

# Focusing on Student, Professional, & System-Level Learning

*Turning High-Poverty Schools Into High-Performing Schools*

## 1 GETTING STARTED

- + Urgency is apparent
- + School status is understood
- + Shared vision for improvement
- + Implementation strategies selected
- + Staff is prepared to begin

## 2 GAINING MOMENTUM

- + People are empowered
- + Barriers are being removed
- + Implementation is becoming routine
- + Commitment is increasing
- + Progress is monitored
- + Initial gains are made and celebrated
- + Support for improvement continues

## 3 SUSTAINING GAINS

- + Improvements are embedded daily
- + Collaboration continues
- + Refinements are made
- + Gains are made and sustained

PROGRESS	NO PROGRESS	1	2	3
Does our instructional framework guide curriculum, teaching, assessment, and the learning climate?				
Do teachers understand the attributes and functions necessary to succeed with students living in poverty?				
Does our instructional framework include research-based strategies for students who live in poverty?				
Do we use common formative and summative assessments to measure student learning?				
Have we ensured that teachers are assessment literate and can use assessments to guide instruction?				
Have we developed assessment literacy in students?				
Are we collaboratively analyzing student work and collectively improving teaching?				
Do teachers have a common vision of good teaching?				
Are we using research based models for professional learning?				
Have we ensured all students are proficient in reading?				
Do we provide targeted interventions?				
Are we engaging in continuous data-based inquiry as a school?				