



School Improvement Plan Resource Guide

This guide was developed to provide additional resources teams can use when identifying relevant supports for their School Improvement Plan priorities. Once your team has identified which priorities to include in your School Improvement Plan, consider using the resources below to help identify actions your team could take to move from the current state to the ideal state. Note this guide is NOT a comprehensive list of actions your team may need to take; rather it is designed to serve as a starting point in the planning process.

Domain A: Leadership

A1. A clear and compelling purpose statement (e.g., mission, vision, values, and goals) developed with stakeholder input and consistent with the district purpose, provides focus for school decisions.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school does not have a purpose statement to guide all school-level decisions.	The school has a purpose statement that is revised/updated once a year, has been posted/shared with stakeholders, and is seldomly used to guide school-level decisions.	The school has an updated and relevant purpose statement which is reviewed once a semester, has been posted/shared with stakeholders who know what it is, and it is sometimes used to guide school-level decision making.	The school has an updated and relevant purpose statement which is reviewed quarterly, has been posted/shared with stakeholders who know what it is, and the purpose statement is regularly used to guide school-level decision making.

Resources to support teams in addressing this practice:

- [Mission, vision, and goals as levers for leadership](#)
- [Protocol: How to discuss mission, vision, and values with others](#)
- [Activities to support drafting mission and vision statements](#)

Additional Context and Research

- [Breakthrough Principals](#)^{*1}:
 - Principal's Tool 4.1: Creating and Sharing a School Vision
 - Principal's Tool 4.2: How Visible Is the School Vision at Your School?
 - Chapter Four, "School Culture"
 - Chapter Four, "School Culture," pages 102-109

* Additional context and research come from the book **Breakthrough Principals**.

¹ Jean Desravines, Jaime Aquino, and Benjamin Fenton, *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools* (Jossey-Bass, a Wiley Brand, 2016)

A2. School leaders have a coherent theory of action for resource allocation and process improvement that links adult actions to student results.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders do not have a theory of action for resource allocation and process improvement that links adult actions to student results.	School leaders have a theory of action for resource allocation and process improvement, but it does not link adult actions to student results and/or is referenced once a year.	School leaders have a theory of action for resource allocation and process improvement, that somewhat links adult actions to student results and/or is referenced once a semester.	School leaders have a theory of action for resource allocation and process improvement that links adult actions to student results and is referenced quarterly.

Resources to support teams in addressing this practice:

- [Rationale & Background](#)
- [Activity: Creating a Theory of Action](#)
- [Monitoring Implementation of your school's Theory of Action](#)
- [Fishbone Root Cause Analysis to understand factors that may inform a Theory of Action](#)

Additional Context and Research

- [Breakthrough Principals](#)*:
 - Chapter Six, "Planning and Operations"
 - Chapter Six, "Planning and Operations," pages 211-217
 - Principal's Tool 6.2: Reflection Questions on Budgeting
- [Strategies of Highly Supportive Districts: Resource Allocation](#)

*Additional context and research come from the book **Breakthrough Principals**.

A3. The principal distributes instructional leadership roles among teachers.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders do not distribute instructional leadership roles among teachers.	School leaders have established systems to distribute instructional leadership roles among teachers, however teachers do not have decision making responsibilities.	School leaders distribute instructional leadership roles and teachers are involved in decision making when appropriate, but there is a lack of documentation to reflect the process.	School leaders distribute instructional leadership roles among teachers, and teachers are involved in decision-making when appropriate. Documentation reflects the process.

Resources to support teams in addressing this practice:

- [Activities to create collaborative structures](#)
- [Activities to build internal coherence](#)
- [Deciding who is on the bus \(selecting School Leadership Team members\)](#)
- [A systemic approach to elevating teacher leadership](#)
- [Teacher leadership readiness evaluation tool](#)

Additional Context and Research*

- [Breakthrough Principals](#)*:
 - Chapter Five, "Talent Management"
 - Chapter Five, "Talent Management," pages 162-174
- [Data Wise](#)²
 - Chapter One, "Organizing for Collaborative Work"
 - Chapter One, "Organizing for Collaborative Work," pages 13-33

*Additional context and research come from the book **Breakthrough Principals** and **Data Wise**.

² Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane, *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* (Harvard Education Press, 2013).

A4. The principal is actively engaged in learning with teachers.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school leader does not engage in learning with school staff.	The school leader assigns learning with school staff AND engages in learning yearly with documentation to reflect the process OR the school leader does not participate in the learning.	The school leader engages in learning with school staff on a semester basis and has documentation to reflect the process.	The school leader is engaged in learning with school staff quarterly and has documentation to reflect the process.

Resources to support teams in addressing this practice:

- [A systemic approach to elevating teacher leadership](#)
- [Teacher leadership readiness evaluation tool](#)
- [The impact of Lesson Study professional development on the quality of teacher learning](#) ³
 - [Lesson Study](#)
- [How we learn about teacher learning](#) ⁴

Additional Context and Research*

- [Breakthrough Principals](#):
 - Chapter Five, "Talent Management", pages 181-186
 - Chapter Eight, "Principal Coaching Using the TLF"
 - Chapter Eight, "Talent Management," pages 260-265
- [Data Wise](#)
 - Chapter Ten, "How We Improve"

*Additional context and research come from the book **Breakthrough Principals** and **Data Wise**.

³ Jan D. Vermunt et al., "The Impact of Lesson Study Professional Development on the Quality of Teacher Learning" *Teaching and Teacher Education* 81 (2019): pp. 61-73, <https://doi.org/10.1016/j.tate.2019.02.009>.

⁴ Mary M. Kennedy, "How We Learn about Teacher Learning" *Review of Research in Education* 43, no. 1 (2019): pp. 138-162, <https://doi.org/10.3102/0091732x19838970>.

Domain B: Culture and Climate

B1. Positive relationships and trust are maintained within and between school stakeholder groups (e.g., leaders, teachers, students, staff, families, community).

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no positive relationships nor trust between any school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	School leaders have established and maintain a culture of positive relationships and trust between some school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	School leaders have established and maintain a culture of positive relationships and trust between all school stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large).	All stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) take ownership in maintaining the school's culture of positive relationships and trust between all school stakeholders.

Resources to support teams in addressing this practice:

- [Activities for Building Trust](#)
- [Building Relational Trust Articles + Note-Taking Template](#)
- [Information Gathering: School Climate Quality Analytic Assessment Instrument \(SCAI\)](#) ⁵
- [Education Week article How to Build Relationships with Students during Covid-19](#) ⁶

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, "School Culture"
 - Chapter Four, "School Culture," pages 140-142
 - Chapter Six, "Planning and Operations"
 - Chapter Six, "Planning and Operations," pages 217-218, 221-226
 - Principal's Tool 4.7: Guide for Family Engagement: Reflection on the Current State
 - Principal's Tool 6.6: Reflection Questions on External Partner Alignment
- [Data Wise](#)
 - Chapter One, "Organizing for Collaborative Work"
 - Chapter One, "Organizing for Collaborative Work," pages 13-25
 - Chapter Eight, "Acting and Assessing"
 - Chapter Eight, "Acting and Assessing," pages 173-191

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

⁵ John Shindler, "Alliance for the Study of School Climate (ASSC)," Alliance for the Study of School Climate (ASSC) - Assessment (Charter College of Education), accessed August 9, 2022, https://web.calstatela.edu/centers/schoolclimate/assessment/school_survey.html.

⁶ Arianna Prothero, "How to Build Relationships with Students during COVID-19," Education Week (Education Week, January 15, 2021), <https://www.edweek.org/leadership/how-to-build-relationships-with-students-during-covid-19/2020/09>.

B2. School leaders maintain ongoing communication with teachers and other school stakeholders and solicit input on major decisions from relevant stakeholders.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders do not maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) nor solicit input on major decisions from relevant stakeholders.	School leaders maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) but do not solicit input on major decisions from relevant stakeholders.	School leaders maintain ongoing communication with stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) and solicit input on major decisions from relevant stakeholders.	A culture of openness and two-way communication exists between all stakeholders (e.g., school leaders, teachers, staff, students, families, and the community at large) with various stakeholders initiating and being a part of the decision-making process.

Resources to support teams in addressing this practice:

- [Sample Parent Communication Notes](#)
- [Cultivating Family Clarity \(Knowledge and Relationships\)](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, "School Culture"
 - Chapter Four, "School Culture," pages 125-136
 - Chapter Six, "Planning and Operations"
 - Chapter Six, "Planning and Operations," pages 221-226
- [Data Wise](#)
 - Chapter Eight, "Acting and Assessing"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

B3. The school maintains a safe, orderly environment with measures in place to prevent violence and bullying and uses a team approach with established protocols for threat assessment and response.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
School leaders have not created nor do they maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for stakeholders (e.g., school leaders, teachers, staff, students, and families).	School leaders have created and maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for some stakeholders (e.g., school leaders, teachers, staff, students, and families).	School leaders have created and maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for all stakeholders (e.g., school leaders, teachers, staff, students, and families).	Multiple stakeholders (e.g., school leaders, teachers, staff, students, and families) have created or refined and maintain an environment and structures (expectations, systems, routines, protocols, etc.) that protect the physical, emotional, and intellectual safety for all stakeholders.

Resources to support teams in addressing this practice:

- [Critical ideas for teaching students with trauma in mind](#)
- [Basic Needs Overview](#) + [Notetaking Template with Articles](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, “School Culture”
 - Principal’s Tool 4.3: Reflection Questions on Behavioral Expectations
 - Principal’s Tool 4.4: Behavioral Expectations Self-Study

*Additional context and research come from the book **Breakthrough Principals**.

B4. Staff proactively build positive, authentic relationships with students.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Staff do not build relationships with students.	Staff check in with students each day to see how they are doing and make 1 positive interaction with some students each day.	Staff check in with students each day to see how they are doing and make 1 positive interaction with each student each day.	Staff check in with students each day to see how they are doing and make more than 1 positive interaction with each student each day.

Resources to support teams in addressing this practice:

- [The Relationship between School Principals' Leadership Behaviors and Teachers' Job Satisfaction: A Systematic Review](#)⁷
- [Shared Governance: a Case Study of Faculty, Administration, and Staff Collaboration](#)⁸

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, "School Culture"
 - Principal's Tool 4.3: Reflection Questions on Behavioral Expectations
 - Principal's Tool 4.4: Behavioral Expectations Self-Study

*Additional context and research come from the book **Breakthrough Principals**.

⁷ Ramazan Cansoy, "The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review," *International Education Studies* 12, no. 1 (2018): p. 37, <https://doi.org/10.5539/ies.v12n1p37>.

⁸ Hayes, Debra Smith. "Shared Governance: A Case Study of Faculty, Administration, and Staff Collaboration." Order No. 28414244, Tennessee State University, 2021. <https://wsl.idm.oclc.org/login>.

B5. Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no structures for support in place.	There is built in time for a student to meet with an adult each day outside of instructional time.	There is built in time for a student to meet with an adult each day outside of instructional time that involves mentoring opportunities OR future planning OR counseling to meet student needs.	There is sequential (meaning it builds on previous sessions) built in time for a student to meet with an adult each day outside of instructional time that is dedicated to mentoring OR future planning OR counseling to meet student needs AND is based on student data.

Resources to support teams in addressing this practice:

- [Process of Natural Mentoring that Promote Underrepresented Students' Educational Attainment: A Theoretical Model](#)⁹
- [The Effects of Youth Mentoring Programs: A Meta-analysis of Outcome Studies](#)¹⁰
- [All Groups Are Not Created Equal: Class-Based Learning Communities Enhance Exam Performance and Reduce Gaps](#)¹¹
- [Staff collaboration for student success: Implementation challenges of professional learning communities and response to intervention](#)¹²

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, "Learning and Teacher", pages 87-96
 - Principal's Tool 3.13: Diagnostic tool for Lever 4, Student-Centered Differentiation Chapter
 - Four, "School Culture"

*Additional context and research come from the book **Breakthrough Principals**.

⁹ Matthew Hagler, "Processes of Natural Mentoring That Promote Underrepresented Students' Educational Attainment: A Theoretical Model," *American Journal of Community Psychology* 62, no. 1-2 (June 2018): pp. 150-162, <https://doi.org/10.1002/ajcp.12251>.

¹⁰ Elizabeth B. Raposa et al., "The Effects of Youth Mentoring Programs: A Meta-Analysis of Outcome Studies," *Journal of Youth and Adolescence* 48, no. 3 (2019): pp. 423-443, <https://doi.org/10.1007/s10964-019-00982-8>.

¹¹ Vivian Hye-In Chi and Pavan Kadandale, "All Groups Are Not Created Equal: Class Based Learning Communities Enhance Exam Performance and Reduce Gaps," *CBE—Life Sciences Education* 21, no. 52 (2022): pp. 1-10, <https://doi.org/pdf/10.1187/cbe.21-09-0240>.

¹² Deanna Henderson, "Staff Collaboration for Student Success: Implementation Challenges of Professional Learning Communities and Response to Intervention," *BU Journal of Graduate Studies in Education* 10, no. 2 (2018): pp. 39-44, <https://files.eric.ed.gov/fulltext/EJ1230351.pdf>.

B6. Expectations for conduct are clearly understood by all staff and students and school staff have built a system to understand student behavior.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Expectations for conduct are not understood by stakeholders and no system is in place to understand student behavior issues, the school does not have updated student or staff handbooks.	Conduct expectations are found in the student and staff handbooks and are easily accessible, a system is in place but used less than 50% of the time for student behavior issues.	Conduct expectations are found in the student and staff handbooks and are easily accessible, a system is in place but used 51- 75% of the time for student behavior issues.	Conduct expectations are found in the student and staff handbooks and are easily accessible, a system is in place but used 76-100% of the time for student behavior issues.

Resources to support teams in addressing this practice:

- [Whole school positive behavior support: effects on student discipline problems and academic performance](#)¹³

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Four, "School Culture"
 - Principal's Tool 4.3: Reflection Questions on Behavioral Expectations
 - Principal's Tool 4.4: Behavioral Expectations Self-Study

*Additional context and research come from the book **Breakthrough Principals**.

¹³ James K. Luiselli et al., "Whole School Positive Behaviour Support: Effects on Student Discipline Problems and Academic Performance," *Educational Psychology* 25, no. 2-3 (October 5, 2005): pp. 183-198, <https://doi.org/10.1080/0144341042000301265>.

Domain C: Data-Informed Planning

C1. Systems are in place to collect and report student assessment results and other learning data.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no systems in place to collect nor are there systems to report assessment results or learning data.	There are systems in place to collect some data, however the data are not shared with stakeholders.	There are systems in place to collect assessment results and learning data, however the data are not shared with stakeholders in a timely manner.	There are systems in place to collect assessment results and learning data, and the data are consistently shared with the relevant stakeholders in a timely manner.

Resources to support teams in addressing this practice:

- [Sample Data Self-Assessment and Inventory](#)
- [Reference for different types of data](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Two, "Diagnosis and Action Planning"
 - Chapter Three, "Learning and Teaching"
 - Principal's Tool 2.1: Possible Data Sources for Your School Diagnosis
 - Principal's Tool 3.9: Reflection Questions for Identifying Data Sources and Assessments
- [Data Wise](#)
 - Chapter One, "Organizing for Collaborative Work"
 - Chapter Three, "Creating a Data Overview"
 - Chapter Three, "Creating a Data Overview," pages 68-85

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

C2. Systems are in place to collect non-academic data such as: absences, tardiness, discipline, mental, emotional, and physical well-being of students, families, and staff, etc.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There are no systems in place to collect nor are there systems to report assessment results or learning data.	There are systems in place to collect some data which is reviewed more than once per year and inform the refinement of school conduct expectations, climate, and/or culture.	There are systems in place to collect non-academic school data that are reviewed more than once per semester and inform the refinement of school conduct expectations, climate, or culture.	There are systems in place to collect non-academic school data that are reviewed more than once per quarter and inform the refinement of school conduct expectations, climate, or culture.

Resources to support teams in addressing this practice:

- [Using Data to Adapt Instruction Guide](#)
- [What do you see? What do you make of it?](#)
- [Looking at Student Work Protocol](#)
- [Meeting Observation Protocol](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Two, "Diagnosis and Action Planning"
 - Chapter Three, "Learning and Teaching"
 - Principal's Tool 3.10: Corrective Instruction Action Planning Template
- [Data Wise](#)
 - Chapter Four, "Digging into Data"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

C3. Data are routinely analyzed in multiple ways (by school, grade, class, student sub-group, etc.) and discussed amongst staff.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Data are never analyzed or discussed.	Data are sometimes analyzed and discussed.	Data are routinely analyzed in multiple ways and are sometimes discussed amongst staff to influence instruction.	Data are routinely analyzed in multiple ways, and discussed amongst staff to influence instruction.

Resources to support teams in addressing this practice:

- [Protocol: Adapting Instruction](#)
- [Sample Small Group Lesson Plan Template](#)
- [Narrow the Focus School Improvement Plan Template](#)
- [Collaboration Action Planning Protocol](#)
- [Institutions' Use of Data and Analytics for Student Success: Results from a National Landscape Analysis](#)¹⁴

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, "Learning and Teaching"
 - Principal's Tool 3.10: Corrective Instruction Action Planning Template
 - Principal's Tool 3.11: Reflection Questions for Providing Student Feedback
 - Principal's Tool 3.12: Diagnostic Tool for Lever 3, Data
- [Data Wise](#)
 - Chapter Four, "Digging into Data"
 - Chapter Five, "Examining Instruction"
 - Chapter Six, "Developing an Action Plan"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

¹⁴ Amelia Parnell et al, "Institutions' Use of Data and Analytics for Student Success: Results from a National Landscape Analysis" (Washington DC: National Association of Student Personnel Administrators, AIR and EDUCAUSE 2018), pp. 1-36.

C4. The results of the data analysis are used to identify individual students in immediate need of academic and/or behavioral intervention, and to inform school improvement planning.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The results of data analysis are not used to identify student needs or as part of the school improvement planning process.	<p>The results of data analysis are used in one of the following ways:</p> <ul style="list-style-type: none"> ▪ analyzing data for strengths and challenges, ▪ identifying actions to address student learning needs ▪ action steps are reviewed and communicated to all staff 	<p>The results of data analysis are used in two of the following ways:</p> <ul style="list-style-type: none"> ▪ analyzing data for strengths and challenges, ▪ identifying actions to address student learning needs ▪ action steps are reviewed and communicated to all staff 	<p>The results of data analysis are used in all three of the following ways:</p> <ul style="list-style-type: none"> ▪ analyzing data for strengths and challenges, ▪ identifying actions to address student learning needs ▪ action steps are reviewed and communicated to all staff

Resources to support teams in addressing this practice:

- [Protocol: Adapting Instruction](#)
- [Narrow the Focus School Improvement Plan Template](#)
- [Collaboration Action Planning Protocol](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, "Learning and Teaching"
 - Principal's Tool 3.10: Corrective Instruction Action Planning Template
 - Principal's Tool 3.11: Reflection Questions for Providing Student Feedback
 - Principal's Tool 3.12: Diagnostic Tool for Lever 3, Data
- [Data Wise](#)
 - Chapter Four, "Digging into Data"
 - Chapter Five, "Examining Instruction"
 - Chapter Six, "Developing an Action Plan"
 - Chapter Seven, "Planning to Assess Progress"
 - Chapter Eight, "Acting and Assessing"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

Domain D: Professional Development

D1. The Professional Learning Community (PLC) model or a similarly collaborative approach is used to increase collective teacher efficacy and improve student achievement.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
There is no collaborative model in place.	The preliminary, logistical work related to collaborative teams (e.g., scheduling, group norms, etc.) has been done, but teams do not meet regularly or with fidelity.	Teams meet regularly and with fidelity; meeting best practices related to teacher efficacy are utilized OR meeting outcomes and commitments are tied to student achievement.	Teams meet regularly and with fidelity, meeting best practices related to teacher efficacy are utilized, and meeting outcomes and commitments are always tied to student achievement.

Resources to support teams in addressing this practice:

- [Sample team meeting agenda](#)
- [Effective Meeting Practices Look Fors](#)
- [Setting Team Norms](#)
- [The Effective Implementation of Professional Learning Communities](#)¹⁵

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Five, "Talent Management"
 - Principal's Tool 5.4: Reflection Questions on Professional Learning
- [Data Wise](#)
 - Chapter Six, "Developing an Action Plan"
 - Chapter Seven, "Planning to Assess Progress"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

¹⁵ Benjamin D Brown, Rolanda S Horn, and Gwendolyn King, "The Effective Implementation of Professional Learning Communities," *Alabama Journal of Educational Leadership* 5 (August 2018): pp. 53-59, <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>.

D2. Teacher expertise in the use of selected high-leverage instructional practices is developed through training, peer observation, intentional practice, and leadership feedback.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Leaders and teachers have not identified, committed, or focused on high-leverage instructional practices.	Leaders and teachers focus on high-leverage instructional practices, however ongoing professional development and support is not provided to instructional staff.	Leaders and teachers focus on high-leverage instructional practices and professional development, and support is provided, however it is not provided consistently and via multiple modalities throughout the year.	Leaders and teachers focus on high-leverage instructional practices and professional development and support is provided consistently via multiple modalities throughout the year.

Resources to support teams in addressing this practice:

- [Introduction to Evidence-Based Instruction](#)
- [Teacher Clarity Resources](#)
- [Resources for Explicit Instruction \(Guided Practice\)](#)
- [Module 8: Research-based instructional strategies](#)¹⁶

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, "Learning and Teaching"
 - Chapter Five, "Talent Management"
 - Chapter Six, "Developing an Action Plan"
 - Principal's Tool 3.7: Instructional Strategies Practice Activity
 - Principal's Tool 3.8: Diagnostic Tool for Lever 2, Classrooms Routines and Instructional Strategies
 - Principal's Tool 5.2: Identifying Teacher Skill and Will to Develop
 - Principal's Tool 5.3: Instructional Leadership Team Reflection Questions on Teacher Observation and Supervision
- [Data Wise](#)
 - Chapter Six, "Developing an Action Plan," pages 139-147
 - Chapter Eight, "Acting and Assessing"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

¹⁶ Thomas Vontz and Lori Goodson, "Module 8: Research-based instructional strategies," *EDCI 702 Curriculum Instruction and Assessment*, 2020, <https://kstatelibraries.pressbooks.pub/EDCI702/chapter/module-8-research-based-instructional-strategies/>

D3. Ongoing and sustained content-specific professional development, focused on the school purpose and selected based on the needs and feedback of staff as well as student outcomes, is provided for staff.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Ongoing and sustained content-specific professional development is not provided for staff.	Professional development is provided; however, it is either not ongoing, content-specific, or based on the needs of/feedback from teachers, nor student outcomes.	Ongoing, content-specific professional development is provided, however it is not based on the needs of/feedback from teachers and student outcomes.	Ongoing, content-specific professional development is provided, AND it is based on the needs of/feedback from teachers as well as student outcomes.

Resources to support teams in addressing this practice:

- [Professional Learning Standards](#)

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Five, "Talent Management"
 - Principal's Tool 5.2: Identifying Teacher Skill and Will to Develop
 - Principal's Tool 5.3: Instructional Leadership Team Reflection Questions on Teacher Observation and Supervision
- [Data Wise](#)
 - Chapter Eight, "Acting and Assessing"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

D4. Ongoing professional development structures and practices (e.g., professional learning communities, collaborative meeting time, coaching supports, peer-to-peer observation or collaboration) are established for Instructional Improvement.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Ongoing professional development structures and practices are not present.	Reoccurring professional development structures and practices are in place but may be poorly defined, inconsistent, inefficient, or ineffective.	Reoccurring professional development structures and practices are in place to support continuous learning and are clearly defined, but are not always used consistently throughout the school, OR they happen with some frequency but without planning or coordination.	Reoccurring professional development structures and practices are formally planned and consistently used to support data-driven instruction.

Resources to support teams in addressing this practice:

- [Professional Learning Standards](#)
- [Building coherence for instructional improvement through professional development: A design-based implementation research study](#)¹⁷

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Five, "Talent Management", pages 181-189
 - Principal's Tool 5.2: Identifying Teacher Skill and Will to Develop
 - Principal's Tool 5.4: Reflection Questions on Professional Learning
- [Data Wise](#)
 - Chapter Eight, "Acting and Assessing"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

¹⁷ Elizabeth Leisy Stosich, Candice Bocala, and Michelle Forman, "Building Coherence for Instructional Improvement through Professional Development," *Educational Management Administration & Leadership* 46, no. 5 (2017): pp. 864-880, <https://doi.org/10.1177/1741143217711193>

Domain E. Instruction

E1. Leaders and staff work together to design and implement a high-quality, standards-aligned instructional program that results in high levels of achievement for all students.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school does not have a high-quality, standards-aligned instructional program.	The school leader has designed a high-quality, standards-aligned instructional program, however it is not implemented with fidelity, the program is reviewed once a year.	The school leader and staff have designed a high-quality, standards-aligned instructional program that is mostly implemented with fidelity, the program is reviewed once a semester.	The school leader and staff have designed a high-quality, standards-aligned instructional program, and it is implemented with fidelity, the program is reviewed at least once a quarter.

Resources to support teams in addressing this practice:

- [High Quality Instructional Materials Checklist](#)¹⁸
- [Practice What You Teach: Connecting Curriculum & Professional Learning in Schools](#)¹⁹
- [High Quality Instruction Research and Recommendations](#)²⁰

Additional Context and Research*

- [Breakthrough Principals](#)
 - Chapter Three, "Learning and Teaching"
 - Principal's Tool 3.1: Reflection Questions for Observing and Assessing the Rigor of Instruction
 - Principal's Tool 3.2: Sample Unit Plan for Fourth-Grade ELA
 - Principal's Tool 3.3: Reflection Questions for Aligned Curriculum
 - Principal's Tool 3.4: Diagnostic Tool for Lever 1, Aligned Curriculum
 - Principal's Tool 3.5: Questions to Consider When Establishing Common Routines
 - Principal's Tool 3.6: Activity: Identifying Common Routines
 - Principal's Tool 3.7: Stage 2 Instructional Strategies Practice Activity
 - Principal's Tool 3.8: Diagnostic Tool for Lever 2, Classroom Routines and Instructional Strategies
- [Data Wise](#)
 - Chapter Eight, "Acting and Assessing"
 - Chapter Nine, "Roles for the District Central Office"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

¹⁸ Susan Pimentel and Ross Wiener, "Practice What You Teach: Checklist - Achievethecore.org" *Achieve the Core (Student Achievement Partners and The Aspen Institute, April 17, 2017)*, https://achievethecore.org/content/upload/PracticeWhatYouTeach-Checklist_SchoolLeadersandTeachers_Final_Dec2017.pdf.

¹⁹ Pimentel, Susan, and Ross Wiener. "Practice What You Teach: Connecting Curriculum and Professional Learning in Schools." *The Aspen Institute. The Aspen Institute, May 11, 2017*. <https://www.aspeninstitute.org/publications/practice-teach-connecting-curriculum-professional-learning-schools/>.

²⁰ Smets, Wouter. "High Quality Differentiated Instruction - A Checklist for Teacher Professional Development on Handling Differences in the General Education Classroom." *Universal Journal of Educational Research* 5, no. 11 (2017): 2074–80. <https://doi.org/10.13189/ujer.2017.051124>

E2. Teachers promote deeper learning and elicit high levels of student engagement through projects, products, and presentations with performance assessments.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
Teachers do not promote deeper learning nor elicit student engagement through projects, products, or presentations/ performances.	Less than 50% of teachers promote deeper learning and elicit student engagement through projects, products, or presentation/ performances.	Most teachers (51-85%) promote deeper learning and elicit student engagement through projects, products, or presentations/ performances.	All teachers (86-100%) promote deeper learning and elicit student engagement through projects, products, or presentations/ performances.

Resources to support teams in addressing this practice:

- [Understanding Rigor Background + Learning Guide](#)
- [Increasing Rigor Through Questioning Background + Learning Guide](#)
- [Preparing Teachers for Deeper Learning](#)²¹
- [Dimensions of deep learning: Levels of engagement and learning](#)²²
- [Strategies for Engagement: Enhancing Your Teaching](#)²³

Additional Context and Research

- [The importance of adding rigor to instruction](#)
- [Deeper Learning in Practice](#)
- [What the Heck Is Project-Based Learning?](#)

²¹ Darling-Hammond, Linda, Jeannie Oakes, Steven K. Wojcikiewicz, Maria E. Hyler, Roneeta Guha, Anne Podolsky, Tara Kini, Channa M. Cook-Harvey, Charmaine N. Jackson Mercer, and Akeelah Harrell. "Preparing Teachers for Deeper Learning." Learning Policy Institute. Learning Policy Institute, June 10, 2019.

²² Elliott Seif, "Dimensions of Deep Learning: Levels of Engagement and Learning," *Dimensions of Deep Learning: Levels of engagement and learning* (ASCD, November 16, 2018), <https://www.ascd.org/blogs/dimensions-of-deep-learning-levels-of-engagement-and-learning>.

²³ David E. Gardner, "Strategies for Engagement: Enhancing Your Teaching," *ACS Symposium Series 1279* (July 2, 2018): pp. 1-13, <https://doi.org/10.1021/bk-2018-1279.ch001>.

E3. Classroom practices are used to promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. (e.g., Social Emotional Learning).

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
No teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Less than 50% of teachers incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	Most teachers (51-85%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.	All teachers (86-100%) incorporate practices that develop student learning strategies or their self-awareness, self-control, or intrapersonal skills.

Resources to support teams in addressing this practice:

- [The Learning Scientists](#) (Learning Strategies)²⁴
- [Deep-Dive: Social-Emotional Supports for Students](#)
- [Social-Emotional Supports for Teachers](#)
- [Social and Emotional Learning Activities for Families and Educators](#)

Additional Context and Research

- [Building Resilience in Students](#)
- [Articles to Develop Student Learning Strategies](#)
- [Breakthrough Principals](#)^{*}
 - Chapter Four, "School Culture"

^{*}Additional context and research come from the book **Breakthrough Principals**.

²⁴ Yana Weinstein, Megan Smith, and Oliver Caviglioli, "Six Strategies for Effective Learning." *The Learning Scientists* (*The Learning Scientists*), accessed August 10, 2022, <https://www.learningscientists.org/downloadable-materials>.

Domain F. Learning Support

F1. The school has scheduled time during the school day, and uses a systematic approach (e.g., MTSS) to prevention and intervention, to promptly address academic and behavioral issues for all students.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
The school does not have time during the school day to address academic and behavior issues for all students.	The school has some time (though not consistently) to address academic or behavior issues for all students, however, there is not a systemic approach to meet student needs.	The school has consistent time during the school day to address academic or behavior issues for all students, however there is not a systemic approach to meet student needs.	The school has time during the school day to address academic and behavior issues for all students, and there is a systemic approach to meet student needs.

Resources to support teams in addressing this practice:

- [Building MTSS](#): A quick guide to building out MTSS
- [Building MTSS from the Ground \(Tier1\) Up](#): Practical Strategies and Impact Findings, Including a Significant Reduction of Discipline Referrals
- [WDE WYoming MTSS](#): WDE-provided resources for Wyoming MTSS
- [Educating All Learners](#): resource library and tech library²⁵
- [Learner Variability Navigator](#)²⁶

Additional Context and Research

- [Tiered Framework](#)
- [Breakthrough Principals](#)*
 - Chapter Three, "Learning and Teaching"
 - Principal's Tool 3.13: Diagnostic Tool for Lever 4, Student-Centered Differentiation
- [Data Wise](#)*
 - Chapter One, "Organizing for Collaborative Work"

*Additional context and research come from the books **Breakthrough Principals** and **Data Wise**.

²⁵ "Welcome to the Resource Library," EALA (Educating All Learners, July 7, 2021), <https://educatingalllearners.org/resource-library/>.

²⁶ "Learner Variability Navigator: Learner Variability Project," Learner Variability Navigator | Learner Variability Project (Digital Promise, March 17, 2022), <https://lvp.digitalpromise.org/>.

F2. A framework for learning supports, including after-school and summer programs (expanded learning opportunities), are coordinated between the school, family, and community and governmental organizations.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
A framework for learning supports does not exist and learning supports are not coordinated between the school, family, community, and governmental organizations.	A framework for learning supports exists, however the learning supports do not align to the framework.	A framework for learning supports exists and the learning supports align to the framework.	A framework for learning supports exists, the learning supports align to the framework, and various partners work together in a systematic, cohesive manner to maximize collective impact for students.

Resources to support teams in addressing this practice:

- [How to build high quality after school programs through community partnership](#)²⁷
- [Tool to self-evaluate program quality](#)²⁸

Additional Context and Research

- [Toolkit for expanded learning](#)
- [Quality Standards for Expanded Learning](#)

²⁷ Diana Lores, "Building A System of High Quality Community Partnerships," expanded learning (Prime Time Palm Beach County Dedicated to Quality After School Programs), accessed August 10, 2022, <https://www.expandinglearning.org/sites/default/files/Building%20A%20System%20of%20High%20Quality%20Community%20Partnerships.pdf>.

²⁸ "California after School Program Quality Self-Assessment Tool," AfterSchool Network (The California Afterschool Network Quality Committee University of California at Davis School of Education, November 8, 2011), <https://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool>.

F3. The systematic approach for prevention and intervention includes student placements that are reviewed by a relevant team who use consistent rules and procedures to deliver effective interventions and support for student growth.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
A systematic approach for prevention and intervention does not exist.	A systematic approach for prevention and intervention is used and documented by the relevant stakeholders, but the rules and procedures vary depending on who is administering the intervention.	A systematic approach for prevention and intervention is used once a semester and documented by the relevant stakeholders, and communicated to at least 50% of all relevant staff.	A systematic approach for prevention and intervention is used at least every quarter using data and documented by the relevant stakeholders, and a schoolwide system exists for communicating intervention action plans to all relevant staff.

Resources to support teams in addressing this practice:

- [Protocol: Adapting Instruction-Extend](#)
- [Extending Instruction Activity](#)
- [Court Ordered and Medically necessary Placements of Students](#)
- [Quick Guide for Multi-tiered System of Supports](#) ²⁹

Additional Context and Research

- [Breakthrough Principals](#)*
 - Chapter Three, “Learning and Teaching”
 - Principal’s Tool 3.13: Diagnostic Tool for Lever 4, Student-Centered Differentiation

*Additional context and research come from the book **Breakthrough Principals**.

²⁹ MTSS Committee, “Quick Guide for Multi-Tiered System of Supports: The Building Level,” *Building MTSS Quick Guide* (Wayne RESA, August 2017), <https://resources.finalsite.net/images/v1568836530/resanet/v3v3youp8fkgzbzuivve/BuildingMTSSQuickGuide.pdf>.

F4. Students who have met the criteria for proficiency are provided enrichment or extended learning that is highly engaging.

Score 1 Limited	Score 2 Developing	Score 3 Providing	Score 4 Sustaining
No options for enrichment or extended learning exist.	Proficient students are provided enrichment or extended learning outside of school hours.	Proficient students are provided enrichment or extended learning during the regular school day.	Proficient students are provided enrichment and extended learning during the regular school day and it is tailored and engaging.

Resources to support teams in addressing this practice:

- [Protocol: Adapting Instruction-Extend](#)
- [Extending Instruction Activity](#)

Additional Context and Research

- [Breakthrough Principals](#)*
 - Chapter Three, "Learning and Teaching"
 - Principal's Tool 3.13: Diagnostic Tool for Lever 4, Student-Centered Differentiation

*Additional context and research come from the book **Breakthrough Principals**.

References

- Boudett, K. P., City, E. A., & Murnane, R. J. (2013). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Harvard Education Press.
- Brown, Benjamin D, Rolanda S Horn, and Gwendolyn King. "The Effective Implementation of Professional Learning Communities." *Alabama Journal of Educational Leadership* 5 (August 2018): 53–59. <https://files.eric.ed.gov/fulltext/EJ1194725.pdf>.
- "California after School Program Quality Self-Assessment Tool." AfterSchool Network. The California Afterschool Network Quality Committee University of California at Davis School of Education, November 8, 2011. <https://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool>.
- Cansoy, Ramazan. "The Relationship between School Principals' Leadership Behaviours and Teachers' Job Satisfaction: A Systematic Review." *International Education Studies* 12, no. 1 (2018): 37. <https://doi.org/10.5539/ies.v12n1p37>.
- Chi, V. H. I., & Kadandale, P. (2022). All Groups Are Not Created Equal: Class-Based Learning Communities Enhance Exam Performance and Reduce Gaps. *CBE—Life Sciences Education*, 21(3), ar52.
- Desravines, Jean, Jaime Aquino, and Benjamin Fenton. *Breakthrough Principals: A Step-by-Step Guide to Building Stronger Schools*. Jossey-Bass, a Wiley Brand, 2016.
- Darling-Hammond, Linda, Jeannie Oakes, Steven K. Wojcikiewicz, MariaE. Hyler, Roneeta Guha, Anne Podolsky, Tara Kini, Channa M. Cook-Harvey, Charmaine N. Jackson Mercer, and Akeelah Harrell. "Preparing Teachers for Deeper Learning." Learning Policy Institute. Learning Policy Institute, June 10, 2019. https://learningpolicyinstitute.org/sites/default/files/product-files/Preparing_Teachers_Deep_Learning_BRIEF.pdf.
- Gardner, David E. "Strategies for Engagement: Enhancing Your Teaching." ACS Symposium Series 1279 (July 2, 2018): 1–13. <https://doi.org/10.1021/bk-2018-1279.ch001>.
- Hagler, Matthew. "Processes of Natural Mentoring That Promote Underrepresented Students' Educational Attainment: A Theoretical Model." *American Journal of Community Psychology* 62, no. 1-2 (2018): 150–62. <https://doi.org/10.1002/ajcp.12251>.
- Hayes, Debra Smith. "Shared Governance: A Case Study of Faculty, Administration, and Staff Collaboration." Order No. 28414244, Tennessee State University, 2021. <https://wsl.idm.oclc.org/login>.
- Henderson, Deanna. "Staff Collaboration for Student Success: Implementation Challenges of Professional Learning Communities and Response to Intervention." *BU Journal of Graduate Studies in Education* 10, no. 2 (2018): 39–44. <https://files.eric.ed.gov/fulltext/EJ1230351.pdf>.
- Kennedy, Mary M. "How We Learn about Teacher Learning." *Review of Research in Education* 43, no. 1 (2019): 138–62. <https://doi.org/10.3102/0091732x19838970>.
- "Learner Variability Navigator: Learner Variability Project." Learner Variability Navigator | Learner Variability Project. Digital Promise, March 17, 2022. <https://lvp.digitalpromiseglobal.org/>.
- Lores, Diana. "Building A System of High Quality Community Partnerships." expanded learning. Prime Time Palm Beach County Dedicated to Quality After School Programs. Accessed August 10, 2022. <https://www.expandinglearning.org/sites/default/files/Building%20A%20System%20of%20High%20Quality%20Community%20Partnerships.pdf>.

- Luiselli, James K., Robert F. Putnam, Marcie W. Handler, and Adam B. Feinberg. "Whole School Positive Behaviour Support: Effects on Student Discipline Problems and Academic Performance." *Educational Psychology* 25, no. 2-3 (October 5, 2005): 183–98. <https://doi.org/10.1080/0144341042000301265>.
- MTSS Committee. "Quick Guide for Multi-Tiered System of Supports: The Building Level." Building MTSS Quick Guide. Wayne RESA, August 2017. <https://resources.finalsite.net/images/v1568836530/resanet/v3v3youp8fkgrbzuiuve/BuildingMTSSQuickGuide.pdf>.
- Parnell, A., Jones, D., Wesaw, A., & Brooks, D. C. (2018). Institutions' use of data and analytics for student success: Results from a national landscape analysis. Washington, DC: NASPA–Student Affairs Administrators in Higher Education, the Association for Institutional Research, and EDUCAUSE.
- Pimentel, Susan, and Ross Wiener. "Practice What You Teach: Checklist - Achievethecore.org." Achieve the Core. Student Achievement Partners and The Aspen Institute, April 17, 2017. https://achievethecore.org/content/upload/PracticeWhatYouTeach-Checklist_SchoolLeadersandTeachers_Final_Dec2017.pdf.
- Pimentel, Susan, and Ross Wiener. "Practice What You Teach: Connecting Curriculum and Professional Learning in Schools." The Aspen Institute. The Aspen Institute, May 11, 2017. <https://www.aspeninstitute.org/publications/practice-teach-connecting-curriculum-professional-learning-schools/>.
- Prothero, Arianna. "How to Build Relationships with Students during COVID-19." Education Week. Education Week, January 15, 2021. <https://www.edweek.org/leadership/how-to-build-relationships-with-students-during-covid-19/2020/09>.
- Raposa, Elizabeth B., Jean Rhodes, Geert Jan Stams, Noel Card, Samantha Burton, Sarah Schwartz, Laura A. Sykes, Stella Kanchewa, Janis Kupersmidt, and Saida Hussain. "The Effects of Youth Mentoring Programs: A Meta-Analysis of Outcome Studies." *Journal of Youth and Adolescence* 48, no. 3 (2019): 423–43. <https://doi.org/10.1007/s10964-019-00982-8>.
- Seif, Elliott. "Dimensions of Deep Learning: Levels of Engagement and Learning." Dimensions of Deep Learning: Levels of engagement and learning. ASCD, November 16, 2018. <https://www.ascd.org/blogs/dimensions-of-deep-learning-levels-of-engagement-and-learning>.
- Shindler, John. "Alliance for the Study of School Climate (ASSC)." Alliance for the Study of School Climate (ASSC) - Assessment. Charter College of Education. Accessed August 9, 2022. https://web.calstatela.edu/centers/schoolclimate/assessment/school_survey.html.
- Smets, Wouter. "High Quality Differentiated Instruction - A Checklist for Teacher Professional Development on Handling Differences in the General Education Classroom." *Universal Journal of Educational Research* 5, no. 11 (2017): 2074–80. <https://doi.org/10.13189/ujer.2017.051124>.
- Stosich, Elizabeth Leisy, Candice Bocala, and Michelle Forman. "Building Coherence for Instructional Improvement through Professional Development." *Educational Management Administration & Leadership* 46, no. 5 (2017): 864–80. <https://doi.org/10.1177/1741143217711193>.
- Vermunt, Jan D., Maria Vrikki, Nicolette van Halem, Paul Warwick, and Neil Mercer. "The Impact of Lesson Study Professional Development on the Quality of Teacher Learning." *Teaching and Teacher Education* 81 (2019): 61–73. <https://doi.org/10.1016/j.tate.2019.02.009>.
- Vontz, T., & Goodson, L. (2020, June 8). Module 8: Research-based instructional strategies. EDCI 702 Curriculum Instruction and Assessment. Retrieved August 1, 2022, from <https://kstatelibraries.pressbooks.pub/EDCI702/chapter/module-8-research-based-instructional-strategies/>

Weinstein, Yana, Megan Smith, and Oliver Caviglioli. "Six Strategies for Effective Learning." The Learning Scientists. The Learning Scientists. Accessed August 10, 2022. <https://www.learningscientists.org/downloadable-materials>.

"Welcome to the Resource Library." EALA. Educating All Learners, July 7, 2021. <https://educatingalllearners.org/resource-library/>.