

S.M.A.R.T. Schools Self-Assessment

INSTRUCTIONS: You might begin by completing the survey on your own; then ask colleagues to join you in the exercise. Circle the number that best indicates where you believe your school now functions.

FOCUS

1. There is a shared vision for continuous school improvement that is focused on student learning.

1	2	3	4	5	6	7	8	9	10
We don't have a shared vision.			There is a formal vision statement but it is seldom referenced.			The school's vision for student success regularly guides our staff discussions and decision making.			

2. School goals focus on improved student achievement.

1	2	3	4	5	6	7	8	9	10
We do not have written goals.			Our goals focus on process and program enhancement.			Our goals address student learning needs with regard to standards and learner expectations.			

3. School goals are S.M.A.R.T.

1	2	3	4	5	6	7	8	9	10
Our goals are hard to measure.			Our goals are measurable but not very specific.			Our goals focus on student results and target needs based on a careful analysis of data on student performance.			

REFLECTION

4. Staff, faculty and administration reflect and dialogue together about professional matters that impact student learning.

1	2	3	4	5	6	7	8	9	10
We never meet to discuss substantive Issues related to student learning.			We occasionally discuss student-centered Issues focused on learning.			Our discussions focus on the quality of teaching and learning in our school.			

5. Staff know how effectively current practices work and continuously seek to find new methods to improve student performance.

1	2	3	4	5	6	7	8	9	10
Staff does not talk about instruction, results or improvements.			Staff occasionally look at how they're doing and make adjustments / improvements.			Staff regularly reflect on and assess the impact of their instruction and make revisions based on the results.			

COLLABORATION

6. There is a high degree of trust among individuals.

1	2	3	4	5	6	7	8	9	10
Low trust and conflict characterize our school's working relationships.			We generally trust each other but are not always as open as we could be.				Trust and openness characterize the way we work.		

7. The structure of the day and year provide flexibility and time for people to work together.

1	2	3	4	5	6	7	8	9	10
There are no specific arrangements made to create time for school improvement team's interaction.			Time is arranged but it is either inadequate or inconsistent.				The school day and year have been structured so as to make collaborative decision-making and team learning the way we do business.		

LEADERSHIP CAPACITY

8. There is full participation in leadership. Staff, faculty, administrators, community members, parents and students all have important and defined leadership roles.

1	2	3	4	5	6	7	8	9	10
There is one leader in the school.			Leadership is an assignment based on a specific task, committee appointment or position.				All members of the school community take leadership action for improving school results.		

9. Individuals have well developed leadership skills and consistently use them in collaborative ways.

1	2	3	4	5	6	7	8	9	10
The development of leadership skills is limited to a few "positional" leaders.			Broad-based, skillful leadership is valued but not systemically developed.				Leadership skills are developed, valued and consistently applied across a wide variety of stakeholders.		

TOTALS

Add all numbers circled and put the total below.

_____ TOTAL

Strength areas to celebrate (the way it is comes close to the way you want it to be):

Priority areas (biggest gaps between the way it is and the way you want it to be):

One step you can take that will address the priority area this year (preferably something you have direct control or influence over):