



School Improvement Survey

CODE:

SCHOOL NAME:

PLEASE COMPLETE SURVEY BY:

DIRECTIONS: Please respond to each statement in this survey in **TWO** ways. First, indicate in the left column the degree to which the statement represents how an ideal school might operate. Then, in the right column, indicate the degree to which the school in which you are involved accomplishes the statement.

CIRCLE
YOUR
IDEAL
BELOW



CIRCLE
ACTUAL
PRACTICE
BELOW

TEACHER PRACTICES

1 2 3 4 5	1 Practitioners ¹ make sure their activities and assignments are directly related to school improvement goals and curriculum standards.	1 2 3 4 5
1 2 3 4 5	2 Practitioners are encouraged to develop new and use innovative practices in their classroom and curriculum.	1 2 3 4 5
1 2 3 4 5	3 Teachers respond effectively to student diversity and make learning motivating and relevant to all students.	1 2 3 4 5
1 2 3 4 5	4 Learning goals are challenging enough to prepare students well for the next educational level.	1 2 3 4 5
1 2 3 4 5	5 Instruction in our school is adapted to fit the individual needs of students.	1 2 3 4 5
1 2 3 4 5	6 Students are expected to explore their interests and new ideas.	1 2 3 4 5
1 2 3 4 5	7 Instruction in our school is flexible and not bound to time schedules.	1 2 3 4 5
1 2 3 4 5	8 Practitioners provide alternative structures, materials, standards, etc. so that all students can learn.	1 2 3 4 5
1 2 3 4 5	9 Classroom practices help students engage in learning strategies, such as reflection and goal setting.	1 2 3 4 5
1 2 3 4 5	10 Teachers ² collaboratively assess, and reflect on implementing more effective teaching practices.	1 2 3 4 5
1 2 3 4 5	11 Teachers encourage students to direct, understand, and take responsibility for their own learning.	1 2 3 4 5
1 2 3 4 5	12 Modifications are made to the general curriculum for all students with disabilities so that they may participate in and benefit from general education classes.	1 2 3 4 5
1 2 3 4 5	13 Teachers primarily use ability grouping to deliver instructions.	1 2 3 4 5
1 2 3 4 5	14 Teachers function in differentiated roles such as mentoring of beginning teachers, directing curriculum development, and peer coaching.	1 2 3 4 5
1 2 3 4 5	15 The curriculum helps students understand their own cultural perspective and promotes understanding and respect for different perspectives.	1 2 3 4 5

SCHOOL PRACTICES

1 2 3 4 5	16 Each classroom is deliberately composed of a variety of students who represent the complete diversity of students who attend this school	1 2 3 4 5
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¹ The term practitioner means anyone (i.e., school psychologist, counselor, teacher, para-educator, therapists and others) who provides services to students
² The term teacher is used to identify classroom teachers as well as special educators, teachers of bilingual students and others who provide direct instruction to students.

CIRCLE
YOUR
IDEAL
BELOW

1

2

3

4

5

STRONGLY AGREE

STRONGLY DISAGREE

CIRCLE
ACTUAL
PRACTICE
BELOW

SCHOOL PRACTICES *CONTINUED*

1 2 3 4 5

17 Students with a range of disabilities participate in using all school resources with their non-disabled peers, i.e., computer lab, music, art, gym, library, study halls, recess, lunch, and extracurricular activities.

1 2 3 4 5

1 2 3 4 5

18 Students with a range of disabilities participate in, attend, and become members of all school sponsored social activities, clubs, organizations and sports teams.

1 2 3 4 5

1 2 3 4 5

19 The school makes school improvement decisions based on careful consideration of school and student performance.

1 2 3 4 5

1 2 3 4 5

20 Assessment practices are fair and equitable to all students regardless of prior achievement, gender, race, language, social class or cultural background.

1 2 3 4 5

1 2 3 4 5

21 School practices do not track or label students.

1 2 3 4 5

1 2 3 4 5

22 Decision-making groups or teams include students.

1 2 3 4 5

1 2 3 4 5

23 Our school schedule and calendar give adequate time for reflective, thoughtful work.

1 2 3 4 5

1 2 3 4 5

24 The school allocates its resources to give all students the instruction and materials they need to learn.

1 2 3 4 5

1 2 3 4 5

25 School goals and action plans reflect careful consideration of our school demographics, results from student assessments and other relevant information.

1 2 3 4 5

1 2 3 4 5

26 Our school has been successful in enrolling its neighborhood students with disabilities who were assigned to other schools because of special programs.

1 2 3 4 5

SCHOOL CLIMATE

1 2 3 4 5

27 People in our school make an extra effort to build personal relationships with students and their parents.

1 2 3 4 5

1 2 3 4 5

28 Practitioners are respectful of different family circumstances.

1 2 3 4 5

1 2 3 4 5

29 Students have adult mentors within our school, who provide mentorship in a meaningful way.

1 2 3 4 5

1 2 3 4 5

30 Students feel psychologically and physically safe in school.

1 2 3 4 5

SCHOOL / COMMUNITY PARTNERSHIPS

1 2 3 4 5

31 Teachers collaborate with parents to help students succeed.

1 2 3 4 5

1 2 3 4 5

32 All parents are openly encouraged and welcomed to participate actively in decision-making processes and school improvement efforts.

1 2 3 4 5

GREAT URBAN SCHOOLS:

❖
Produce high achieving students.

❖
Construct education for
social justice, access and equity.

❖
Expand students' life opportunities,
available choices and community contributions.

❖
Build on the extraordinary resources that
urban communities provide for life-long learning.

❖
Use the valuable knowledge and experience that
children and their families bring to school learning.

❖
Need individuals, family organizations and communities to
work together to create future generations of possibility.

❖
Practice scholarship by creating partnerships
for action-based research and inquiry.

❖
Shape their practice based on evidence of what
results in successful learning of each student.

❖
Foster relationships based on care,
respect and responsibility.

❖
Understand that people learn in different
ways throughout their lives.

❖
Respond with learning
opportunities that work.



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