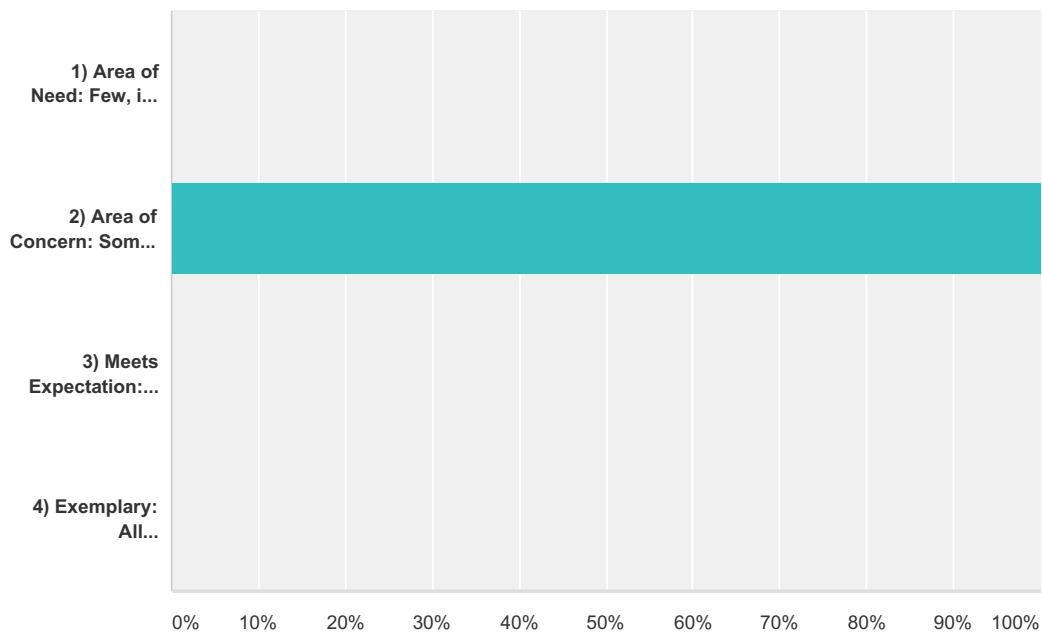


Answer Choices	Responses
Sample lesson/unit plans with assessments included	100.00% 1
Team meeting agendas/minutes	100.00% 1
Reflections (informal/formal)	100.00% 1
Assignment samples (performance based - not necessarily a test)	100.00% 1

Portfolios with pre- and post- results	100.00%	1
Walk-through observations	100.00%	1
School-wide PD plan	0.00%	0
Peer review/observations	100.00%	1
Mentor/mentee notes	0.00%	0
IEP meetings	100.00%	1
Informal checks for understanding (thumbs-up, activ-vote, signals, etc.)	100.00%	1
Total Respondents: 1		

Q84 2.3a Progress Monitoring

Answered: 1 Skipped: 0



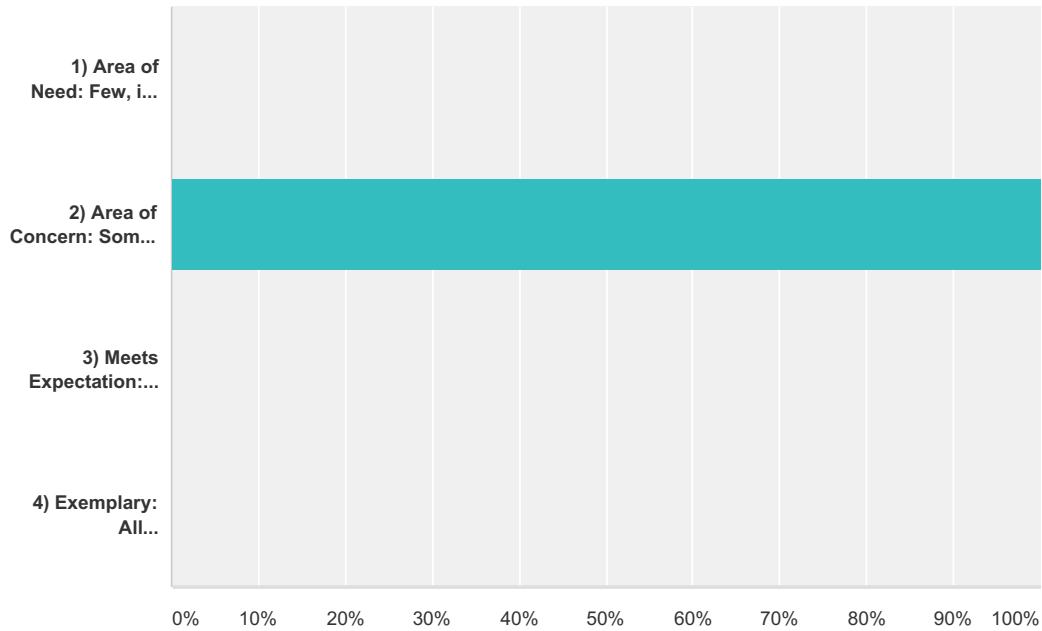
Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members use standards-based progress monitoring.	0.00% 0
2) Area of Concern: Some instructional staff members use standards-based progress monitoring to assess student academic growth.	100.00% 1
3) Meets Expectation: Many of the instructional staff members use standards-based progress monitoring to assess student academic growth.	0.00% 0
4) Exemplary: All instructional staff members use standards-based progress monitoring to assess student academic growth; both staff and students share a vision of what constitutes quality student work.	0.00% 0
Total	1

Q85 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q86 2.3b Use of Standards-based Data in Grading Practices

Answered: 1 Skipped: 0



Answer Choices	Responses
1) Area of Need: Few, if any, instructional staff members base grades on progress toward meeting standards.	0.00% 0
2) Area of Concern: Some instructional staff members base grades on progress toward meeting standards.	100.00% 1
3) Meets Expectation: Most instructional staff members base grades on progress toward meeting standards.	0.00% 0
4) Exemplary: All instructional staff members base grades on progress toward meeting standards, and these practices have been explained to parents and students in a language they understand.	0.00% 0
Total	1

Q87 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q88 2.3c Reporting

Answered: 0 Skipped: 1

⚠ No matching responses.

Answer Choices	Responses
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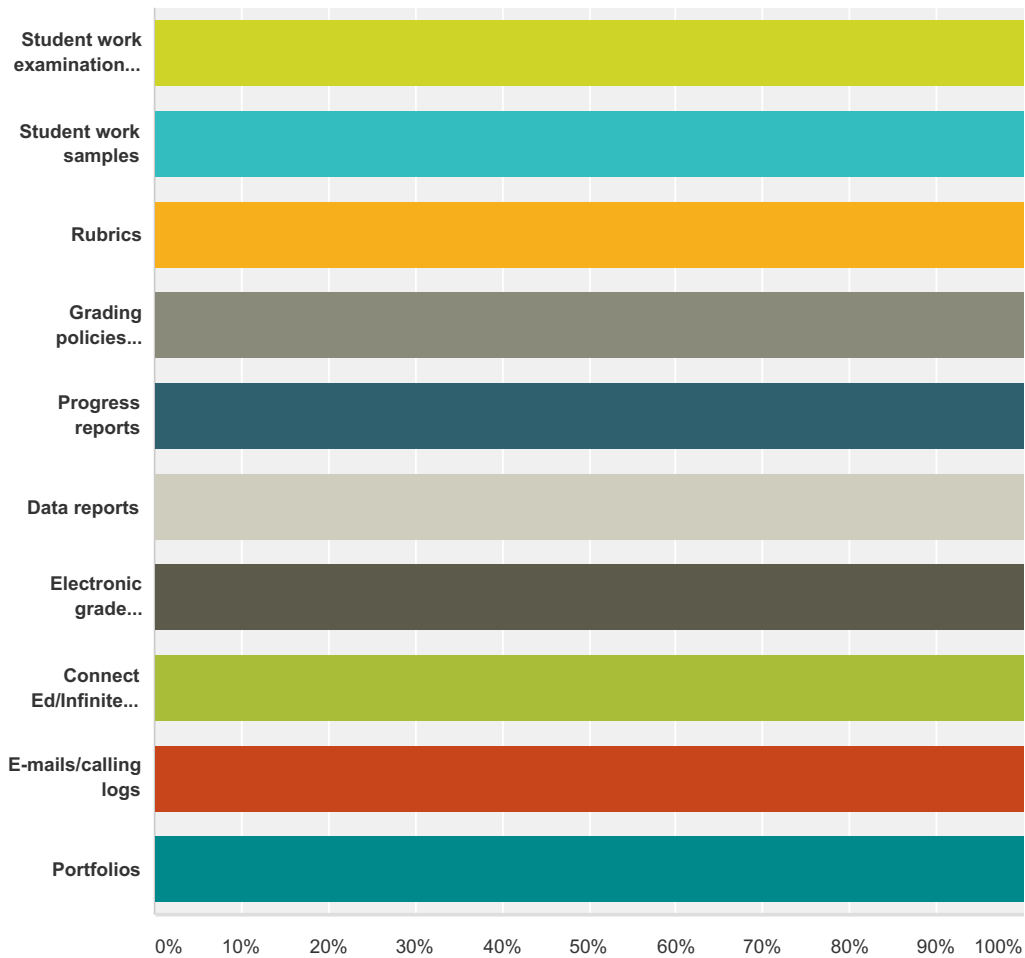
1) Area of Need: Few, if any, instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	0.00%	0
2) Area of Concern: Some instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	0.00%	0
3) Meets Expectation: Most instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	0.00%	0
4) All instructional staff members consistently implement a standards-based reporting system to inform students and parents of student academic progress.	0.00%	0
Total		0

Q89 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q90 Artifacts

Answered: 1 Skipped: 0

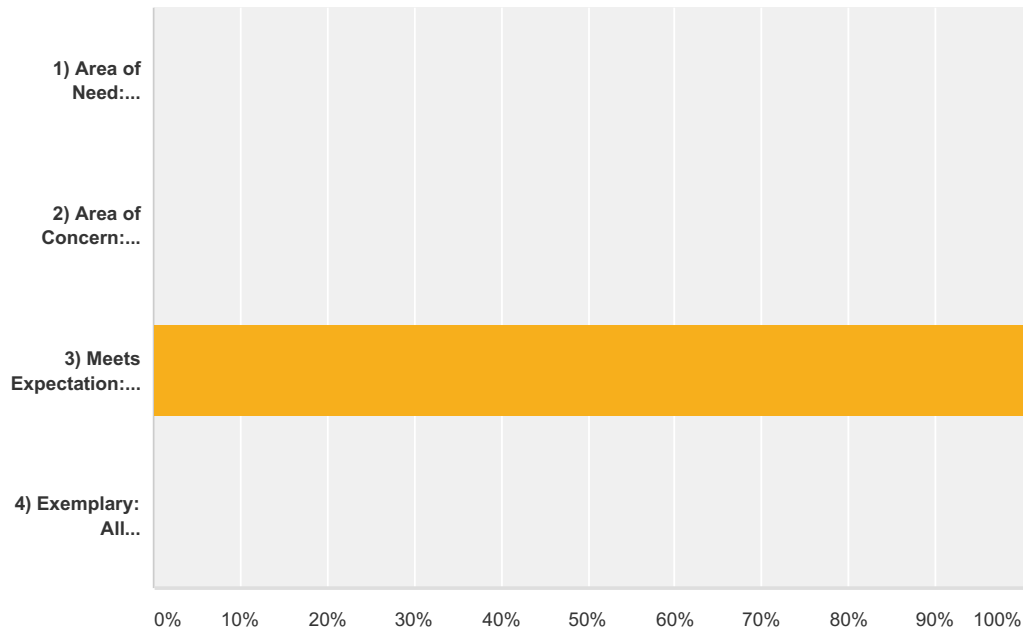


Answer Choices	Responses
Student work examination protocols	100.00% 1

Student work samples	100.00%	1
Rubrics	100.00%	1
Grading policies (school wide/district-wide)	100.00%	1
Progress reports	100.00%	1
Data reports	100.00%	1
Electronic grade books/progress reports	100.00%	1
Connect Ed/Infinite Campus	100.00%	1
E-mails/calling logs	100.00%	1
Portfolios	100.00%	1
Total Respondents: 1		

Q91 2.4a Frequency

Answered: 1 Skipped: 0



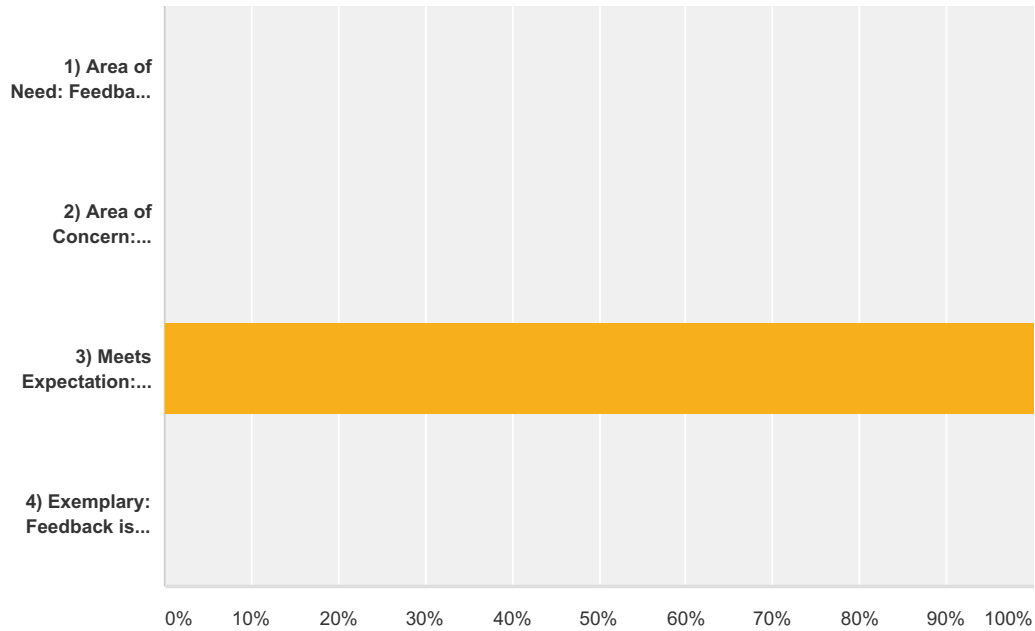
Answer Choices	Responses
1) Area of Need: Instructional staff members rarely provide feedback to students on their performance.	0.00% 0
2) Area of Concern: Instructional staff members occasionally provide feedback to students to help them improve their performance.	0.00% 0
3) Meets Expectation: Instructional staff members provide feedback on an ongoing basis to all students to help them improve their academic performance.	100.00% 1
4) Exemplary: All instructional staff members consistently provide feedback to all students to help them improve their academic performance and ensures that students understand the feedback.	0.00% 0
Total	1

Q92 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q93 2.4b Specific, Timely and Constructive

Answered: 1 Skipped: 0



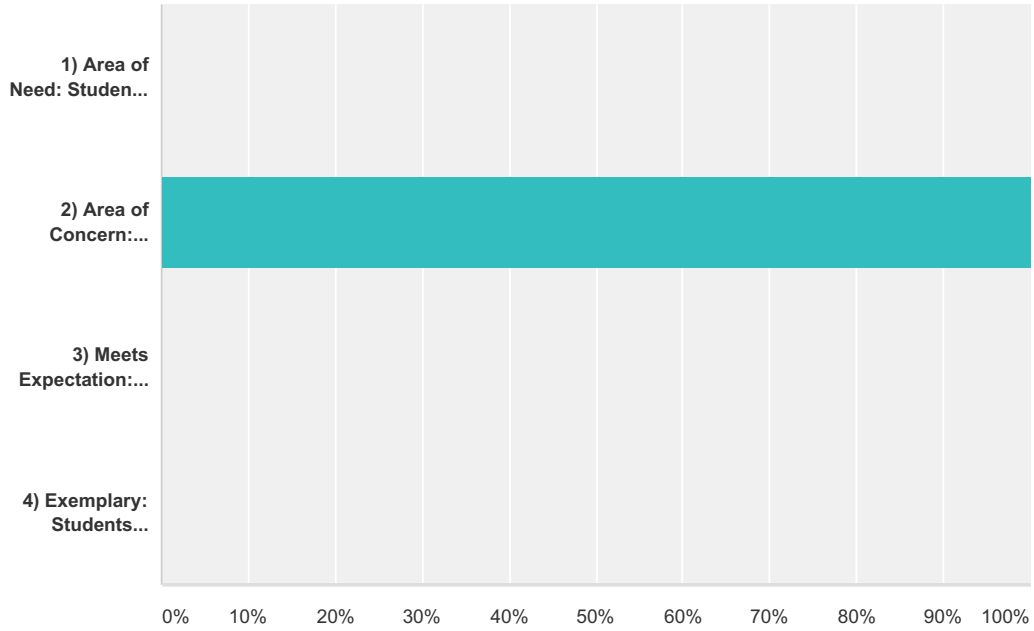
Answer Choices	Responses
1) Area of Need: Feedback provided to students may not be specific or timely and is not understood by students as constructive in helping them improve their performance.	0.00% 0
2) Area of Concern: Feedback provided to students is specific and timely but is not understood by students as constructive in helping them improve their performance.	0.00% 0
3) Meets Expectation: Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance.	100.00% 1
4) Exemplary: Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance. Both instructional staff and peers provide feedback.	0.00% 0
Total	1

Q94 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q95 2.4c Use of Feedback

Answered: 1 Skipped: 0



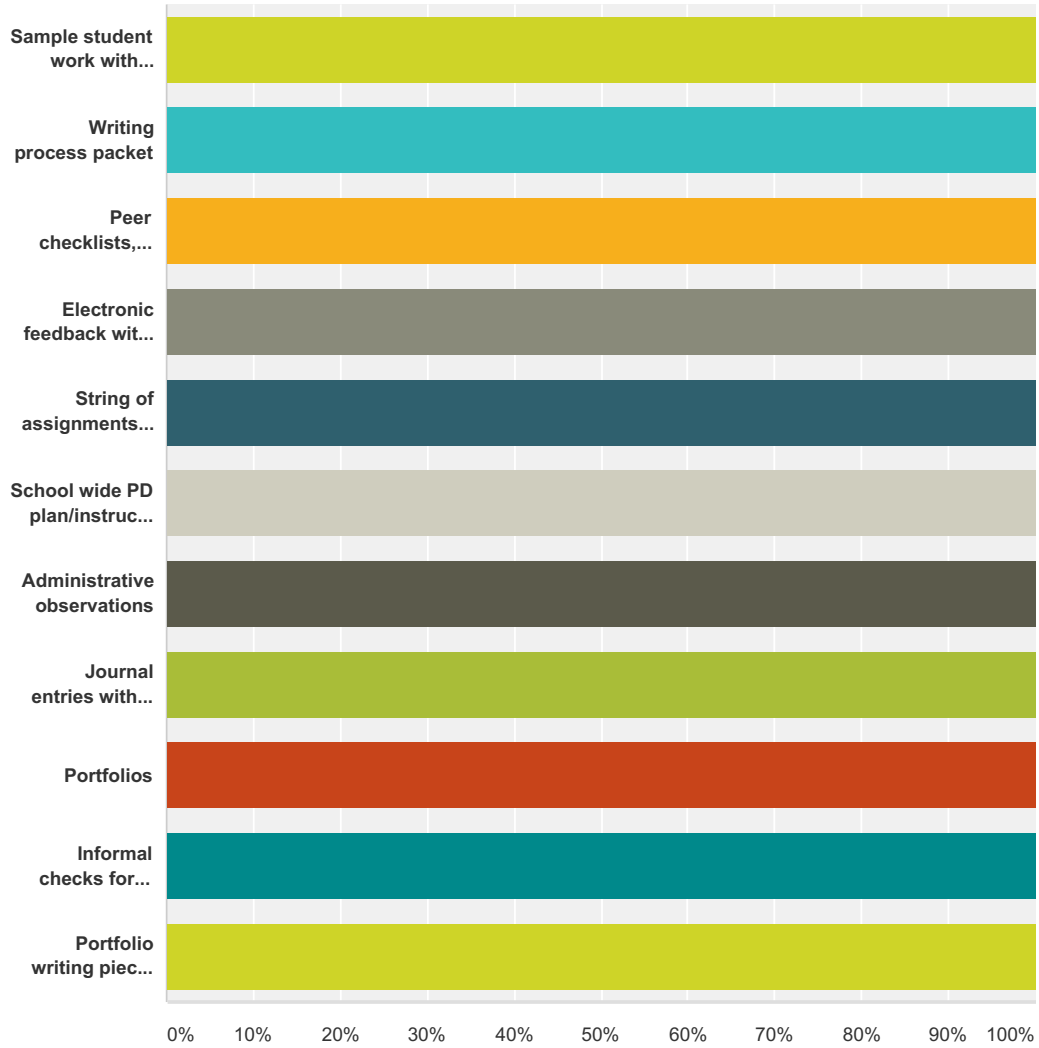
Answer Choices	Responses
1) Area of Need: Students rarely use feedback to improve their performance.	0.00% 0
2) Area of Concern: Students occasionally use feedback to improve their performance.	100.00% 1
3) Meets Expectation: Students regularly use the feedback to improve their performance.	0.00% 0
4) Exemplary: Students regularly use feedback to improve their performance, and instructional staff monitors the effectiveness of the feedback supplied to students and make adjustments to the feedback as needed.	0.00% 0
Total	1

Q96 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q97 Artifacts

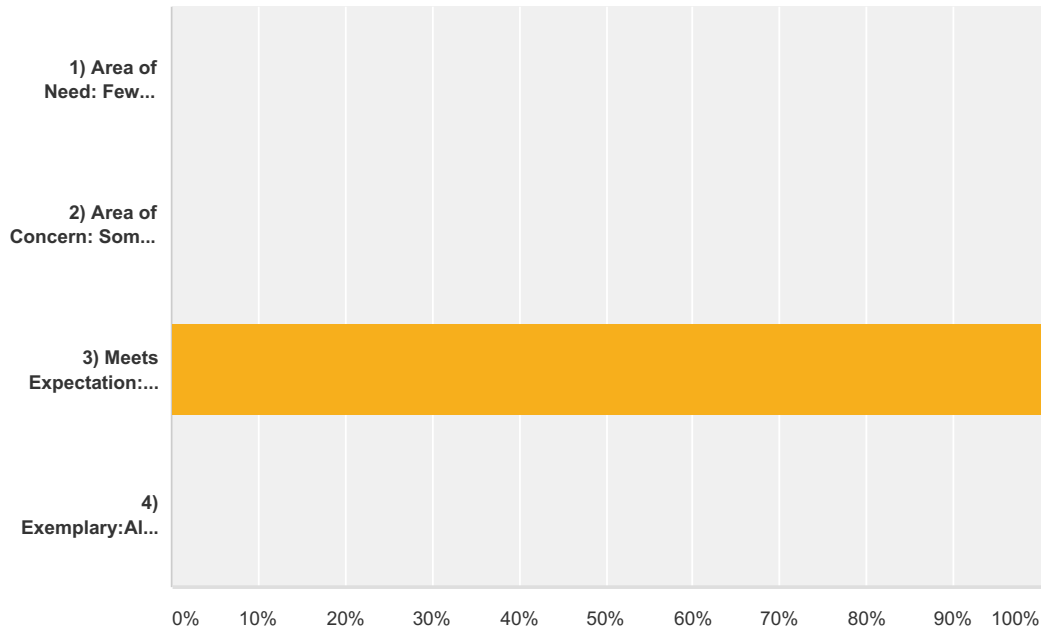
Answered: 1 Skipped: 0



Answer Choices	Responses
Sample student work with feedback and/or student reflection	100.00% 1
Writing process packet	100.00% 1
Peer checklists, rubrics, reviews	100.00% 1
Electronic feedback with date stamp feature	100.00% 1
String of assignments showing re-teach-feedback-growth cycle	100.00% 1
School wide PD plan/instructional PD materials	100.00% 1
Administrative observations	100.00% 1
Journal entries with student reflection	100.00% 1
Portfolios	100.00% 1
Informal checks for understanding (thumbs-up, activ-vote, signals, etc.)	100.00% 1
Portfolio writing pieces demonstrating multiple drafts with feedback	100.00% 1
Total Respondents: 1	

Q98 3.1a Beliefs

Answered: 1 Skipped: 0



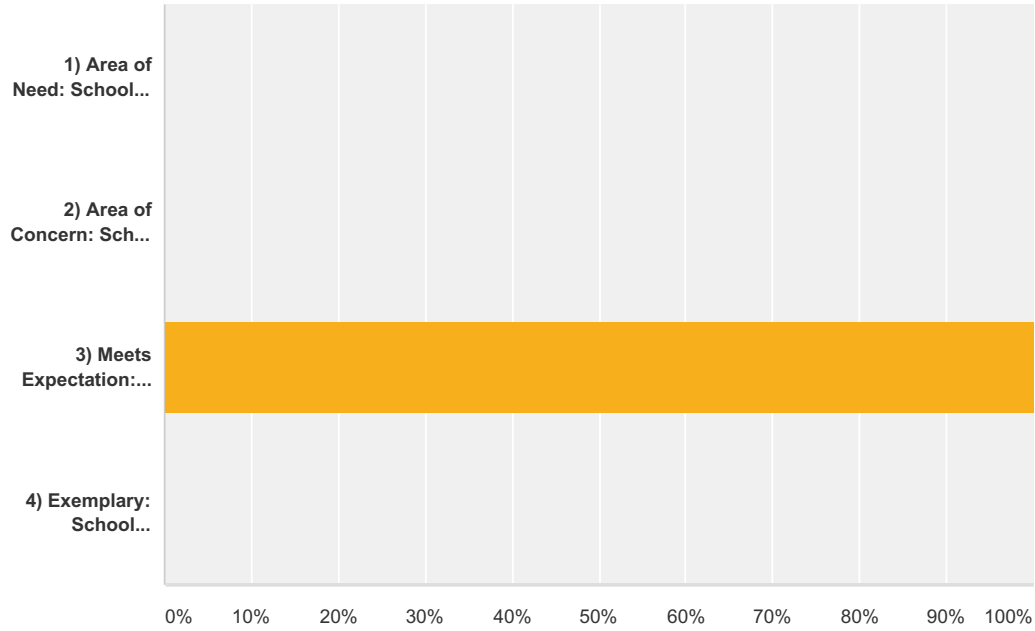
Answer Choices	Responses
1) Area of Need: Few instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	0.00% 0
2) Area of Concern: Some instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	0.00% 0
3) Meets Expectation: Most instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	100.00% 1
4) Exemplary:All instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status. All students know they are expected to reach proficiency and believe they can.	0.00% 0
Total	1

Q99 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q100 3.1b Communication

Answered: 1 Skipped: 0



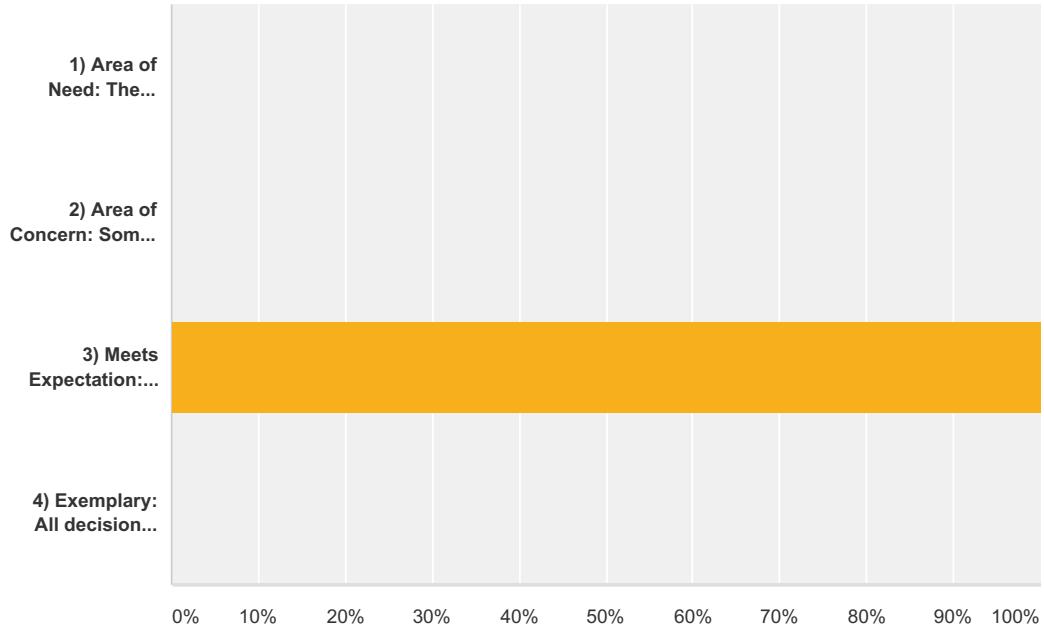
Answer Choices	Responses
1) Area of Need: School administration makes little effort to communicate the shared vision and mission.	0.00% 0
2) Area of Concern: School administration communicates the shared vision and mission to staff in limited ways.	0.00% 0
3) Meets Expectation: School leadership communicates the shared mission and vision to entire school community in several ways.	100.00% 1
4) Exemplary: School leadership communicates the shared mission and vision to the entire school community in several ways and the community can articulate the vision and mission.	0.00% 0
Total	1

Q101 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q102 3.1c Implementation

Answered: 1 Skipped: 0



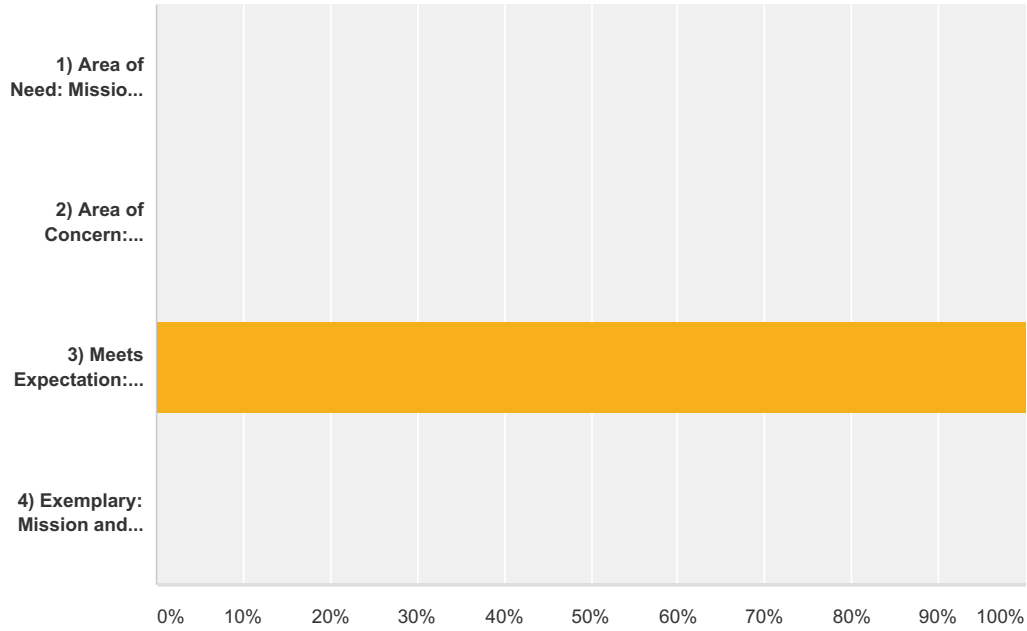
Answer Choices	Responses
1) Area of Need: The mission and vision statement does not guide decisions that impact the school academically.	0.00% 0
2) Area of Concern: Some decisions that impact the school academically are guided by the mission and vision statement.	0.00% 0
3) Meets Expectation: Most decisions that impact the school academically are guided by the mission and vision statement.	100.00% 1
4) Exemplary: All decisions that impact the school are guided by the mission and vision statement.	0.00% 0
Total	1

Q103 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q104 3.1d Revision

Answered: 1 Skipped: 0



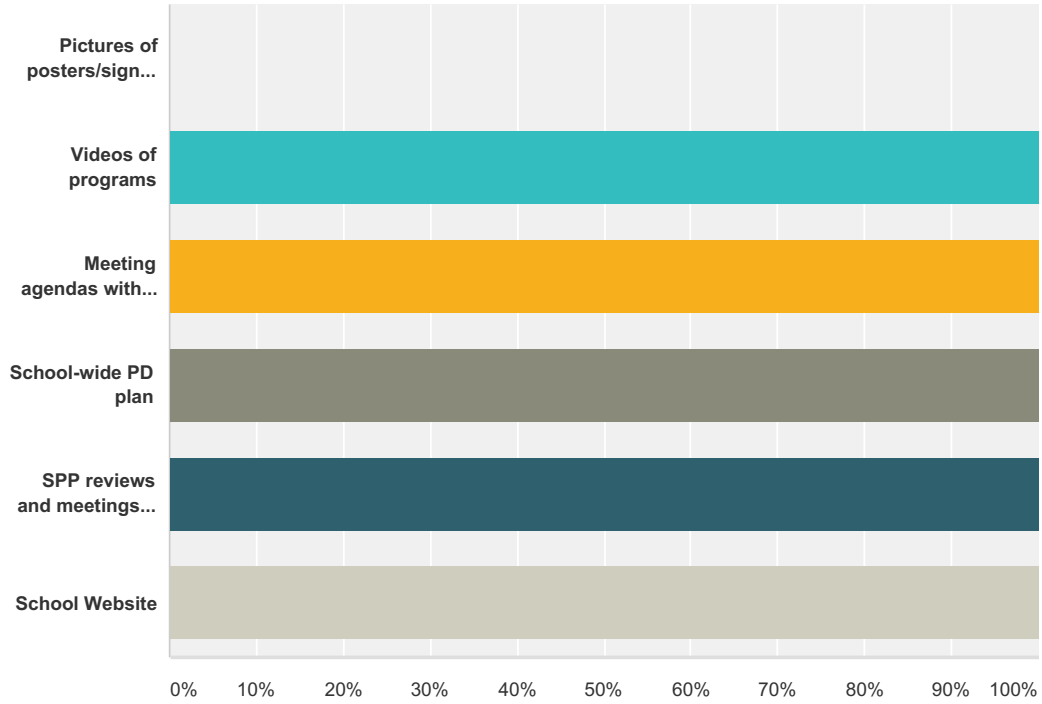
Answer Choices	Responses
1) Area of Need: Mission and vision statements have not been reviewed or revised within the last few years.	0.00% 0
2) Area of Concern: Mission and vision statements are reviewed only when the district or another entity requires them to be reviewed, and are revised with input from some staff.	0.00% 0
3) Meets Expectation: Mission and vision statements are reviewed at least annually and revised as necessary with input from all staff.	100.00% 1
4) Exemplary: Mission and vision statements are reviewed at least annually and revised as necessary with input from multiple internal and external stakeholders.	0.00% 0
Total	1

Q105 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q106 Artifacts

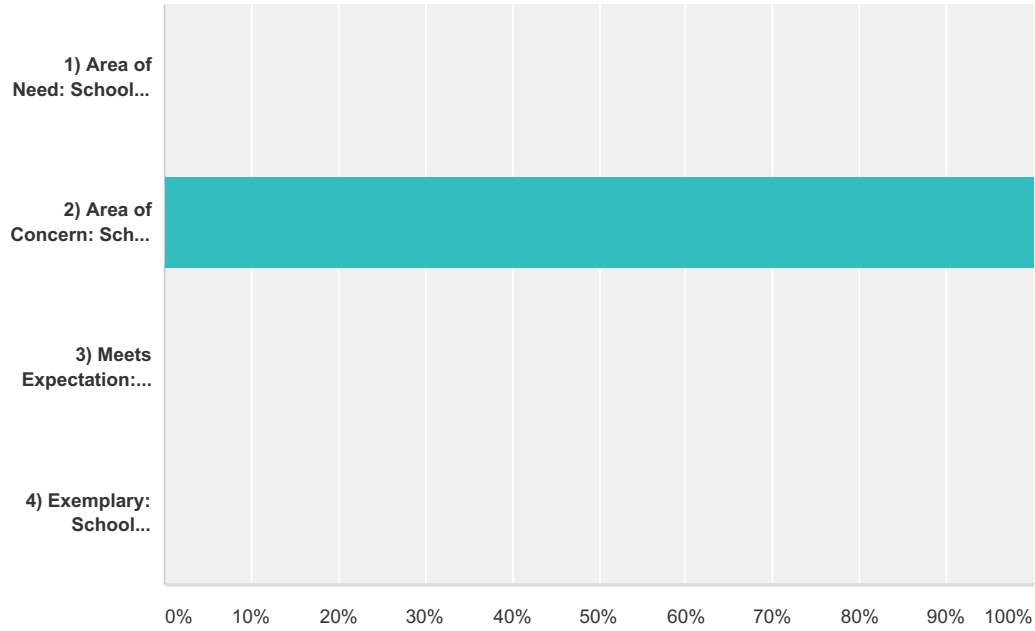
Answered: 1 Skipped: 0



Answer Choices	Responses
Pictures of posters/signs in halls and classrooms	0.00% 0
Videos of programs	100.00% 1
Meeting agendas with mission/vision printed or where addressed	100.00% 1
School-wide PD plan	100.00% 1
SPP reviews and meetings - agenda and minutes	100.00% 1
School Website	100.00% 1
Total Respondents: 1	

Q107 3.2a Leadership

Answered: 1 Skipped: 0



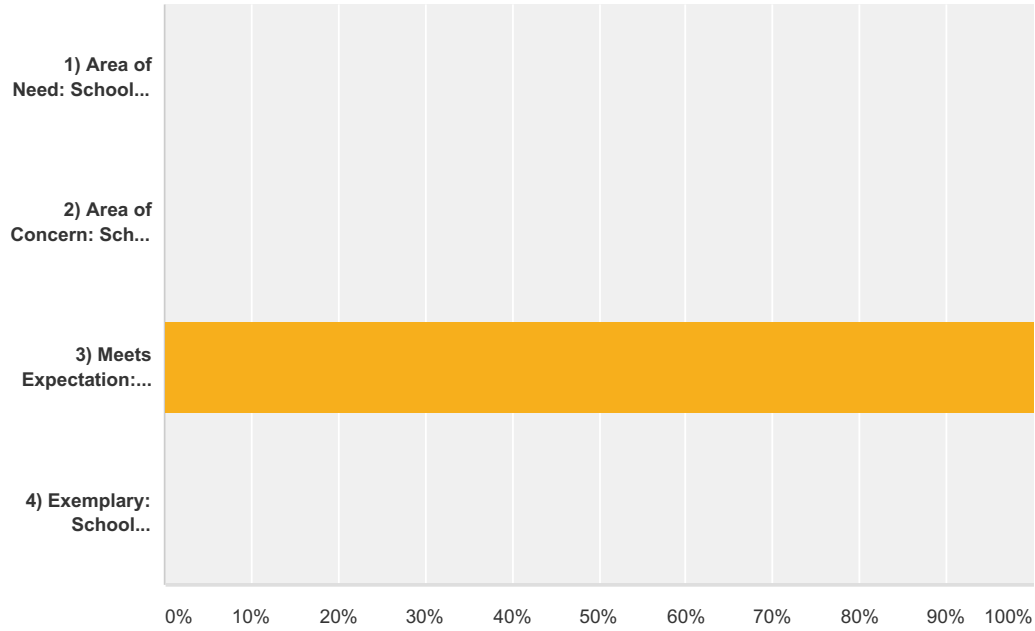
Answer Choices	Responses
1) Area of Need: School administration makes little or no effort to establish a school improvement planning team.	0.00% 0
2) Area of Concern: School administration provides some limited leadership throughout the school improvement process. A school improvement planning/leadership team exists but is not fully functional.	100.00% 1
3) Meets Expectation: School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school improvement planning/leadership team.	0.00% 0
4) Exemplary: School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school improvement planning/leadership team. All staff is invited to provide additional input or feedback.	0.00% 0
Total	1

Q108 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q109 3.2b Planning

Answered: 1 Skipped: 0



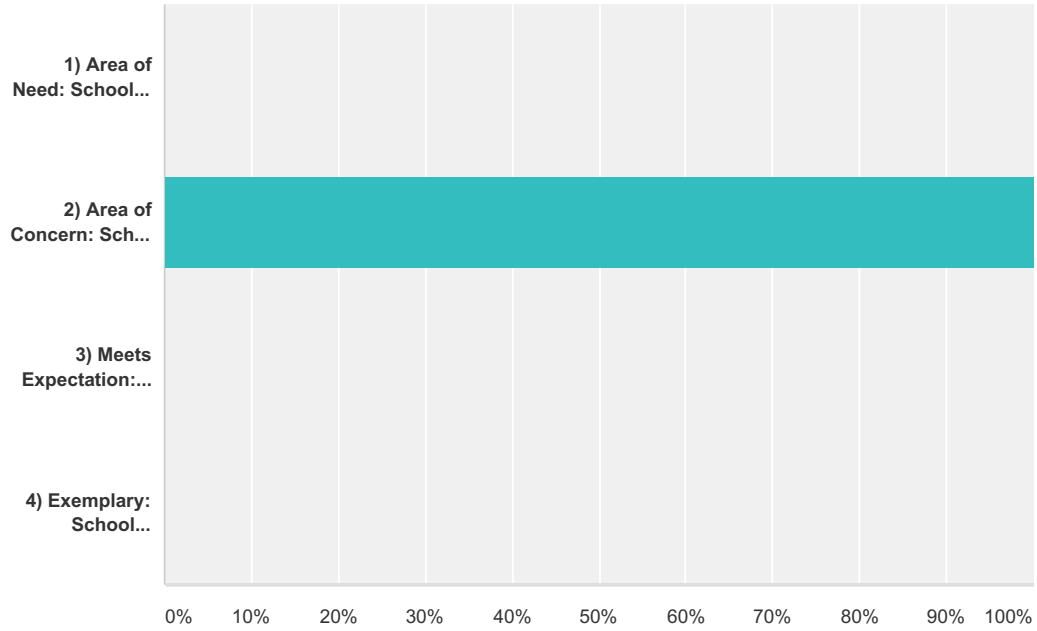
Answer Choices	Responses
1) Area of Need: School administration makes little or no effort to establish a school improvement planning team.	0.00% 0
2) Area of Concern: School administration provides some limited leadership throughout the school improvement process. A school improvement planning/leadership team exists but is not fully functional.	0.00% 0
3) Meets Expectation: School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school improvement planning/leadership team.	100.00% 1
4) Exemplary: School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school improvement planning/leadership team. All staff is invited to provide additional input or feedback.	0.00% 0
Total	1

Q110 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q111 3.2c Implementation and Monitoring

Answered: 1 Skipped: 0



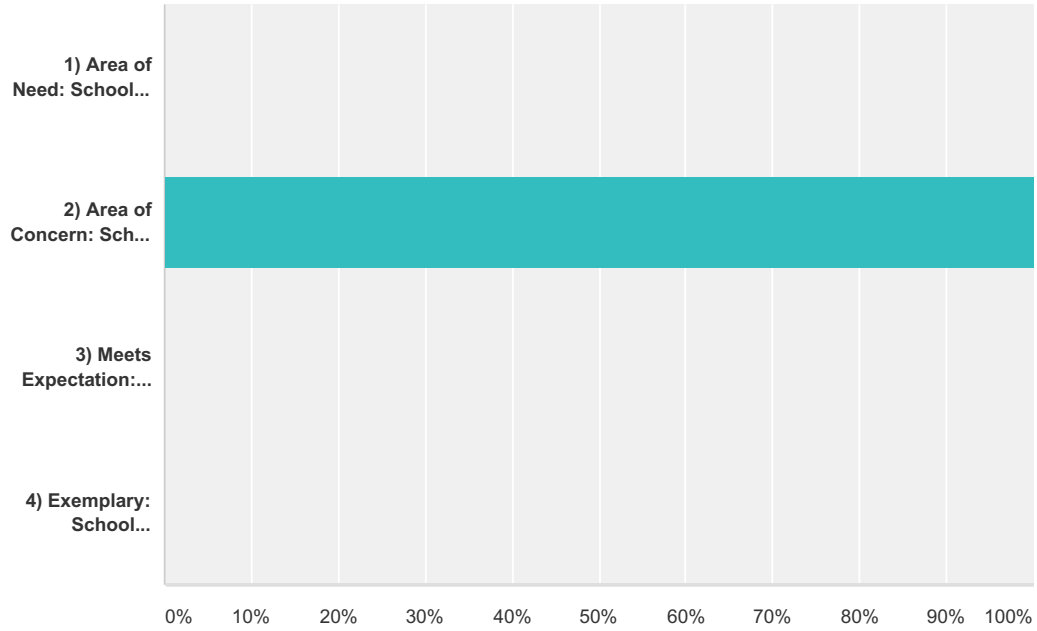
Answer Choices	Responses
1) Area of Need: School leadership does not require or monitor implementation of the school improvement plan.	0.00% 0
2) Area of Concern: School leadership informs staff of the improvement plan and asks them to implement, but does not monitor implementation.	100.00% 1
3) Meets Expectation: School leadership informs all staff of the improvement plan, ensures that all staff implements the plan, and monitors implementation on a regular basis.	0.00% 0
4) Exemplary: School leadership informs all stakeholders of the improvement plan, discusses individual roles and responsibilities in its success, monitors and evaluates implementation on a regular basis, and regularly discusses needed revisions with all stakeholders.	0.00% 0
Total	1

Q112 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q113 3.2d Sustained Support

Answered: 1 Skipped: 0



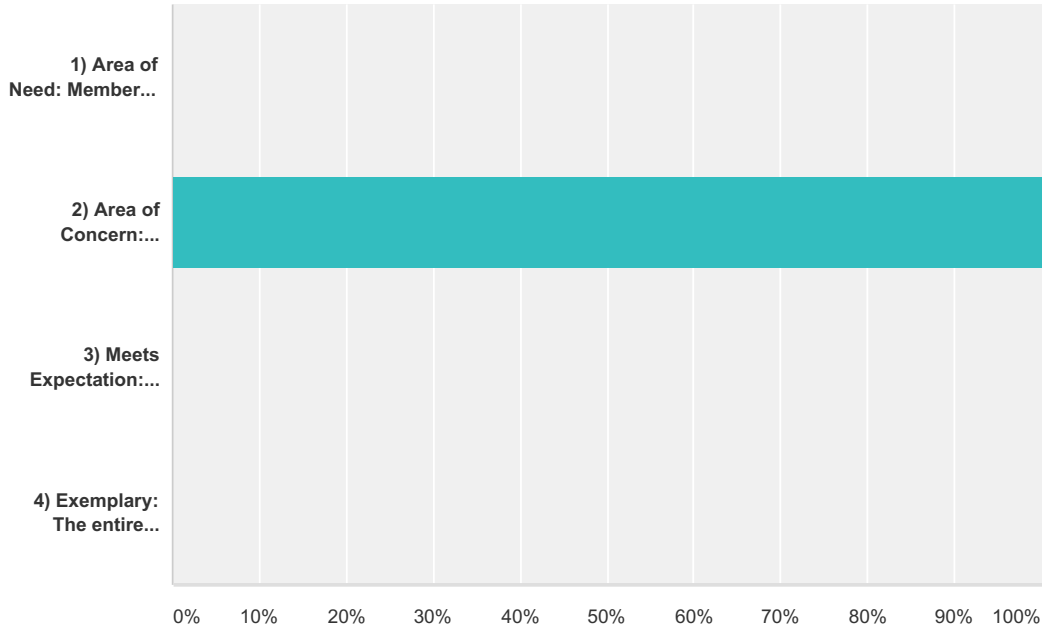
Answer Choices	Responses
1) Area of Need: School leadership makes few resources (time, training, or personnel) available for the school improvement process.	0.00% 0
2) Area of Concern: School leadership makes some resources (time, training, or personnel) available for the school improvement process.	100.00% 1
3) Meets Expectation: School leadership makes appropriate resources (time, training, and personnel) available for the school improvement process.	0.00% 0
4) Exemplary: School leadership makes resources (time, training, personnel, facilities, or money) available for the school improvement process and places a high priority on the improvement process.	0.00% 0
Total	1

Q114 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q115 3.2e Recognition

Answered: 1 Skipped: 0



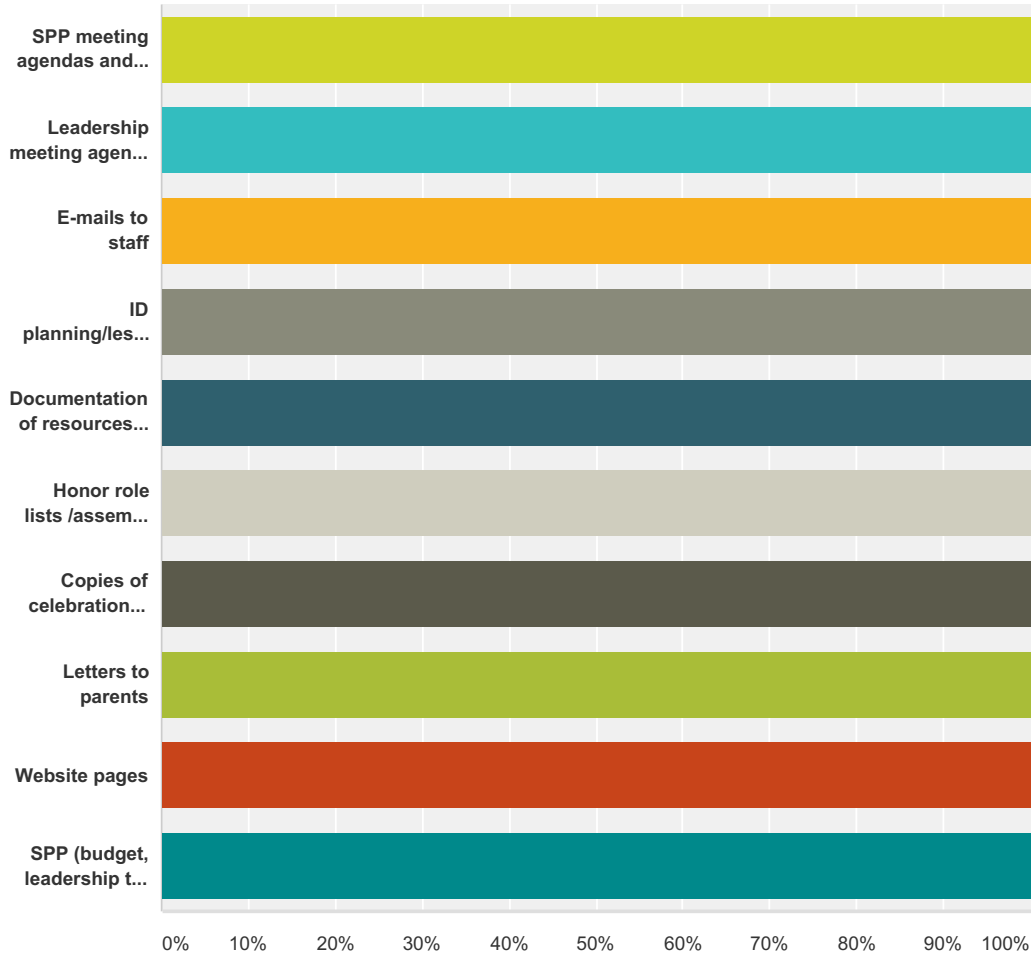
Answer Choices	Responses
1) Area of Need: Members of the school community seldom celebrate student academic success.	0.00% 0
2) Area of Concern: Members of the school community periodically celebrate student academic success.	100.00% 1
3) Meets Expectation: The entire school community celebrates student academic success throughout the year.	0.00% 0
4) Exemplary: The entire community acknowledges and publicly celebrates student academic success throughout the year.	0.00% 0
Total	1

Q116 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q117 Artifacts

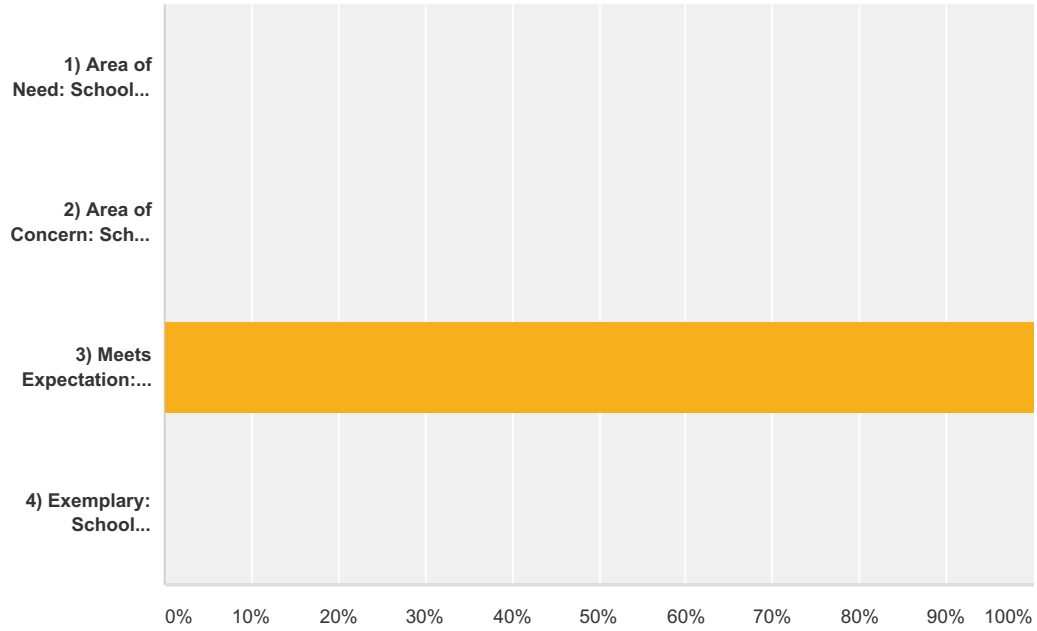
Answered: 1 Skipped: 0



Answer Choices	Responses
SPP meeting agendas and minutes	100.00% 1
Leadership meeting agendas and minutes	100.00% 1
E-mails to staff	100.00% 1
ID planning/lessons	100.00% 1
Documentation of resources used	100.00% 1
Honor role lists /assembly programs	100.00% 1
Copies of celebration documents	100.00% 1
Letters to parents	100.00% 1
Website pages	100.00% 1
SPP (budget, leadership team action items and plans to celebrate success)	100.00% 1
Total Respondents: 1	

Q118 3.3a Expectations

Answered: 1 Skipped: 0



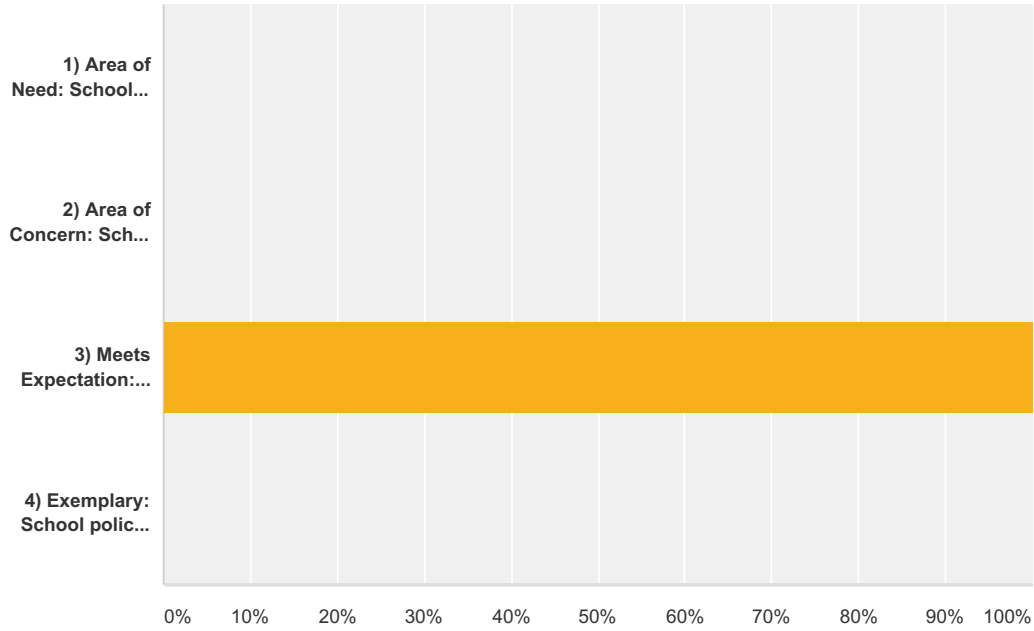
Answer Choices	Responses
1) Area of Need: School leadership rarely or never communicates expectations that all instructional staff will provide effective standards-based instruction.	0.00% 0
2) Area of Concern: School leadership occasionally communicates expectations that all instructional staff will provide effective standards-based instruction.	0.00% 0
3) Meets Expectation: School leadership routinely communicates expectations that all instructional staff will provide effective standards-based instruction.	100.00% 1
4) Exemplary: School leadership routinely communicates expectations that all school staff will provide effective standards-based instruction and models the expectation that staff stay current on research on effective instruction.	0.00% 0
Total	1

Q119 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q120 3.3b Policies and Procedures

Answered: 1 Skipped: 0



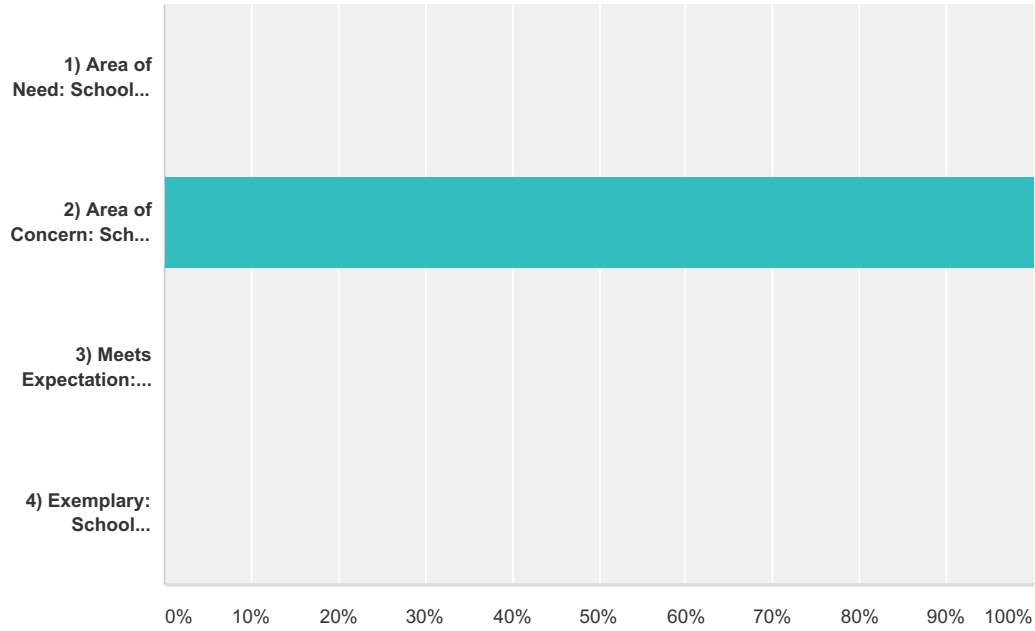
Answer Choices	Responses
1) Area of Need: School policies and procedures do not emphasize the importance of effective instruction.	0.00% 0
2) Area of Concern: School policies and procedures emphasize the importance of effective instruction, but leadership does not always follow the policies and procedures.	0.00% 0
3) Meets Expectation: School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures.	100.00% 1
4) Exemplary: School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures. Policies and procedures are routinely reviewed and revised as needed to strengthen the emphasis and clarify expectations.	0.00% 0
Total	1

Q121 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q122 3.3c Assignment

Answered: 1 Skipped: 0



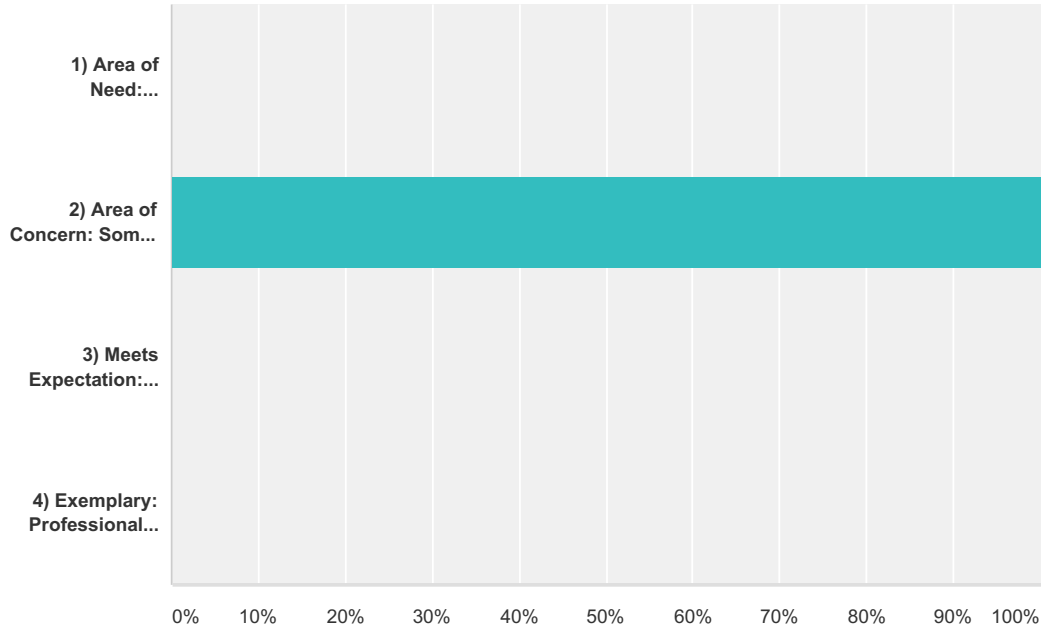
Answer Choices	Responses
1) Area of Need: School leadership assigns teachers based on teacher selection, schedules, and/or class size policies without regard to the teacher's Highly Qualified status.	0.00% 0
2) Area of Concern: School leadership assigns most teachers to classes for which they are Highly Qualified.	100.00% 1
3) Meets Expectation: School leadership assigns all teachers to classes for which they are Highly Qualified.	0.00% 0
4) Exemplary: School leadership assigns Highly Qualified teachers based on the teachers' proven effectiveness and abilities to match with specific student needs (i.e., bilingual teachers).	0.00% 0
Total	1

Q123 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q124 3.3d Sustained Support

Answered: 1 Skipped: 0



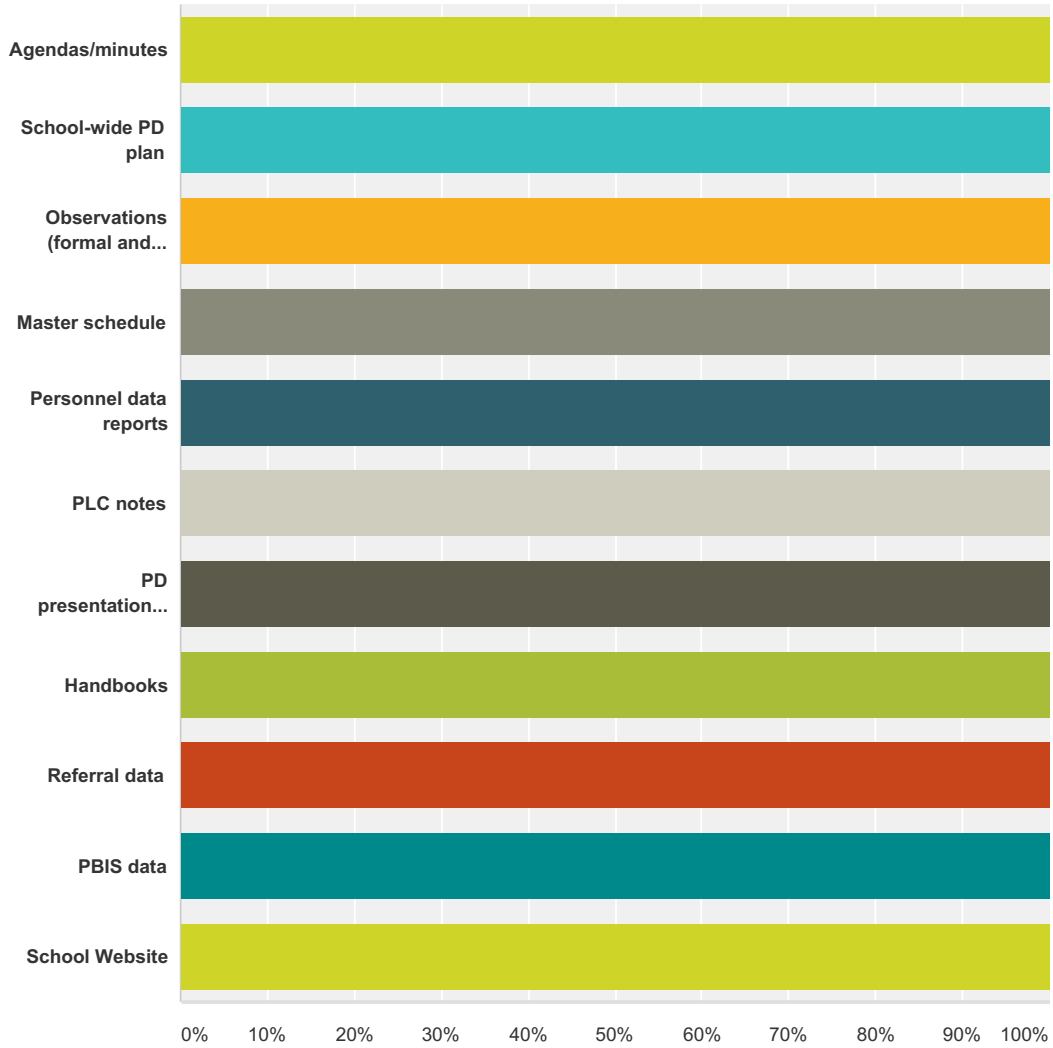
Answer Choices	Responses
1) Area of Need: Professional development demonstrates little or no focus on instruction.	0.00% 0
2) Area of Concern: Some professional development is provided to address effective instruction, but the forms of professional development may not be varied and/or the professional development may not be specifically designed to meet the instructional needs of staff.	100.00% 1
3) Meets Expectation: Multiple forms of professional development, including coaching and mentoring, are provided to address effective instruction. The professional development is aligned with established expectations and is designed to meet the needs of instructional staff.	0.00% 0
4) Exemplary: Professional development, including coaching, mentoring, and other ongoing support, is aligned with established expectations. Professional Development reflects current research, and is designed to meet the needs of all students and staff.	0.00% 0
Total	1

Q125 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q126 Artifacts

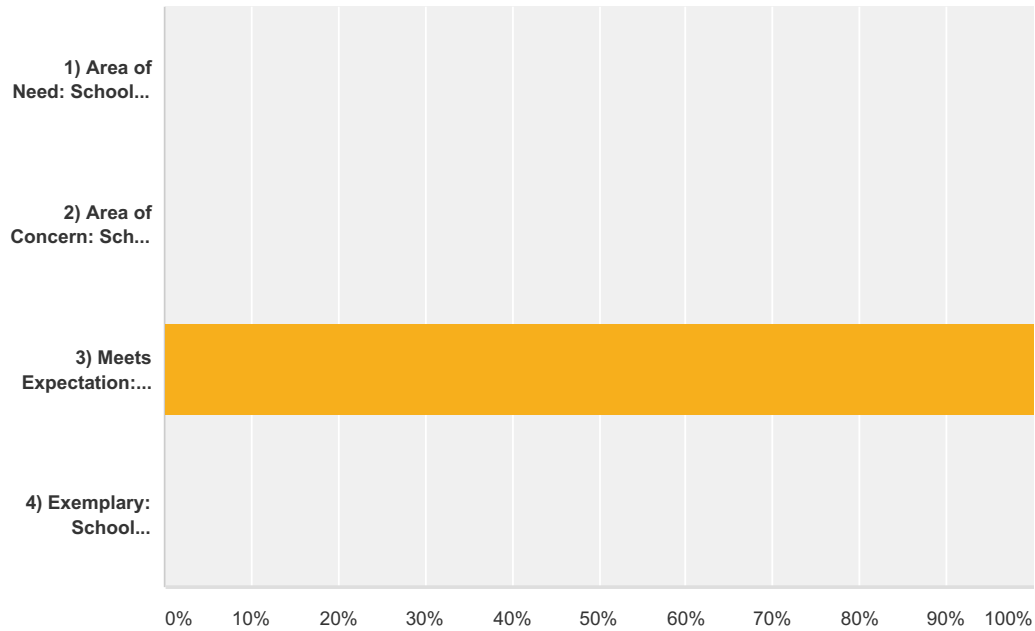
Answered: 1 Skipped: 0



Answer Choices	Responses
Agendas/minutes	100.00% 1
School-wide PD plan	100.00% 1
Observations (formal and informal) with feedback	100.00% 1
Master schedule	100.00% 1
Personnel data reports	100.00% 1
PLC notes	100.00% 1
PD presentation materials, agendas, and evaluations	100.00% 1
Handbooks	100.00% 1
Referral data	100.00% 1
PBIS data	100.00% 1
School Website	100.00% 1
Total Respondents: 1	

Q127 3.4a Monitoring

Answered: 1 Skipped: 0



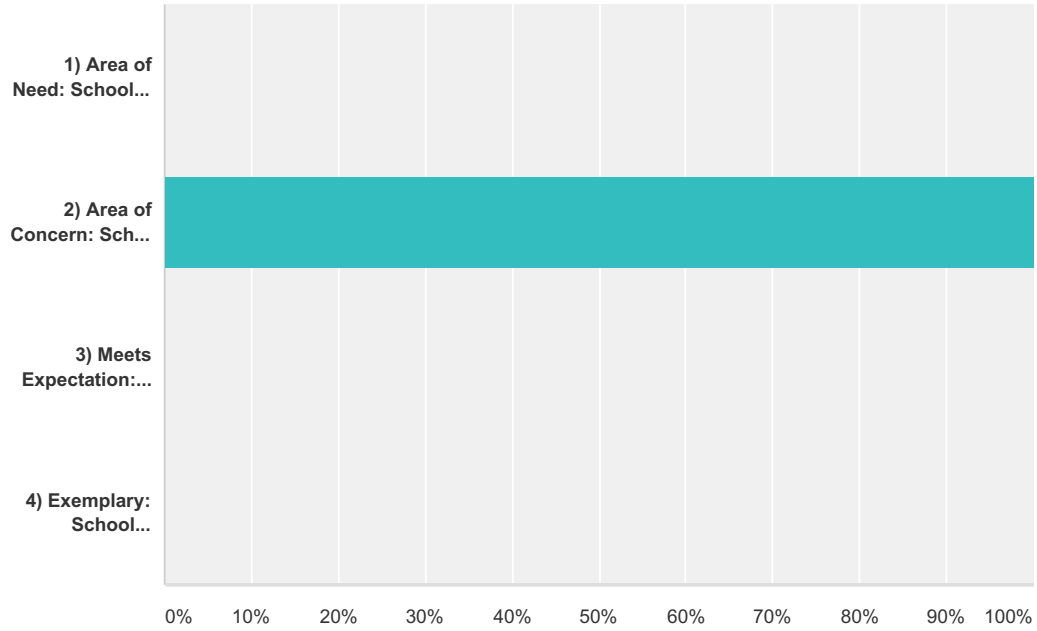
Answer Choices	Responses
1) Area of Need: School leadership monitors the behavior of teachers using the district teacher evaluation instrument but little consideration is given to the effectiveness of teachers.	0.00% 0
2) Area of Concern: School leadership monitors the behavior of teachers using the district teacher evaluation instrument.	0.00% 0
3) Meets Expectation: School leadership systematically monitors the effectiveness of teachers using explicit criteria.	100.00% 1
4) Exemplary: School leadership systematically monitors the effectiveness of teachers both formally and informally using explicit criteria and provides useful feedback that result in improved practice.	0.00% 0
Total	1

Q128 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q129 3.4b Monitoring Standards-based Instruction

Answered: 1 Skipped: 0



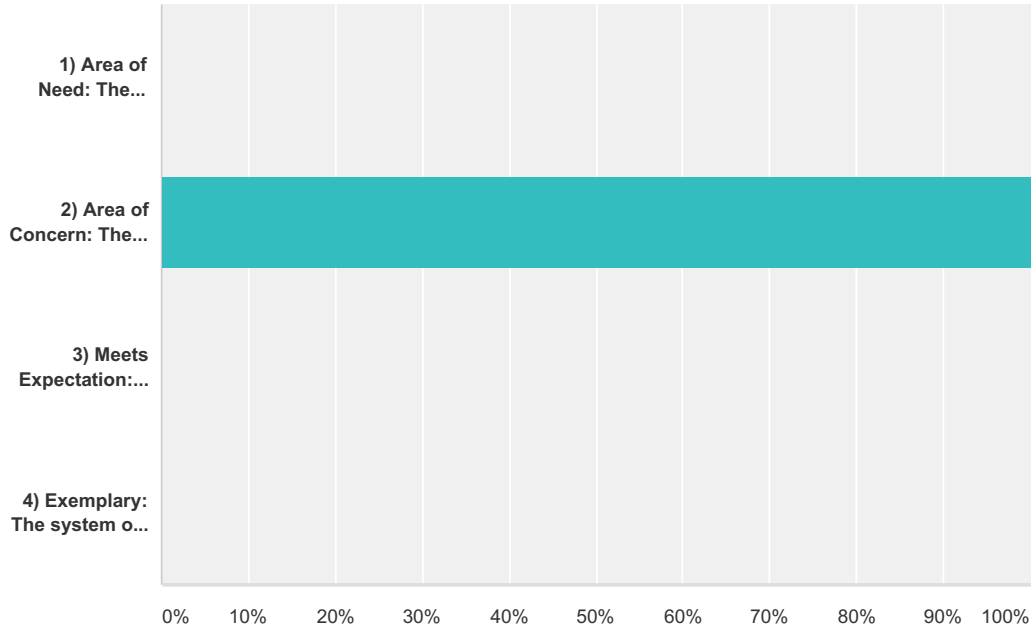
Answer Choices	Responses
1) Area of Need: School leadership rarely monitors the implementation of standards-based instruction.	0.00% 0
2) Area of Concern: School leadership provides some monitoring of the effectiveness of standards-based instruction.	100.00% 1
3) Meets Expectation: School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria.	0.00% 0
4) Exemplary: School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria, and makes adjustments accordingly.	0.00% 0
Total	1

Q130 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q131 3.4c Teacher Evaluation

Answered: 1 Skipped: 0



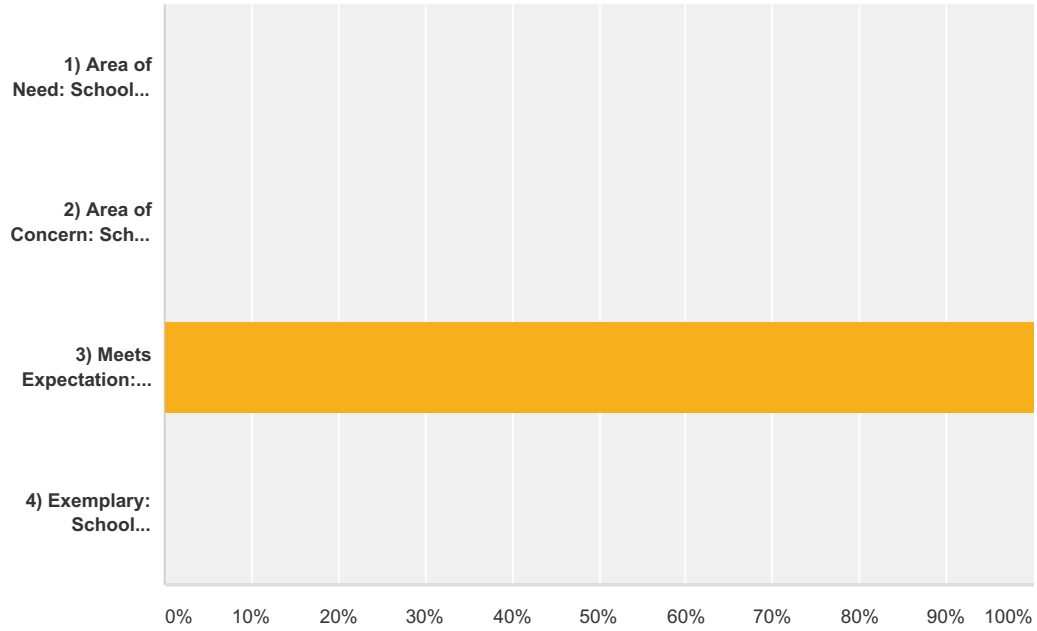
Answer Choices	Responses
1) Area of Need: The system of teacher evaluation does not hold instructional staff accountable for implementing the district curriculum or for delivering effective standards-based instruction.	0.00% 0
2) Area of Concern: The system of teacher evaluation holds instructional staff accountable for implementing the district curriculum, but may not hold all staff accountable for providing effective standards-based instruction.	100.00% 1
3) Meets Expectation: The system of teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and implementing the concepts that are introduced through professional development.	0.00% 0
4) Exemplary: The system of teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and refining the concepts that are introduced through professional development to match student need.	0.00% 0
Total	1

Q132 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q133 3.4d Feedback

Answered: 1 Skipped: 0



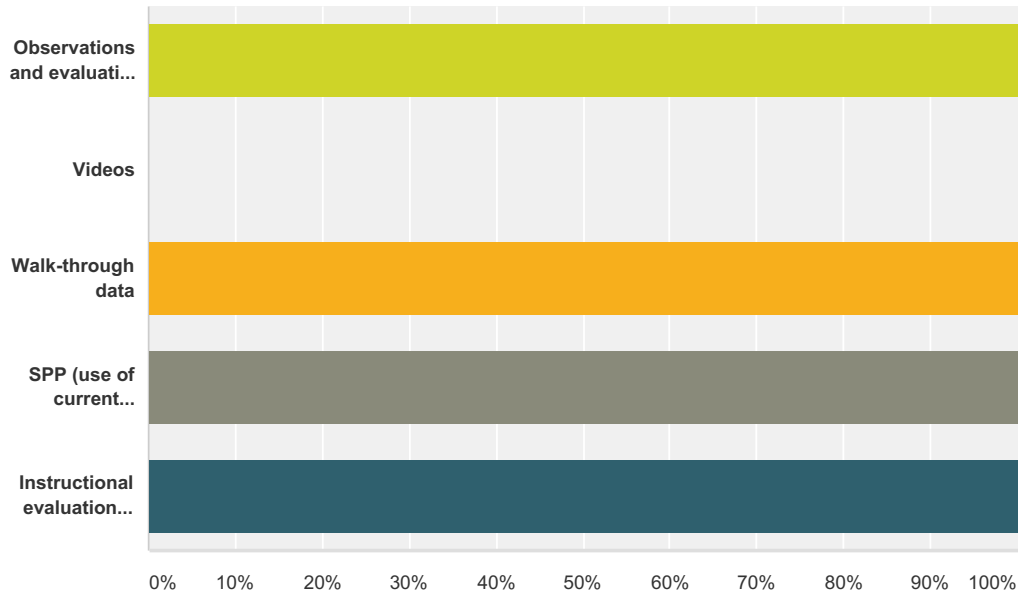
Answer Choices	Responses
1) Area of Need: School leadership provides little or no constructive feedback to instructional staff.	0.00% 0
2) Area of Concern: School leadership occasionally provides some constructive feedback to instructional staff.	0.00% 0
3) Meets Expectation: School leadership regularly provides constructive feedback to instructional staff regarding instructional effectiveness.	100.00% 1
4) Exemplary: School leadership regularly provides constructive feedback to instructional staff regarding instructional effectiveness and collaborates with instructional staff on how to effectively implement the feedback.	0.00% 0
Total	1

Q134 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q135 Artifacts

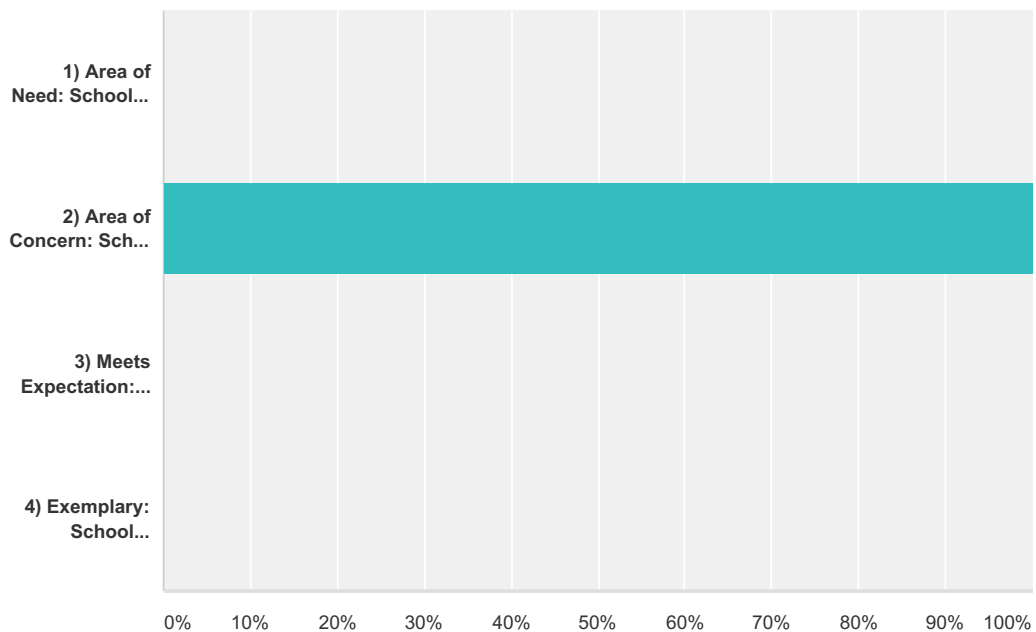
Answered: 1 Skipped: 0



Answer Choices	Responses
Observations and evaluations with feedback	100.00% 1
Videos	0.00% 0
Walk-through data	100.00% 1
SPP (use of current research)	100.00% 1
Instructional evaluation rubrics/forms	100.00% 1
Total Respondents: 1	

Q136 3.5a Budget Development

Answered: 1 Skipped: 0



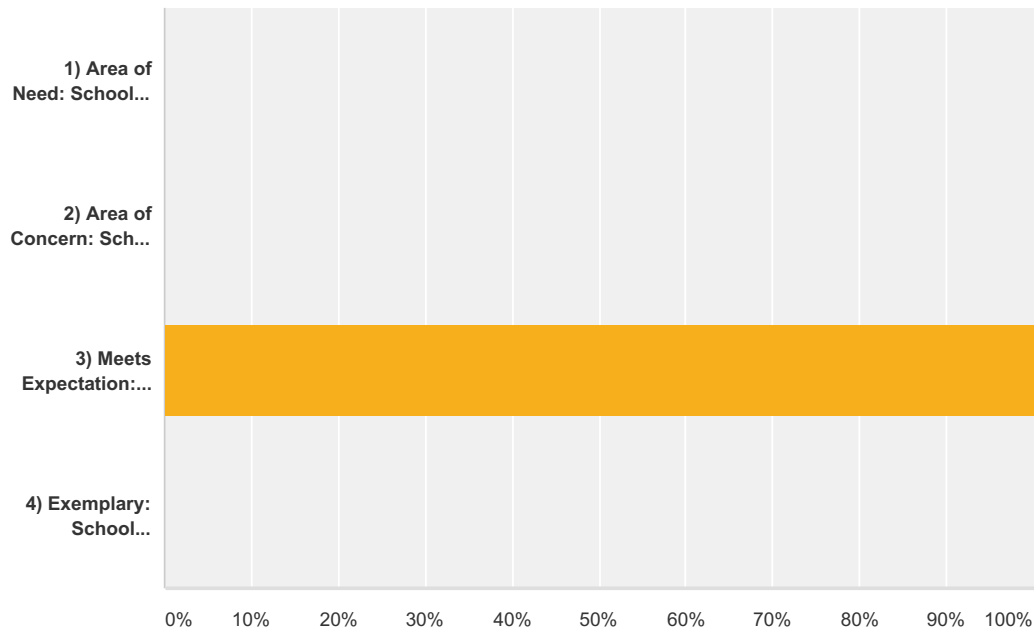
Answer Choices	Responses
1) Area of Need: School leadership does not have a comprehensive budgeting process for allocation of resources.	0.00% 0
2) Area of Concern: School leadership does not involve staff in the budgeting process for allocation of resources.	100.00% 1
3) Meets Expectation: School leadership involves staff in the budgeting process for allocation of resources.	0.00% 0
4) Exemplary: School leadership uses a comprehensive budgeting process that addresses fiscal resources, involves staff and communicates to the entire school community.	0.00% 0
Total	1

Q137 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q138 3.5b Resource Allocation

Answered: 1 Skipped: 0



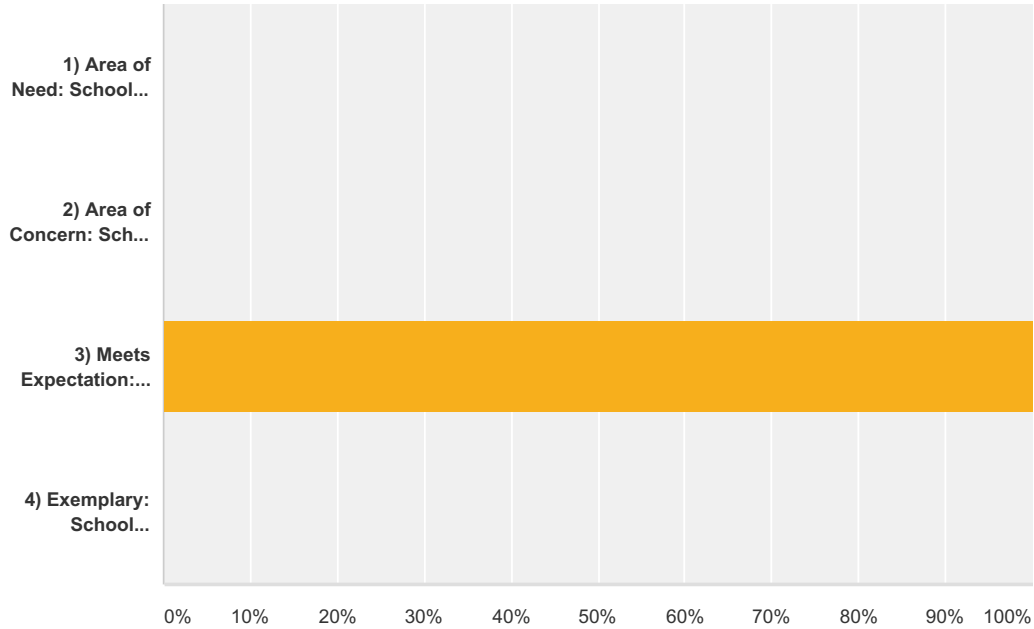
Answer Choices	Responses
1) Area of Need: School leadership does not take student achievement data into account when making budgetary decisions.	0.00% 0
2) Area of Concern: School leadership periodically refers to analysis of student achievement data in making some budgetary decisions, but does not consistently do so.	0.00% 0
3) Meets Expectation: School leadership consistently refers to analysis of student achievement data to make budgetary and resource allocation decisions.	100.00% 1
4) Exemplary: School leadership has a formal process for ensuring that budgetary and resource allocation decisions align to student achievement goals for all students and subgroups.	0.00% 0
Total	1

Q139 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q140 3.5c Managerial Duties

Answered: 1 Skipped: 0



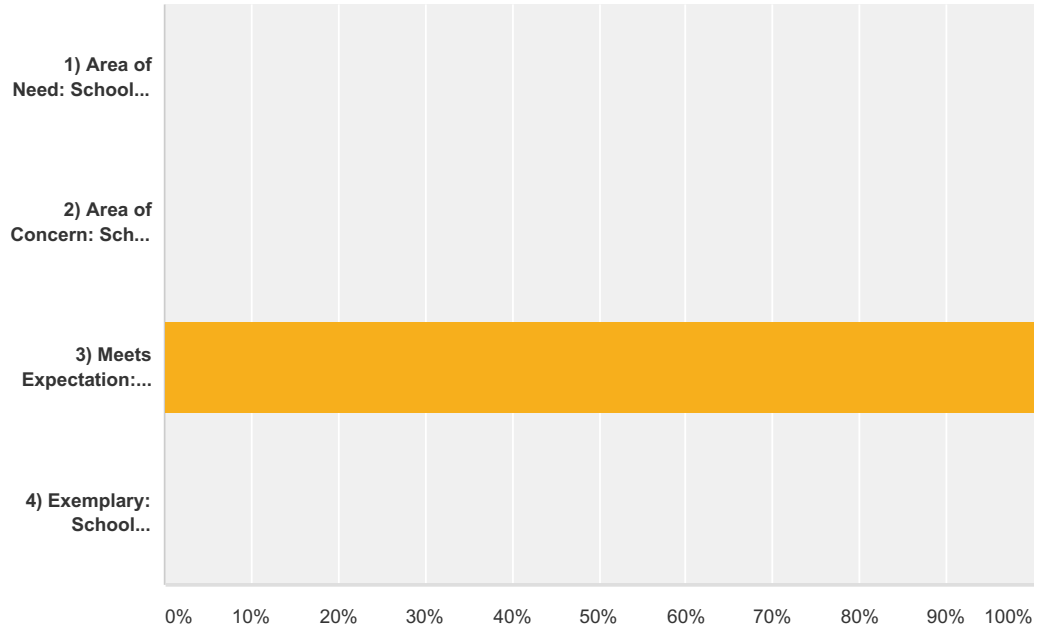
Answer Choices	Responses
1) Area of Need: School leadership does not demonstrate managerial responsibility for budget monitoring.	0.00% 0
2) Area of Concern: School leadership demonstrates limited managerial responsibility for budget monitoring and does not seek resources from outside sources.	0.00% 0
3) Meets Expectation: School leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks resources from outside sources.	100.00% 1
4) Exemplary: School leadership demonstrates managerial responsibility for budget monitoring and continuously seeks resources from outside sources.	0.00% 0
Total	1

Q141 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q142 3.5d Resource Acquisition

Answered: 1 Skipped: 0



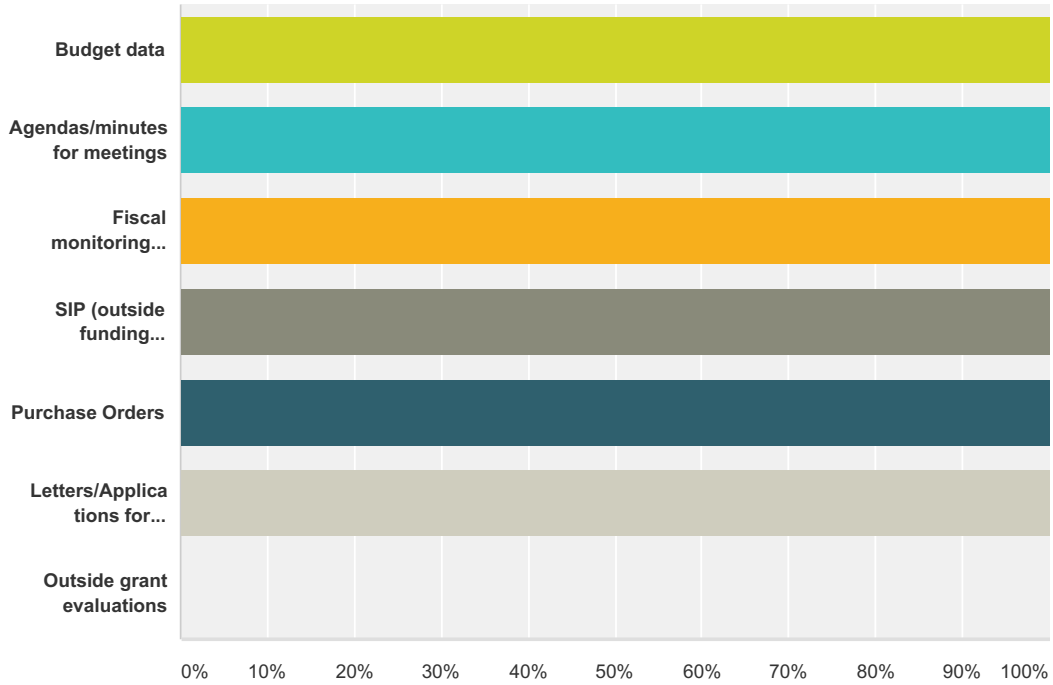
Answer Choices	Responses
1) Area of Need: School leadership has no process to support staff in acquiring resources from external sources.	0.00% 0
2) Area of Concern: School leadership provides limited support for staff in acquiring resources from external sources.	0.00% 0
3) Meets Expectation: School leadership supports staff in acquiring resources from external sources.	100.00% 1
4) Exemplary: School leadership actively assists staff in identifying and acquiring resources from external sources.	0.00% 0
Total	1

Q143 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q144 Artifacts

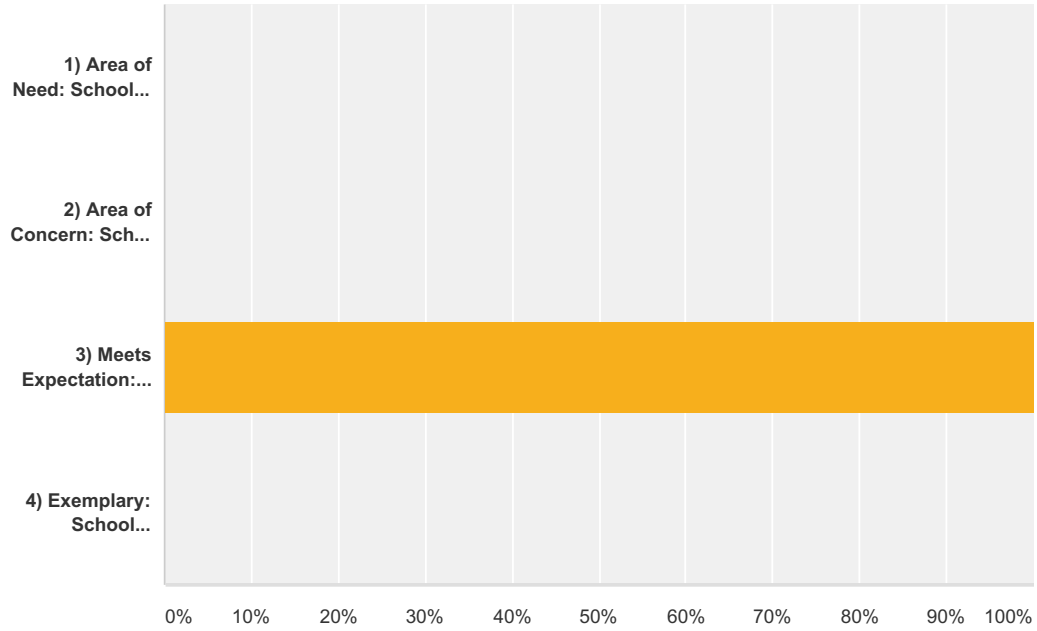
Answered: 1 Skipped: 0



Answer Choices	Responses
Budget data	100.00% 1
Agendas/minutes for meetings	100.00% 1
Fiscal monitoring reports or documentation of students data matched with expenditures	100.00% 1
SIP (outside funding sources/solutions	100.00% 1
Purchase Orders	100.00% 1
Letters/Applications for grants, etc.	100.00% 1
Outside grant evaluations	0.00% 0
Total Respondents: 1	

Q145 3.6a Time Allocation

Answered: 1 Skipped: 0



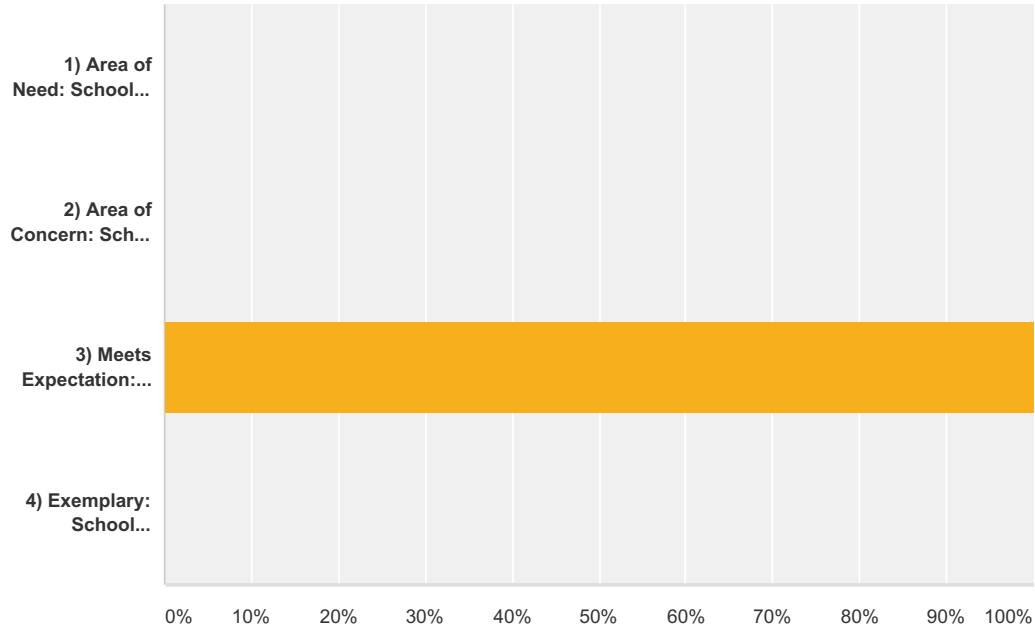
Answer Choices	Responses
1) Area of Need: School leadership does not systematically allocate instructional time in core content areas.	0.00% 0
2) Area of Concern: School leadership allocates a designated amount of time in some core content areas.	0.00% 0
3) Meets Expectation: School leadership consistently allocates a designated amount of time for each core content area.	100.00% 1
4) Exemplary: School leadership consistently allocates a designated amount of time for each core content area, as well as ensuring that additional learning time is provided for students who have not yet mastered content.	0.00% 0
Total	1

Q146 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q147 3.6b Protection of Instructional Time

Answered: 1 Skipped: 0



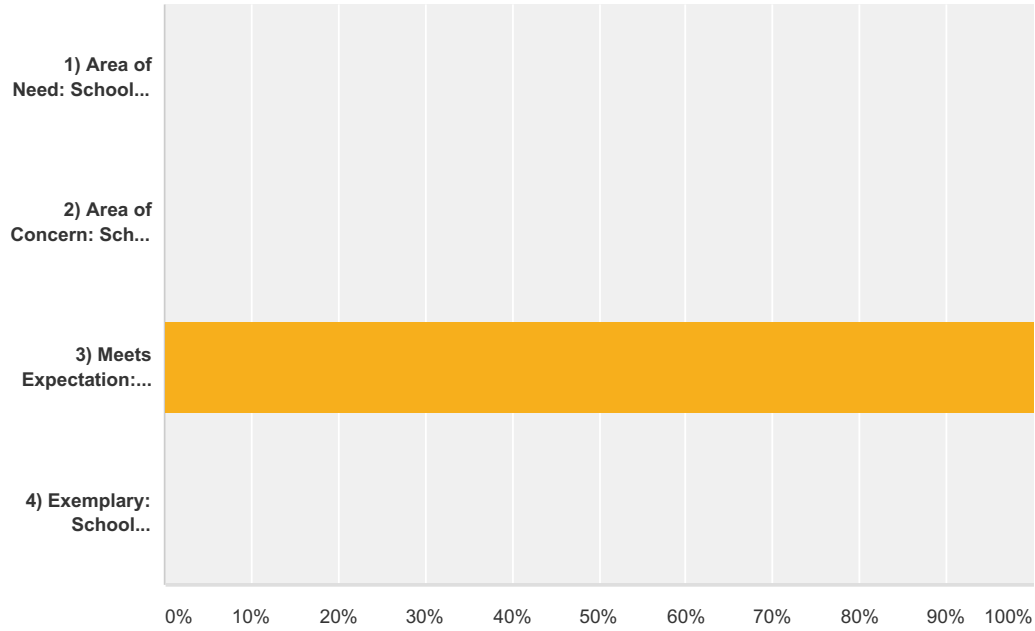
Answer Choices	Responses
1) Area of Need: School leadership does not systematically protect instructional time in core content areas and allows interruptions such as announcements during the day, frequent assemblies, and field trips.	0.00% 0
2) Area of Concern: School leadership allows some interruptions to instructional time, such as announcements during the day, frequent assemblies, and field trips.	0.00% 0
3) Meets Expectation: School leadership limits interruptions to instructional time including announcements during the day, assemblies, and field trips.	100.00% 1
4) Exemplary: School leadership allows no interruptions to instructional time (e.g., announcements during the day) and only allows assemblies and field trips that are aligned with academic learning.	0.00% 0
Total	1

Q148 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q149 3.6c Monitoring

Answered: 1 Skipped: 0



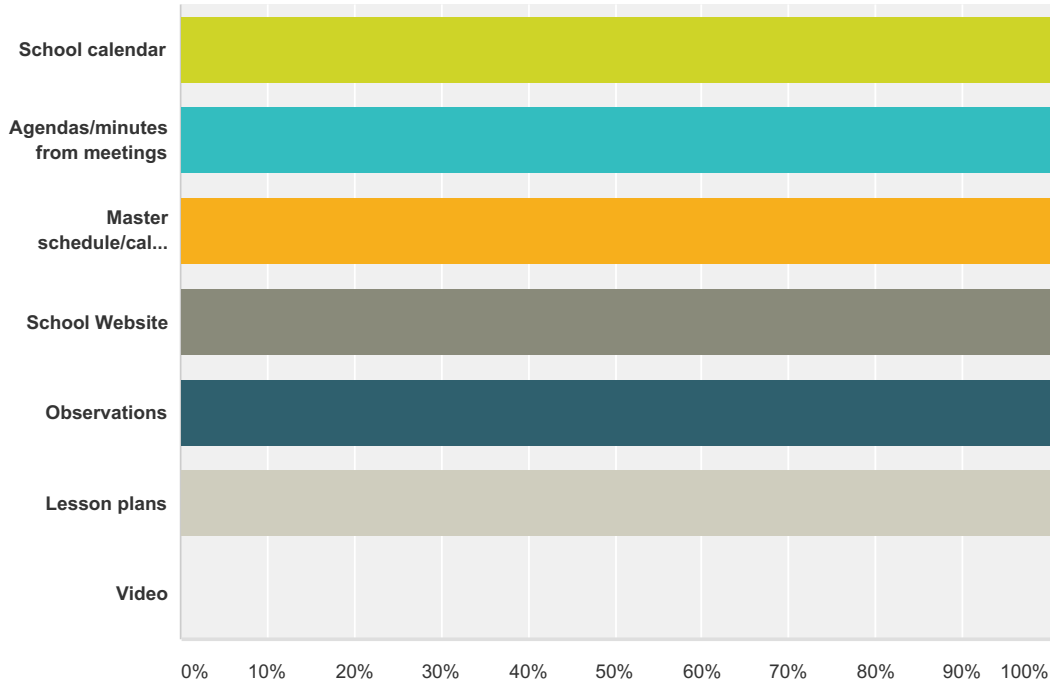
Answer Choices	Responses
1) Area of Need: School leadership does not engage in monitoring of the way that instructional time is used.	0.00% 0
2) Area of Concern: School leadership occasionally monitors the use of instructional time in core content areas.	0.00% 0
3) Meets Expectation: School leadership consistently monitors the use of instructional time in all core content areas and immediately addresses any problems that arise.	100.00% 1
4) Exemplary: School leadership consistently monitors the use of instructional time in all core content areas, immediately addressing any problems that arise, and ensures that students who are already at the proficient or advanced levels receive instruction to enhance their learning.	0.00% 0
Total	1

Q150 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q151 Artifacts

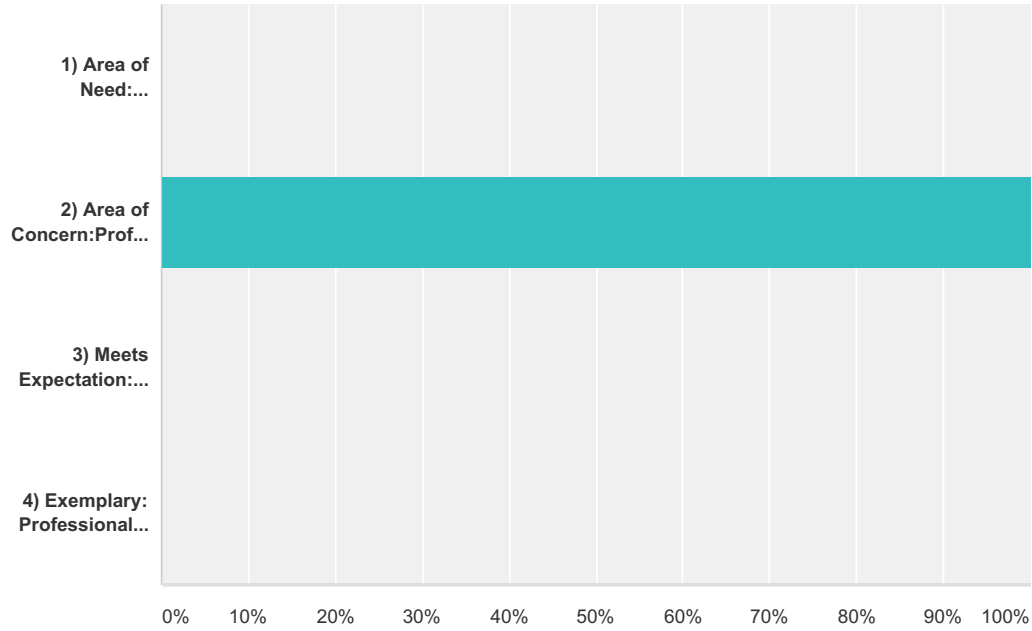
Answered: 1 Skipped: 0



Answer Choices	Responses
School calendar	100.00% 1
Agendas/minutes from meetings	100.00% 1
Master schedule/calendar	100.00% 1
School Website	100.00% 1
Observations	100.00% 1
Lesson plans	100.00% 1
Video	0.00% 0
Total Respondents: 1	

Q152 3.7a Focus

Answered: 1 Skipped: 0



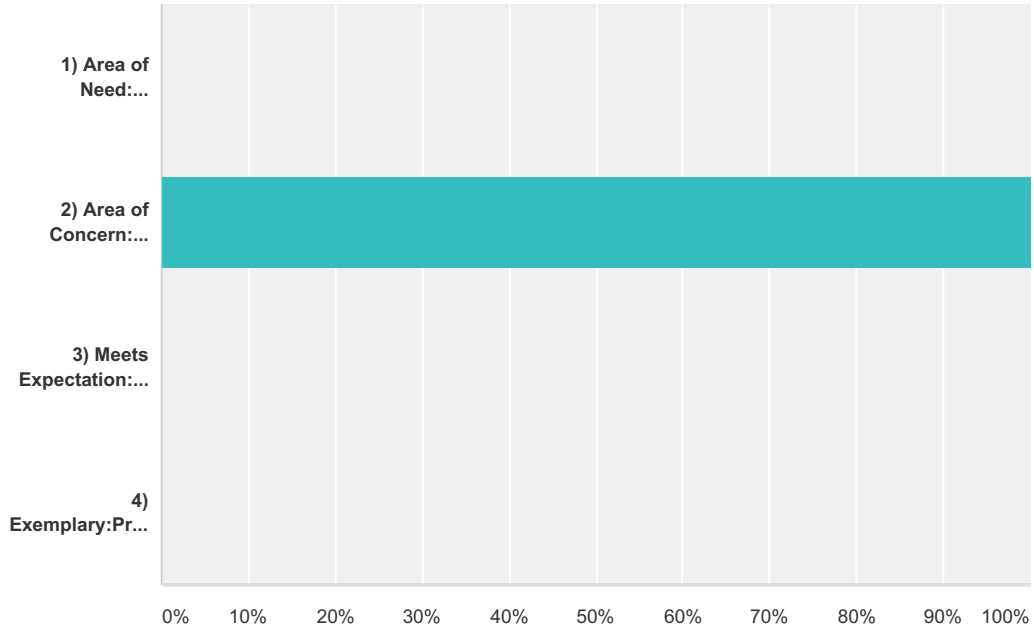
Answer Choices	Responses
1) Area of Need: Professional development is not focused on instructional staff needs generated by an analysis of student achievement data.	0.00% 0
2) Area of Concern:Professional development is focused on instruction staff needs, based on a general analysis of test scores, and the leaders' perception of instructional staff needs.	100.00% 1
3) Meets Expectation: Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is on the areas that the achievement data show are the most pressing instructional staff needs.	0.00% 0
4) Exemplary: Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is differentiated and targeted, based on the specific needs of groups of instructional staff.	0.00% 0
Total	1

Q153 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q154 3.7b Planning

Answered: 1 Skipped: 0



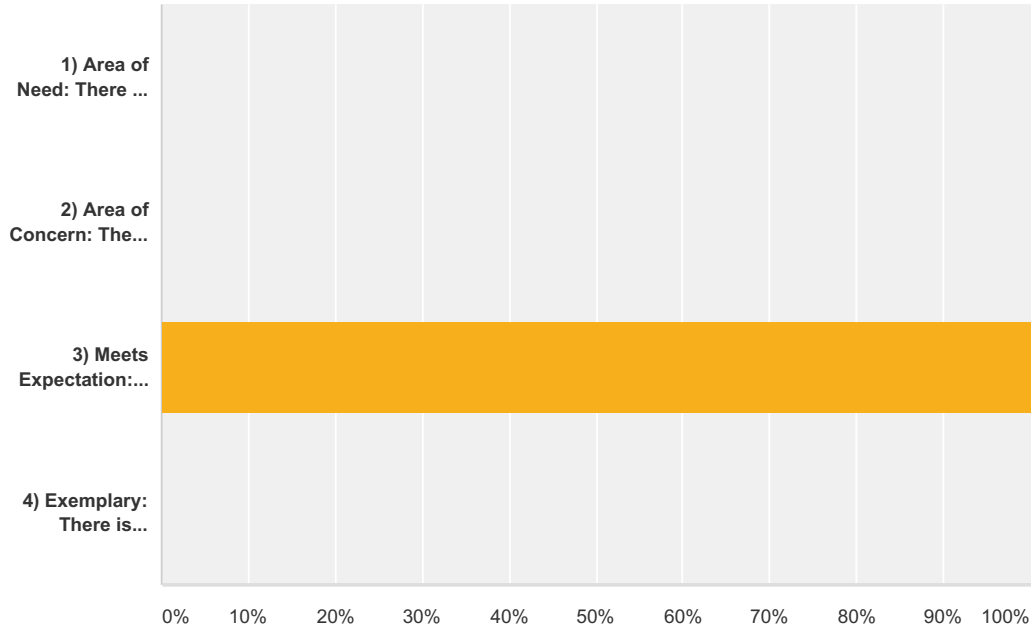
Answer Choices	Responses
1) Area of Need: Professional development is planned without seeking the input of instructional staff.	0.00% 0
2) Area of Concern: Professional development is planned with input from some instructional staff.	100.00% 1
3) Meets Expectation: Professional development is planned with input from all of the instructional staff.	0.00% 0
4) Exemplary:Professional development is planned with input from all of the instructional staff to meet the instructional needs of targeted groups.	0.00% 0
Total	1

Q155 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q156 3.7c Leadership Support

Answered: 1 Skipped: 0



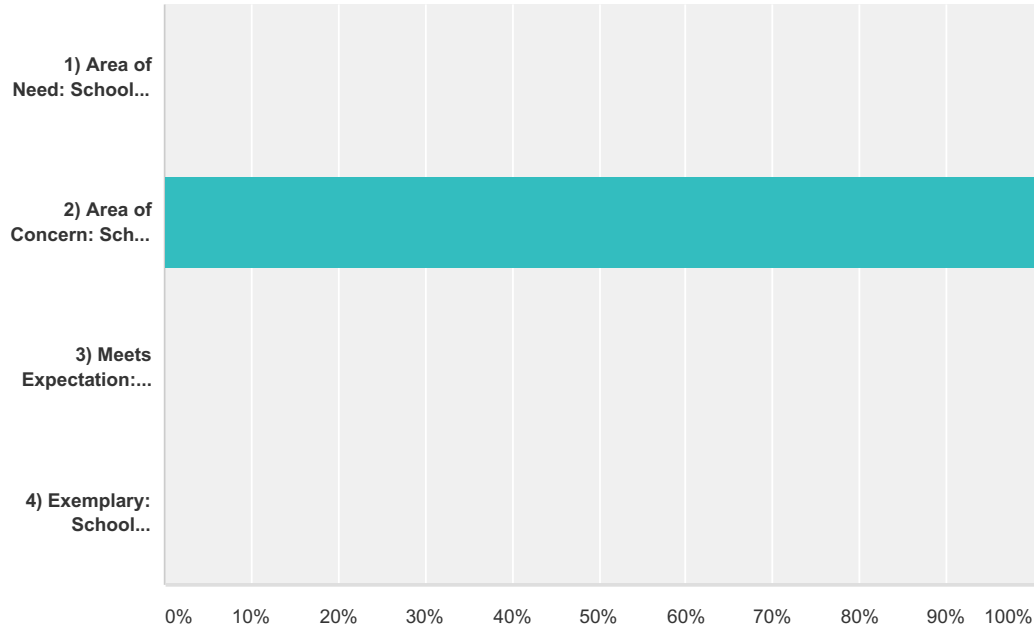
Answer Choices	Responses
1) Area of Need: There is no professional development specifically focused on helping school leaders to become effective instructional leaders and to help them lead instructional staff through effective instructional change processes.	0.00% 0
2) Area of Concern: There is some professional development specifically focused on helping school leaders to become effective instructional leaders and to help them lead instructional staff through effective instructional change processes.	0.00% 0
3) Meets Expectation: There is focused professional development for school leaders to help them become effective instructional leaders and to provide specific guidance for them to use in their own buildings to lead their instructional staff through effective instructional change processes.	100.00% 1
4) Exemplary: There is focused and customized professional development for school leaders to help them maximize their skills as effective instructional leaders. Both administrators and others who serve in leadership positions receive customized help so that they can effectively lead building staff through effective change processes.	0.00% 0
Total	1

Q157 Priority x Opportunity = Index

Answered: 0 Skipped: 1

Q158 3.7d Evaluation

Answered: 1 Skipped: 0



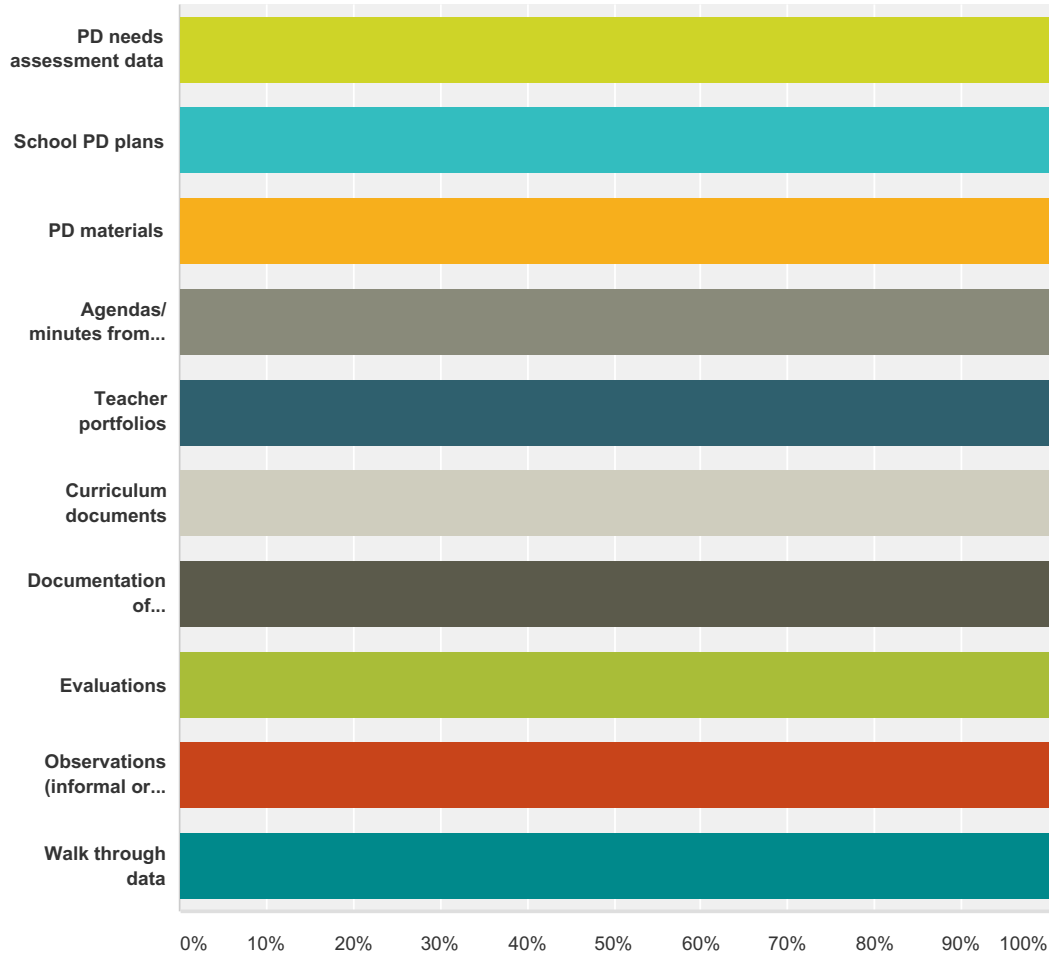
Answer Choices	Responses
1) Area of Need: School leadership does not evaluate the impact and effectiveness of professional development on teacher practice or student achievement.	0.00% 0
2) Area of Concern: School leadership informally evaluates the impact and effectiveness of professional development on teacher practice.	100.00% 1
3) Meets Expectation: School leadership formally evaluates the impact and effectiveness of professional development on teacher practice and student achievement using assessment data.	0.00% 0
4) Exemplary: School leadership and staff formally evaluate the impact and effectiveness of professional development on teacher practice and student achievement using assessment data and classroom observations.	0.00% 0
Total	1

Q159 Priority x Opportunity = Index

Answered: 1 Skipped: 0

Q160 Artifacts

Answered: 1 Skipped: 0



Answer Choices	Responses
PD needs assessment data	100.00% 1
School PD plans	100.00% 1
PD materials	100.00% 1
Agendas/ minutes from meetings	100.00% 1
Teacher portfolios	100.00% 1
Curriculum documents	100.00% 1
Documentation of implementation	100.00% 1
Evaluations	100.00% 1
Observations (informal or formal)	100.00% 1
Walk through data	100.00% 1
Total Respondents: 1	