

Center on Innovation Improvement
RAPID IMPROVEMENT SCHOOL INDICATORS/STRATEGIES

The indicators\strategies listed on the next four pages come from the *Handbook on Restructuring and Substantial School Improvement* that provides educators at the state, division, and school levels with principles for restructuring and substantially improving the performance of low-performing schools. This handbook complements *School Restructuring Under NCLB: What Works When?* As you review the list, please note that not every indicator\strategy is appropriate for all low-performing schools. The principal and key stakeholders must meet, review pertinent data to identify the inhibitors preventing the school from meeting or exceeding state standards, and select those indicators\strategies that will assist the school with removing any identified inhibitors. The indicators\strategies are grouped into 16 essential elements necessary for rapid and sustained school improvement:

1. Team Structure
2. Principal's Role
3. Professional Development
4. Aligned Instruction
5. Classroom Assessment
6. Differentiated Instruction
7. Periodic Assessment
8. Instruction – Preparation
9. Instruction – Teacher Directed – Introduction
10. Instruction – Teacher Directed – Presentation
11. Instruction – Teacher Directed – Summary/Confirmation
12. Instruction – Interaction
13. Instruction – Student Directed
14. Instruction – Computer-Based
15. Instruction – Parent Communication/Homework
16. Instruction – Classroom Management

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CODE

Team Structure

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy.
ID02	All teams have written statements of purpose and by-laws for their operation.
ID03	All teams operate with work plans for the year and specific work products to produce.
ID04	All teams prepare agendas for their meetings.
ID05	All teams maintain official minutes of their meetings.
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams.
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff.
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams.
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.

Principal's Role

IE05	The principal participates actively with the school's teams.
IE06	The principal keeps a focus on instructional improvement and student learning outcomes.
IE07	The principal monitors curriculum and classroom instruction regularly.
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.
IE09	The principal challenges, supports and monitors the correction of unsound teaching practices.
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement.

Professional Development

IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development.

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IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management.
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management.
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management.
IF06	Teachers are required to make individual professional development plans based on classroom observations.
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching.
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching.
IF10	The principal plans opportunities for teachers to share their strengths with other teachers.
Aligned Instruction	
IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.
IIA02	Units of instruction include standards-based objectives and criteria for mastery.
Classroom Assessment	
IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives.
IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction.
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team.
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others.
IIB05	Teachers re-teach based on post-test results.
Differentiated Instruction	
IIC01	Units of instruction include specific learning activities aligned to objectives.
IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers.
Periodic Assessment	
IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives.
IID03	Teachers receive timely reports of results from standardized and objectives-based tests.
IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data.
IID07	The Leadership Team monitors school-level student learning data.
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies.
IID09	Instructional Teams use student learning data to plan instruction.

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IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of early mastery of objectives).
Instruction - Preparation	
IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment.
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction.
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives.
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results.
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment.
Instruction - Teacher Directed - Introduction	
IIIA08	All teachers review the previous lesson.
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives.
IIIA10	All teachers stimulate interest in the topics.
IIIA11	All teachers use modeling, demonstration, and graphics.
Instruction - Teacher Directed - Presentation	
IIIA13	All teachers explain directly and thoroughly.
IIIA14	All teachers maintain eye contact.
IIIA15	All teachers speak with expression and use a variety of vocal tones.
IIIA16	All teachers use prompting/cueing.
Instruction - Teacher Directed - Summary/Confirmation	
IIIA17	All teachers re-teach when necessary.
IIIA18	All teachers review with drilling/class recitation.
IIIA19	All teachers review with questioning.
IIIA20	All teachers summarize key concepts.
Instruction - Interaction	
IIIA21	All teachers re-teach following questioning.
IIIA25	All teachers encourage students to paraphrase, summarize, and relate.
IIIA26	All teachers encourage students to check their own comprehension.
IIIA27	All teachers verbally praise students.
Instruction - Student Directed (Group or Individual)	
IIIA28	All teachers travel to all areas in which students are working.
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback).
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures).

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IIIA33 All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family).

Instruction - Computer Based

IIIA35 Students are engaged and on task.

IIIA40 All teachers assess student mastery in ways other than those provided by the computer program.

Instruction - Parent Communication / Homework

IIIB01 All teachers maintain a file of communication with parents.

IIIB02 All teachers regularly assign homework (4 or more days a week).

IIIB03 All teachers check, mark, and return homework.

IIIB06 All teachers systematically report to parents the student's mastery of specific standards-based objectives.

Instruction - Classroom Management

IIIC01 When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.

IIIC04 Students raise hands or otherwise signal before speaking.

IIIC05 All teachers use a variety of instructional modes.

IIIC06 All teachers maintain well-organized student learning materials in the classroom.

IIIC08 All teachers display classroom rules and procedures in the classroom.

IIIC09 All teachers correct students who do not follow classroom rules and procedures.

IIIC10 All teachers reinforce classroom rules and procedures by positively teaching them.