

# Exploring the School

Facilitator: \_\_\_\_\_ LEA: \_\_\_\_\_

School Visit: **1-2 Hours**

## Look-Fors:

- *What are the students doing? Saying?*
- *How are the students interacting?*
- *What is the teacher doing? Saying? With whom?*

### ESSENTIAL PRACTICE:

## Provide Student Centered Supports

PRACTICES	LOOK-FORS	NOTES
<p><b>1. Provide school environment where all members feel welcomed, supported and safe</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> People are greeted warmly in the school office and entrance way</li> <li><input type="checkbox"/> Building is welcoming</li> <li><input type="checkbox"/> There are materials representative of the diversity of the students</li> <li><input type="checkbox"/> Materials and resources around the school send positive and encouraging messages of success for all students</li> <li><input type="checkbox"/> Verbal messages show respect and caring of all students</li> <li><input type="checkbox"/> Welcoming staff, students and parents</li> </ul>	
<p><b>2. Schoolwide positive behavior interventions and supports</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School expectations posted throughout the school</li> <li><input type="checkbox"/> Behavior support programs geared to helping students learn self-control, rather than being punitive</li> <li><input type="checkbox"/> Orderly hallways and classrooms</li> <li><input type="checkbox"/> Conversations among staff are respectful</li> <li><input type="checkbox"/> Conversations between students and staff are respectful</li> <li><input type="checkbox"/> Conversations between students are respectful</li> </ul>	

PRACTICES	LOOK-FORS	NOTES
<b>3. Multi-tiered system of supports for academics and behavior</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Varied support personnel are engaged with students and each other</li> <li><input type="checkbox"/> Team meetings are held regularly to meet needs of individual learners (not only in special education classes)</li> </ul>	
<b>4. Family engagement to support learning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ongoing information to parents about instruction via various media</li> <li><input type="checkbox"/> Communication conveyed in appropriate and representative languages</li> <li><input type="checkbox"/> Flyers indicating opportunities for family learning are organized</li> </ul>	
<b>5. Partnerships with local businesses, community organizations and other agencies</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recognition of partners is evident</li> <li><input type="checkbox"/> Community members are present in the school</li> <li><input type="checkbox"/> Student engagement with community partners is evident</li> </ul>	

ESSENTIAL PRACTICE:

## Empower Leadership

PRACTICES	LOOK-FORS	NOTES
<b>1. Culture of high expectations for success</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School environment/messages convey high expectations</li> <li><input type="checkbox"/> Messages on the morning announcements convey expectations for success</li> <li><input type="checkbox"/> Staff members use encouraging words when addressing students</li> <li><input type="checkbox"/> Staff members use encouraging words when talking about students to other adults</li> </ul>	
<b>2. Collective vision for continuous improvement of teaching and learning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff members can articulate a connection between their daily work with students and the school's mission and goals</li> </ul>	

<b>PRACTICES</b>	<b>LOOK-FORS</b>	<b>NOTES</b>
<p><b>3. Building leadership capacity and empowering staff in development and successful implementation of initiatives</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff members take on leadership roles beyond their classroom duties in support of the school plan</li> <li><input type="checkbox"/> Staff members who take these roles feel encouraged by the principal and administrators</li> </ul>	
<p><b>4. Needs-based organization and allocation of programmatic, human and fiscal capital resources aligned with school improvement plan</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Decisions on school-wide programs are aligned with the school's mission and goals</li> <li><input type="checkbox"/> School schedule supports the school's mission and goals</li> <li><input type="checkbox"/> School budget decisions are aligned with the school's mission and goals</li> </ul>	
<p><b>5. Continuous monitoring of school improvement plan implementation and adjust as needed</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff members are asked for ongoing feedback on continuous improvement efforts</li> <li><input type="checkbox"/> Progress towards the school's mission and goals is shared with all stakeholders</li> </ul>	