Attachment A

Standards and Indicators for School Improvement
December 2009 Scholastic Review

Standard 1-Academic Performance-Curriculum *Rigorous, intentional and aligned…* 1.1a Aligned w/ academic expectation, core content, program/studies 1.1b Discussions among schools, regarding curriculum standards 1.1c Discussions among schools to eliminate overlaps, close gaps 1.1d Vertical communication w/ focus on key transition points 1.1e Links to continuing education, life and career options 1.1f Process to monitor, evaluate and review curriculum 1.1g Common academic core for all students	**Standard-4 Learning Environment-School Culture** *Effective Learning Community with Climate…* 4.1a Leadership support for safe, orderly environment 4.1b Leadership beliefs and practices for high achievement 4.1c Teacher beliefs and practices for high achievement 4.1d Teachers & non-teaching staff involved in decision making 4.1e Teachers accept their role in student success/failures 4.1f Effective assignment and use of staff strengths 4.1g Teachers communicate student progress 4.1h Teachers care about kids and inspire their best efforts 4.1i Multiple communication strategies used to disseminate info. 4.1j Student achievement valued and publicly celebrated 4.1k Equity and diversity valued and supported	**Standard 7-Efficiency-Leadership** *Inst. Decisions Focus on Support for Teaching/Learning, Organ. Direction, High Performance Expectations, Learning Culture, and Developing Leadership Capacity…* 7.1a Leadership developed shared vision 7.1b Leadership decisions are collaborative, data driven, performance 7.1c Leadership personal PD plan focused on effective skills 7.1d Leadership disaggregates data 7.1e Leadership provides access to curriculum and data 7.1f Leadership maximizes time effectiveness 7.1g Leadership provides resources, monitors progress, removes barriers to learning 7.1hLeadership ensures safe and effective learning 7.1i Leadership ensures necessary SBDM policies 7.1j SBDM has intentional focus on student academic performance 7.1k Leader has skills in acad. Performance, learning environ., efficiency
Standard 2-Academic Performance-Classroom Evaluation/Assessment *Multiple Evaluation and Assessment Strategies…* 2.1a Classroom assessments are frequent, rigorous, aligned 2.1b Teachers collaborate in design of assessment, aligned 2.1c Students can articulate the expectations, know requirements 2.1d Test scores used to identify gaps 2.1e Multiple assessments provide feedback on learning 2.1f Performance standards communicated and observable 2.1g CATS coordination-building and district 2.1h Student Work Analyzed	**Standard 5-Learning Environment-Student, Family and Community Support** *School Works with Families/Community to Remove Barriers…* 5.1a Families and communities active partners 5.1b All students have access to all curriculum 5.1c School provides organizational structure 5.1d Student instructional assistance outside of classroom 5.1e Accurate student record keeping system	**Standard 8-Efficiency-Organizational Structure and Resources** *Organization Maximizes Time, Space, resources…* 8.1a Maximizes organization and resources for achievement 8.1b Master schedule provides all students access 8.1c Staffing based on student needs 8.1d Staff's efficient use of time to maximize learning 8.1e Team vertical and horizontal planning focused on improvement plan 8.1f Schedule aligned with student learning needs 8.2a Resources used, equitable 8.2b Discretionary funds allocated on data based needs 8.2c Funds aligned with CSIP goals 8.2d State/Federal funds allocated with CSIP goals and data needs
Standard 3-Academic Performance-Instruction *Instructional Program Engages All Students…* 3.1a Varied instructional strategies used in all classrooms 3.1b Instructional strategies/activities aligned with goals 3.1c Strategies monitored/aligned to address learning styles 3.1d Teachers demonstrate content knowledge 3.1e Teachers incorporate technology in classrooms 3.1f Sufficient resources available 3.1g Teacher collaboration to review student work 3.1h Homework is frequent, monitored and tied to instructional practice	**Standard 6-Learning Environment-Professional Growth, Development and Evaluation** *Research-based, Professional Development and Performance Evaluation to Improve Teaching and Learning…* 6.1a Long term professional growth plans 6.1b Building capacity with on-going PD 6.1c Staff development aligned with student performance goals 6.1d School improvement goals connected/student learning goals 6.1e PD ongoing and job embedded 6.1f PD aligned to analysis of test data 6.2a School has clearly defined evaluation process 6.2b Leadership provides sufficient PD resources 6.2c Evaluations and growth plans effectively used 6.2d Evaluation process meets or exceeds statutes 6.2e Instructional leadership needs addressed 6.2f Leadership provides evaluation follow-up and support	**Standard 9-Efficiency-Comprehensive and Effective Planning** *School Improvement Plan…* 9.1a Collaborative process 9.2a Planning process involves collecting, managing/analyzing data 9.2b Uses data for school improvement planning 9.3a Plans reflect research/expectations for learning and are reviewed 9.3b Staff analysis student learning needs 9.3c Desired learning results are defined 9.4a Data used to determine strengths and limitations 9.4b School goals are defined 9.5a School improvement action steps aligned with goals/objectives 9.5b Plan identifies resources, timelines, and person responsible 9.5c Process to effectively evaluate plan 9.5c Plan aligned with mission, beliefs, school profile, desired results 9.6a Plan implemented as developed 9.6b Evaluate degree of student learning set by plan 9.6c Evaluate student performance according to plan 9.6d Evidence to sustain the commitment to continuous improvement