



END OF YEAR REVIEW Questioning Instrument

Office of School Improvement

Turnaround Principle 1	
Indicator 1.1: Principal establishes a sense of urgency and shared accountability for meeting school improvement objectives	
<p>Leadership: Describe the mission, vision of the school, and how it has changed over the principal’s tenure? How is it reflected within the school community? How do you promote a culture of shared accountability? What decision(s) have you been able to implement this year different from last year, and what was your basis for this/these decision(s)?</p>	Evidence:
<p>Teachers: Describe the mission, vision of the school, and how it has changed over the principal’s tenure? How is it reflected within the school community? How are teachers involved in the decision-making at the school?</p>	Evidence:
<p>Examples: Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 1	
Indicator 1.2: LEA has developed and implemented a plan to establish a pipeline of potential turnaround leaders.	
<p>Leadership:</p> <p>What procedures and processes are in place to develop potential leaders in the district? School? What opportunities do you provide to “grow” leaders?</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>What procedures and processes are in place to develop potential leaders in the school? What leadership opportunities have you been provided by the school?</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 1	
<p>Indicator 1.3: LEA has developed and implemented policies and practices to support full and effective implementation of school improvement efforts, as necessary.</p>	
<p>Leadership:</p> <p>What policies and practices have been developed to support full and effective implementation of school improvement efforts/reform strategies? How were efforts/strategies identified, specifically regarding PD and instructional strategies/programs? How are policies and practices the same and/or different from last year? What evidence supports these decisions?</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>What policies and practices have been developed to support full and effective implementation of school improvement efforts/reform strategies? How were efforts/strategies identified, specifically regarding PD and instructional strategies/programs? How are policies and practices the same and/or different from last year? What evidence supports these decisions?</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 1	
Indicator 1.4: LEA and school have established active leadership teams to support implementation of the school improvement plan.	
<p>Leadership:</p> <p>What is the role of the DLT and how often does it meet? The SLT? Give specific examples of work the DLT/SLT has accomplished this school year as it relates to school improvement? How is the district/school action plan different this year from last year? How does the DLT work with the school administrators? Please share specific examples.</p>	Evidence:
<p>Teachers:</p> <p>Who is on your school’s leadership team? What is your understanding of your school’s leadership team’s role/purpose? What decisions have resulted from your school’s leadership team? Please share specific examples.</p>	Evidence:
Examples:	
Refer to the School Turnaround Principle Sample Evidence Document	

Turnaround Principle 2	
<p>Indicator 2.1: LEA and school have structured support systems for recruitment, placement, induction, and retention of teachers and leaders who have the skills needed for school transformation.</p>	
<p>Leadership: Describe the LEA’s procedures and processes for recruiting, placing, inducting, and retaining staff with the necessary skills to implement school transformation. Describe the School’s process.</p>	<p>Evidence:</p>
<p>Teachers: <i>New Staff:</i> Describe what your interview was like. Who interviewed you? How did you hear about the vacancy for your position? Describe any supports you have received from the district and school since you have been hired.</p>	<p>Evidence:</p>
<p>Examples: Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 2	
Indicator 2.2: LEA and school align professional development and evaluation systems to improve instructional and leadership practices.	
<p>Leadership:</p> <p>Describe the district's/school's process for conducting administrator and teacher observations and evaluations. How often does this occur? How are evaluation results used? What is the process for sharing feedback? Give an example of a PD that was provided as a result of administrator and/or teacher evaluation results.</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>How often to district/school administrators observe your instruction? How are you provided feedback? Share examples of feedback you have received from an observation or evaluation by your administrator? Do you participate in peer observations? If so, how often has this occurred this school year? What kind of feedback do you receive?</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 3	
Indicator 3.1: Principal ensures teachers maximize time available for instruction.	
<p>Leadership:</p> <p>How do you ensure that the school uses every minute of instructional time? How does the superintendent ensure this is happening? The principal?</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>How do you ensure that the school uses every minute of instructional time? How does the superintendent ensure this is happening? The principal?</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 4	
<p>Indicator 4.1: Principal continuously monitors and teachers continuously evaluate the effectiveness of curriculum, instruction, and assessment to ensure that all students engage in the learning process.</p>	
<p>Leadership:</p> <p>How do you ensure there is a school-wide culture of high expectations? How does the DLT/SLT ensure this is being done? What is the district's/school's plan for assessing students, both formally and informally, and how are results used to ensure learning for all students? What technology is available for classroom instruction and support? How is it being used?</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>How do you communicate goals and expectations to students? How do you monitor student engagement in your classroom? How do you assess students, both formally and informally, in your classrooms and how is the data used to improve learning for all students? For your at-risk students? What technology is available for classroom instruction and support? How is it being used?</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 5	
Indicator 5.1: LEA and school collect, monitor, and respond to benchmark/interim data.	
<p>Leadership:</p> <p>Describe the district's/school's use of data, including how state and interim assessment results are used by principal/teachers to improve instruction for all students.</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>Describe how you use data, including how state and interim assessment results to improve instruction for all students.</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 5	
Indicator 5.2: LEA and school align curriculum, instruction, and assessment with state standards.	
<p>Leadership:</p> <p>How do you ensure that instruction is aligned both vertically and horizontally with college and career standards?</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>How do you ensure that instruction is aligned both vertically and horizontally with college and career standards?</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 6	
Indicator 6.1: School implements strategies and practices to improve school culture and climate.	
<p>Leadership:</p> <p>Describe the school’s strategies and practices to improve culture and climate. How have you partnered with community groups to provide support services to students? What is the school’s behavior management plan?</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>Describe the school’s strategies and practices to improve culture and climate. What is the school’s behavior management plan? What is the school’s process for handling constant class disruptions?</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 7	
Indicator 7.1: School and teachers engage families and communities about children’s learning and provide opportunities for input.	
<p>Leadership:</p> <p>What is the district/school’s process for sharing data with families and communities? How are families and communities involved in the decision-making process for school improvement goals and objectives? Be specific.</p>	<p>Evidence:</p>
<p>Teachers:</p> <p>What is the district/school’s process for sharing data with families and communities? How are families and communities involved in the decision-making process for school improvement goals and objectives? Be specific.</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 8	
Indicator 8.1: LEA and school recruit, screen, select, and evaluate external providers.	
<p>Leadership</p> <p>Describe your process for selecting external providers. How do you evaluate the performance of external providers? How do you ensure that external providers deliver intensive, ongoing assistance to support school reform strategies?</p>	<p>Evidence:</p>
<p>Teachers</p> <p>Describe the type of support you receive from external providers. How are you involved in the type of support they provide you? Tell me about discussions or feedback you have provided to the school administrators regarding the support you receive from external providers.</p>	<p>Evidence:</p>
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	

Turnaround Principle 8	
Indicator 8.2: School aligns allocation of resources (money, time, personnel) to school improvement goals.	
<p>Leadership</p> <p>What student achievement data supports your allocation of resources? Is there an alignment between the budget plan and your school achievement data? Be specific. Who is included in determining what the funds are used for? Share examples of this in action.</p>	Evidence:
<p>Teachers</p> <p>How are resources allocated in this school? What role, if any, have you had in determining resources to use for your classroom and/or how funds would be used to support instruction for the school?</p>	Evidence:
<p>Examples:</p> <p>Refer to the School Turnaround Principle Sample Evidence Document</p>	