

As a School, What Is Our Capacity to Reform?

TSIP >>> Expanding Our Vision of What Is Possible

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To a GREAT degree

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“Sort Of”

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Not Anywhere
Close

Provide “real-life” indicators or results to support your intuition.

Our school has an articulated *Big Picture* of our shared vision. The Big Picture has been translated into a few *clear goals and priorities* (of worth, feasibility, and impact) with expressed *relationships and connections*. Educators and stakeholders understand the pieces, the rationale of them, and how they fit together, thus avoiding fragmentation, clutter, and the “this too shall pass” mentality.

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Our TSIP is *THE plan* for our school (incorporating Title 1, Vocational, mentoring, professional development, technology, parents and community members, other significant initiatives). It drives all action within our school.

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Our TSIP directly focuses on increased student achievement and addresses high priority targets *strategically and comprehensively*. Actions are long term and short term focusing on as many *significant root causes* (curriculum, instruction, assessment, and organization) as possible.

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Our school holds *high standards (or expectations) for all students*. The standards are clearly defined; realistic in terms of state and national comparisons; appropriately challenging for all groups; and are increased incrementally (and steadily). Students who are struggling are provided with timely instructional support and those who excel progress through enriched, relevant learning opportunities.

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Our *school sculture* is one that values *collaborative teamwork*, and *shared decision making*. Decisions are based on what is best for all our students. Parenting adults and community members are actively involved with us.

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As a school, our knowledge about student performance is accurate and up-to-date. Our *data* are *broad-based* using a variety of academic as well as affective indicators, are *disaggregated* so we can tell the impact on specific student groups, and are *longitudinal* so we can identify trends. *Formative evaluation data* give clear indications of results in terms of student performance and attitude. *Summative evaluation data* are used to determine future actions.

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School leadership provides a *balance of pressure and support* to those actively engaged in implementing changes. *Pressure* occurs by *formative assessments, benchmark expectations, and regular monitoring* (with timelines, problem solving, and adjustments) to ensure forward action. *Support* is in the forms of *effective professional development, technical assistance, facilitation, resources, and partnerships* with other schools, Central Office, school board, and community members.

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School leadership restrains going for the *quick fix* by engaging in *thoughtful and systematic understanding of challenges* before implementing *research-based, proven practices* or creative adaptations to meet student needs. Leadership within grade levels and departments is consistent with the school-level approach.

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School leadership engages in *proactive problem-finding*, detecting dysfunctional components or processes and exhibits *flexibility* and reasonably quick response time in implementing needed actions.

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Within our school, lines of *communication* and *two-way information sharing* work effectively. Educators and stakeholders feel that they are well informed and are regularly asked to provide input and opinions about important, relevant issues; and are given the results and rationale for decisions.

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As a school, we are ensuring our capacity to support long term change and reform by building our own *leadership capacity* (i.e., hiring, training, mentoring, and retaining high-quality educators).

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Acknowledging progress, recognizing and celebrating successes and individuals' and/or teams' contributions, enhancing our public image are processes that help strengthen our *commitment to, and ownership of change*.

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As a school, we are *results oriented*. We are not yet where we want to be, but we are learning from our mistakes, building on our strengths, and persisting with our priorities. *All our students* (and adults) strive for “personal bests” and are showing *continuous improvement* in academic, social, and personal growth.

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