PLEASANTVILLE PUBLIC SCHOOLS
SCHOOL- WIDE WALK-THROUGH FORM

School _____

Walkthrough Team Members: (Names and Titles)

Date_____

Culture of High Expectations & Learning Environment Conducive to Learning: The school sets forth clear and high expectations for student learning. These expectations address academics as well as behaviors and habits of mind (e.g., reliability, civility, team orientation, creativity, critical thinking, and willingness to work hard). The entire school community works to ensure that all students meet these expectations and succeed at the highest possible level. ➢ Academic standards and codes of behavior are clearly posted and written in language that students can understand. ➢ Numerous posted examples of student work including (but not limited to) exemplary work. ➢ Numerous examples of rubrics and scored examples of student work showing rigorous application of standards. ➢ School improvement plan sets high goals for academic achievement for all groups. Teachers, families, and students understand their role and accept responsibility for successfully achieving the goals set forth in the School Improvement Plan.	1 Comments	2	3	4
Shared School Improvement Plan: The school has a School Improvement Plan that is based on a careful analysis of needs and root causes of underperformance; that identifies a focused, manageable set of action steps based on best practices; includes measurable goals for student achievement; is understood and supported by the entire school community. ➢ Evidence of a plan ➢ Evidence that the plan or an understanding of the plan has been widely disseminated. ➢ Ability of faculty members and other community members to explain what they are doing to support its goal. ➢ Evidence that the plan has a role in improving educational quality.	1 Comments	2	3	4
Multiple Measures of Progress: The school has a standards-based assessment system that measures each student's knowledge and skills in multiple ways. There is a consistent, reliable, and standard based system for measuring quality of authentic student work. Teachers use this information along with test data to track progress toward high academic standards as well as progress of the school as a whole. ➢ Evidence that student work is valued as a measure of progress (a portfolio system is being used as a means of measuring, documenting, and reporting student progress. ➢ School-wide rubrics are consistently applied across subject areas ➢ Conversations with teachers show an understanding of what students know and are able to do, based on multiple sources of data.	1 Comments	2	3	4

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School-Wide Reporting System: The school reporting system and process go beyond reporting letter grades and test scores. The system may include (a) a student report card that shows progress relative to high standards (not just grades); (b) a narrative account by teacher and or student on individual accomplishment; (c) student-led family conferences; (d) a school-wide portfolio system; and (e) (at least) annual exhibitions of students work. Students, Family members and faculty understand and support the assessment system. All students can explain how and why they are being assessed and can set personal goals based on the assessments.	1	2	3	4
➢ A report card insert with narrative accounts of student learning. ➢ Family newsletters. ➢ Evidence that contacts with family members are not scheduled just to deal with problems or behavioral issues. ➢ Evidence that student-teacher-family conferences are regularly scheduled and focus on academic strengths and challenges. ➢ Evidence of Family Nights and other proactive attempts to involve family members in the learning process. ➢ Evidence of (photographs) public exhibitions of student work.	Comments			
Instructional Leadership: With active support from the principal, a strong and effective leadership team works to ensure a positive school climate and excellence in instruction school-wide. The team communicates with faculty members, families, and other key stakeholders.		2	3	4
➢ Evidence of regular meetings focused on instructional issues. ➢ Documents showing representative membership of instructional leadership team. ➢ Members of the team can give examples of instructional issues they are considering ➢ Evidence of active support and involvement in instructional issues on the part of the principal.	Comments			

TOTAL SCORE _____