

## SCHOOL CSR SELF-ASSESSMENT TOOL

This tool is to help schools ensure they choose a model based on their specific strengths and weaknesses while meeting the nine components of a Comprehensive School Program.

Please rate your school 1, 2, or 3 on the following components for effective school change. Provide evidence for components marked 1 and 2.				
Components	Like our school 3	Somewhat like 2	Not like our school 1	Evidence if response is "Somewhat like" or "Like our school":
<b>1. Teachers use effective, research-based methods and strategies:</b>				
a. The school program is based on best-practices research.				
b. The school program produces educationally significant gains in reading, math and other subjects.				
c. Innovative strategies are utilized in the areas of student learning, teaching and school management.				
d. The school uses strategies, materials and instructional methods designed for English Language Learners (LEP).				
e. Specific target populations (children from low-income families, with disabilities or LEP) are academically successful.				
<b>2. The school is organized around a comprehensive design with aligned components:</b>				
a. Improvement efforts encompass the whole school rather than focusing on particular grade levels, subjects, students or teachers.				
b. The school staff and administrators clearly and centrally focuses on improved teaching and learning.				
c. There is alignment between curriculum, standards, assessments, teaching, and professional development.				
d. Instruction is guided by state standards and benchmarks.				

## SCHOOL CSR SELF-ASSESSMENT TOOL

This tool is to help schools ensure they choose a model based on their specific strengths and weaknesses while meeting the nine components of a Comprehensive School Program.

Components	Like our school 3	Somewhat like 2	Not like our school 1	Evidence if response is "Somewhat like" or "Like our school":
e. The school staff (site council) conducted a thorough needs assessment within the last 18 months.				
<b>3. Professional development and training for teachers and staff is high-quality and continuous:</b>				
a. The school bases its professional development plan on its academic strengths and weaknesses.				
b. The professional development plan includes leadership training for our principal and administration.				
c. The district supports out professional development efforts (time, money, incentives).				
d. Professional development is targeted, inclusive, and builds on previous efforts.				
<b>4. The school has measurable goals for student performance and benchmarks for meeting those goals:</b>				
a. There are clear benchmarks for student and school performance.				
b. The school's goals for student performance match with state and/or district standards and assessments.				
c. There are strategies for working with students who do not meet benchmarks.				
d. There is evidence that these strategies are effective in moving students from non- and partially proficient to more advanced levels.				
<b>5. School staff supports school improvement efforts:</b>				

## SCHOOL CSR SELF-ASSESSMENT TOOL

This tool is to help schools ensure they choose a model based on their specific strengths and weaknesses while meeting the nine components of a Comprehensive School Program.

Components	Like our school 3	Somewhat like 2	Not like our school 1	Evidence if response is "Somewhat like" or "Like our school":
a. School improvement is an agreed-upon focus at the school.				
b. The principal and staff see eye-to-eye on implementation of efforts designed to improve student achievement.				
c. The majority of staff are willing to assess strengths and weaknesses and make necessary changes.				
<b>6. Parents and community are involved in the school:</b>				
a. Parents and other school community members are involved in the design and implementation of school improvement activities.				
b. The school staff provides easily understood information about standards and expectations for student achievement.				
c. Parents are involved in decision-making functions at the school.				
d. Parents provide support for at-home learning opportunities.				
<b>7. External technical support and assistance is ongoing (i.e., LEA, SEA, ESDs &amp; other service providers):</b>				
a. Assistance to the school is clearly linked to the school program's priority needs.				

### SCHOOL CSR SELF-ASSESSMENT TOOL

This tool is to help schools ensure they choose a model based on their specific strengths and weaknesses while meeting the nine components of a Comprehensive School Program.

Components	Like our school 3	Somewhat like 2	Not like our school 1	Evidence if response is "Somewhat like" or "Like our school":
b. Support is linked to state/local standards.				
<b>8. The school has strategies for evaluating its efforts:</b>				
a. The school has a process to evaluate the effectiveness of school improvement efforts.				
b. The school adjusts its practices based on evaluation results.				
c. The school links its evaluation efforts to state/local standards.				
<b>9. Coordination of Resources:</b>				
a. Federal/state/local/private resources are coordinated to maximize the scope of the school's program.				
b. The district provides support in leveraging existing resources				