

**CATEGORY I. CURRICULUM and INSTRUCTION**

**INDICATOR 1.1 All instructional staff members implement a curriculum that is aligned with state standards.**

<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>1.1a Vertical Alignment</b>	The instructional staff does not implement a written curriculum vertically aligned to state core content standards.	The instructional staff implements a written curriculum vertically aligned to some of the state core content standards.	The instructional staff implements a written curriculum vertically aligned to all state core content standards.	The instructional staff implements a written curriculum vertically aligned to all state content standards.
<b>1.1b Horizontal Alignment</b>	The instructional staff does not implement a written curriculum horizontally aligned to state core content standards.	The instructional staff implements a written curriculum horizontally aligned to some of the state core content standards.	The instructional staff implements a written curriculum horizontally aligned to all state core content standards.	The instructional staff implements a written curriculum horizontally aligned to all content standards.
<b>1.1c Professional Development</b>	The instructional staff has been informed of the state content standards, but is not required to access them and is not provided with professional development to facilitate understanding and implementation.	The instructional staff receives copies of the state content standards but is not provided with professional development to facilitate understanding and implementation.	All instructional staff receives copies of the state content standards and participates in professional development to understand and implement curriculum aligned with state content standards as needed.	All instructional staff and school administrators participate in ongoing professional development to understand and implement curriculum aligned with state content standards as needed.

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<b>INDICATOR 1.2 All instructional staff members deliver the standards-based curriculum to all students.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>1.2a Standards-Based Instruction</b>	Few, if any, instructional staff members ensure that students receive grade-level/content area, standards-based instruction.	Some instructional staff members ensure that students receive grade-level/content area, standards-based instruction.	All instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students achieve at the proficient level.	All instructional staff members ensure that all students receive grade-level/content area, standards-based instruction designed to help students acquire the skills and knowledge needed for college and work force readiness.
<b>1.2b Content Knowledge</b>	Few, if any, instructional staff members accurately teach content and use vocabulary aligned to the content standards.	Some instructional staff members accurately teach content and uses vocabulary aligned to the content standards.	All instructional staff members accurately teach content and use vocabulary aligned to the content standards.	All instructional staff members accurately teach content and use vocabulary aligned to the content standards; all staff members have the content knowledge necessary to meet the needs of students who have already demonstrated proficiency.
<b>1.2c Cognitive Level</b>	Few, if any, instructional staff members deliver instruction that fully reflects the level of cognitive demand indicated in the state core content standards.	Some instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the state core content standards.	All instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the state core standards.	All instructional staff members deliver instruction that reflects the level of cognitive demand indicated in the state core content standards and provide enrichment activities to students who have demonstrated proficiency.
<b>1.2d Communication</b>	Few, if any, instructional staff members communicate grade-level/content area standards in classrooms in student-friendly terms.	Some instructional staff members communicate grade-level/content area standards in student friendly terms.	All instructional staff members clearly communicate grade-level/content area standards in student friendly terms.	All instructional staff members clearly communicate grade-level/content area standards in all classrooms in student-friendly terms. Students can explain the expectations for academic performance.
<b>1.2e Observable Student Work</b>	Little, if any, student work reflects grade-level/content area standards.	Some student work reflects grade-level/content area standards.	Student work consistently reflects grade-level/content area standards.	Student work reflects grade-level/content area standards and students are able to connect the work they do with college and work Force readiness.

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**INDICATOR 1.3 All instructional staff members use effective instructional strategies to meet the learning needs of all students.**

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
<b>1.3a Effective Strategies</b>	Instructional staff uses few, if any, effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	Instructional staff inconsistently uses effective instructional strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.	All instructional staff members' use proven effective instructional strategies, including differentiated instruction, most of the time to meet the learning needs of individual students and student groups.	All instructional staff members consistently use proven effective teaching strategies, including differentiated instruction, to meet the learning needs of individual students and student groups.
<b>1.3b Adaptations</b>	Few, if any, instructional staff members use multiple approaches to instruction. Nearly all instructional staff provide instruction primarily in whole class or lecture format.	Some instructional staff members use multiple approaches to instruction. Most staff provide instruction primarily in whole class or lecture format.	All instructional staff members use multiple approaches to instruction. All staff members use whole group, small group, and individualized instruction on a consistent basis.	All instructional staff members use varied and multiple approaches to instruction, including whole group, small group and individualized instruction on a consistent basis. In addition, all instructional staff members use other approaches, such as project/community-based learning and cooperative learning, to meet the needs of students.
<b>1.3c Professional Development</b>	Few instructional staff members participate in professional development on effective instructional strategies or to enhance content knowledge. Professional development is only provided upon request.	Some instructional staff members participate in professional development to enhance pedagogy and content knowledge.	All instructional staff members participate in professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge.	All instructional staff members participate in ongoing professional development on effective instructional strategies, including differentiated instruction, to enhance pedagogy and content knowledge. Follow-up classroom support is provided to instructional staff to implement the effective strategies into the classroom.
<b>1.3d Cultural/Linguistic Responsiveness</b>	Few, if any, instructional staff members use instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	Some instructional staff members use instructional strategies designed to address students with diverse linguistic and cultural backgrounds.	All instructional staff members use instructional strategies that are designed to address students with diverse linguistic and cultural backgrounds.	All instructional staff members have extensive knowledge of instructional strategies designed to address students with diverse linguistic and cultural backgrounds and stay current with the literature on diversity and culturally responsive instruction.

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<b>INDICATOR 1.4 All instructional staff members routinely collaborate to review the impact of instructional strategies and to modify instruction accordingly.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>1.4a Collaboration</b>	Instructional staff rarely, if ever, collaborates to review the impact of instructional strategies.	Instructional staff members occasionally collaborate to informally review the impact of instructional strategies.	All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data. Collaboration time is regularly scheduled and the impact on classroom instruction is formally reviewed.	All instructional staff members routinely collaborate to review the impact of instructional strategies by examining assessment data, student work and other evidence. Collaboration time is regularly scheduled and the impact is formally reviewed at grade level, departmental level, and school level.
<b>1.4b Sharing Information</b>	Few, if any, instructional staff members share information on what works for individual students with other teachers who instruct the same students.	Some instructional staff members share information on what works for individual students with other teachers who instruct the same students.	All instructional staff members routinely share information on what works for individual students with other teachers who instruct the same students.	All instructional staff members routinely share information on what works for individual students with other teachers who instruct the same students. Together, these teachers evaluate the effectiveness of the information to identify the sets of strategies that are most effective.
<b>1.4c Continuous Improvement</b>	Few, if any, instructional staff members analyze or modify their own instructional practices and procedures in order to impact student achievement.	Some instructional staff members analyze and modify their own instructional practices and procedures in order to impact student achievement.	Each instructional staff member analyzes and modifies his/her own instructional practices and procedures in order to help all students become proficient.	Each instructional staff member analyzes and modifies his/her own instructional practices and procedures in order to help all students become proficient. Each instructional staff member also identifies individual student strengths and weaknesses to modify instruction to help all students advance to higher levels of achievement.

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**INDICATOR 1.5 All instructional staff members analyze results from available assessments, including state and local, and use the results to refocus or modify instruction at the school and classroom levels to ensure that all students meet or exceed proficiency.**

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
<b>1.5a Analyze and Use Data</b>	Few, if any, instructional staff members analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	Some instructional staff members analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	All instructional staff members consistently analyze classroom and individual student level data derived from a variety of assessments to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure students meet or exceed proficiency.	All instructional staff members consistently analyze classroom and individual level data and student work to refocus or modify instruction through selection of instructional strategies and content emphasis to ensure all students advance to higher levels of achievement.
<b>1.5b Collaboration</b>	Few, if any, instructional staff members meet collectively to analyze assessment data to plan instruction.	Some instructional staff members meet collectively to analyze assessment data to plan instruction.	All instructional staff members meet periodically to collectively analyze assessment data to improve instruction, particularly for those students whose achievement is not improving.	All instructional staff members meet routinely to collectively analyze assessment data, offering each other suggestions for improving instruction and outcomes for all students.
<b>1.5c Professional Development</b>	Few, if any, instructional staff members receive training on how to analyze and use data.	Some instructional staff members receive training on how to analyze and use data.	All instructional staff members receive training on how to analyze and use data to refocus and modify instruction.	All instructional staff members receive ongoing training on how to analyze and use data to refocus and modify instruction and follow-up is provided.

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**INDICATOR 1.6 All instructional staff members provide students with additional instruction and intervention as needed to improve student achievement.**

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
<b>1.6a Identification</b>	Instructional staff does not have a process in place to identify students who need additional instruction and intervention.	Instructional staff members have a process in place to identify students who need additional instruction and intervention, but not all instructional staff members follow the process.	All instructional staff members follow a well-defined process to identify students who need additional instruction and intervention.	All instructional staff members follow a well-defined process to identify students who need additional instruction and intervention, and the effectiveness of the process is regularly monitored.
<b>1.6b Re-teaching/Additional Instruction</b>	Few, if any, instructional staff members provide identified students with additional instruction or interventions.	Some instructional staff members provide additional instruction or interventions to identified students during the school day, but do not consistently use different methods to re-teach. Re-teaching does not consistently occur.	All instructional staff members routinely provide additional instruction and a variety of interventions to identified students (through assessment results) during the school day. The instruction uses different methods and materials to re-teach.	All instructional staff members routinely re-teach lessons as needed through differentiation based on analysis of assessments. Students who continue to struggle are re-taught as often as needed. A variety of interventions are available during the school day, before or after school, and/or during the summer.
<b>1.6c Participation</b>	Opportunities for student interventions are limited and only exist if a teacher decides to provide them.	Not all students who are identified have the opportunity to participate in appropriate interventions.	All students who are identified have the opportunity to participate in appropriate interventions.	All students who are identified have the opportunity to participate in appropriate interventions, and the barriers to participation have been reduced (e.g., staff and materials are available).
<b>1.6d Results</b>	Participation in the interventions, when available, rarely results in improved student achievement.	Participation in the interventions sometimes results in improved student achievement.	Participation in the interventions consistently results in improved student achievement.	Participation in the interventions leads to an increase in the number of students who reach proficient and advanced levels.

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**INDICATOR 1.7 All instructional staff members use instructional materials that meet the identified needs of all students.**

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
<b>1.7a Materials</b>	Few students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	Some students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards.	All students are provided with proven and effective instructional materials (e.g., textbooks, manipulatives, technology, etc.) aligned to grade level standards. In addition, supplemental enrichment materials are available for all students.
<b>1.7b Variety</b>	Few instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	Some instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	Most instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.).	All instructional materials are available in a variety of formats (e.g., assistive technology, adapted assignments, etc.) and address various learning modalities (e.g. visual, kinesthetic, etc.).
<b>1.7c Diversity</b>	Little or no consideration has been given to providing the student population exposure to a variety of cultures and ethnicities.	Some instructional materials provide the student population exposure to a variety of cultures and ethnicities.	Most instructional materials provide the student population exposure to a variety of cultures and ethnicities.	All instructional materials provide the student population exposure to a variety of cultures and ethnicities.

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<b>INDICATOR 1.8 The school implements an equitable code of conduct to create an environment conducive to teaching and learning.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>1.8a Culture</b>	Few, if any, school staff members promote reinforcement of self-discipline and responsibility.	Some school staff members promote reinforcement of self-discipline and responsibility.	All school staff members consistently promote reinforcement of self-discipline and responsibility.	All school staff members promote reinforcement of self-discipline and responsibility and actively teach these skills to students.
<b>1.8b Policies and Procedures</b>	School policy provides for student discipline, assistance, counseling, and/or referral, but procedures are not clearly defined or consistently followed.	School policy and procedures are clearly defined to provide for student discipline, assistance, counseling, and referral but are not consistently followed.	School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling, and/or referral.	School policy and procedures are clearly defined and followed by all staff to provide for identification of at-risk students, discipline, assistance, counseling and/or referral. The policy and procedures actively promote social skills, conflict management, and intervention and prevention programs.

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**INDICATOR 1.9 School-parent partnerships are primarily focused on student achievement.**

Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
<b>1.9a Culture</b>	School staff rarely seeks parental involvement in the school. Parents do not consistently feel welcome in the school, and few, if any, parents volunteer to help the school.	Some school staff occasionally seeks parental involvement in the school. Some parents feel welcome in the school and a few parents volunteer to help the school.	All school staff actively seeks and supports parental involvement in educational activities for student academic achievement. All parents feel welcome in the school, and some parents regularly volunteer to help the school.	All school staff actively seeks and supports parental involvement in all aspects of school life including student academic achievement. All parents feel welcome in the school, and many parents regularly volunteer to help the school.
<b>1.9b Policies and Procedures</b>	Few school staff implements policies and procedures that provide access to information to all parents. Information may not be easy to obtain for parents whose first language is not English or who are illiterate.	Most school staff implements policies and procedures that provide access to information to all parents. Information is available in some languages other than English.	All school staff implements policies and procedures that provide access to information to all parents. Information is available in all of the languages spoken most frequently by parents and assistance is available for those who are illiterate.	All school staff implements policies and procedures that maximize access to information by all parents. Communication is two-way and frequent. Information is available in all of the languages spoken most frequently by parents and assistance is available for those who are illiterate.
<b>1.9c Parent Training</b>	School staff provides no training for parents to support student achievement.	School staff provides some training for parents to support student achievement.	School staff regularly provides training for parents to support student achievement.	School staff provides on-going training for all parents and uses a variety of means to actively engage parents in supporting student achievement.
<b>1.9d Teacher Training</b>	Few, if any, instructional staff is trained on how to work with parents.	Some instructional staff is trained on how to work with parents.	Instructional staff is trained on how to work with parents as partners in supporting student achievement.	Instructional staff is trained on how to reach out to, communicate with, and work with parents as equal partners in supporting student achievement.
<b>1.9e Reporting</b>	Few instructional staff reports results on student achievement to parents beyond the regular report cards. No attempt is made to communicate reports in a language that the parents most easily understand.	Some instructional staff reports results on student achievement to parents beyond the regular report cards. Few attempts are made to communicate reports in a language that the parents most easily understand.	All instructional staff provides reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand.	All instructional staff provides reports on student achievement to parents beyond the regular report cards in a language that the parents most easily understand. All instructional staff also report results of evaluation of programs and plans to parents and seeks feedback from them.

<b>II. ASSESSMENT and ACCOUNTABILITY</b>				
<b>INDICATOR 2.1 All instructional staff members use classroom assessments aligned to state content standards.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>2.1a Alignment</b>	Few, if any, classroom assessments are aligned with state content standards.	Some classroom assessments are aligned with state content standards.	All classroom assessments are aligned with state content standards.	All classroom assessments are aligned with state content standards and reflect appropriate vertical and horizontal alignment.
<b>2.1b Assessment</b>	Few instructional staff members implement classroom assessments that reflect criteria for mastery.	Some instructional staff members implement classroom assessments that reflect criteria for mastery.	All instructional staff members implement classroom assessments that reflect criteria for mastery.	All instructional staff members implement classroom assessments that reflect criteria for mastery and are available in multiple formats to match students' needs.

<b>II. ASSESSMENT and ACCOUNTABILITY</b>				
<b>INDICATOR 2.2 All instructional staff develops unit/lesson plans based on student assessment results and adjusts instruction accordingly.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>2.2a Plan Development</b>	Few, if any, instructional staff members create unit or lesson plans that are based on analysis of student assessment results, though plans may be based on general observation of student strengths and weaknesses.	Some instructional staff members create unit or lesson plans that are based on analysis of student assessment results, though most plans are based on general observation of student strengths and weaknesses.	All instructional staff members create unit or lesson plans that are based on analysis of ongoing student assessment results.	All instructional staff members create unit or lesson plans that are based on analysis of ongoing student assessment results from varied assessments and documented student strengths and weaknesses.
<b>2.2b Adjustment</b>	Few, if any, instructional staff members adjust units or lessons as needed, based on analysis of student assessment results. Instructional staff members rarely, if at all, allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	Some instructional staff members adjust units or lessons as needed, based on analysis of assessment results, but only occasionally allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	All instructional staff members adjust units or lessons as needed, based on analysis of assessment results, and allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.	All instructional staff members adjust units or lessons as needed, based on analysis of assessment results, and consistently and routinely allow for adjustment of concepts, level of difficulty, strategy for instruction, and/or amount of work time needed to meet individual needs.

<b>II. ASSESSMENT and ACCOUNTABILITY</b>				
<b>INDICATOR 2.3 All instructional staff members use progress monitoring, grading, and/or reporting procedures that are standards-based to inform students and parents of student academic progress.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>2.3a Progress Monitoring</b>	Few, if any, instructional staff members use standards-based progress monitoring.	Some instructional staff members use standards-based progress monitoring to assess student academic growth.	All instructional staff members use standards-based progress monitoring to assess student academic growth.	All instructional staff members use standards-based progress monitoring to assess student academic growth; both staff and students share a vision of what constitutes quality student work.
<b>2.3b Use of Standards-based Data in Grading Practices</b>	Few, if any, instructional staff members base grades on progress toward meeting standards.	Some instructional staff members base grades on progress toward meeting standards.	All instructional staff members base grades on progress toward meeting standards.	All instructional staff members base grades on progress toward meeting standards, and these practices have been explained to parents and students in a language they understand.
<b>2.3c Reporting</b>	Few, if any, instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	Some instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	All instructional staff members implement a standards-based reporting system to inform students and parents of student academic progress.	All instructional staff members consistently implement a standards-based reporting system to inform students and parents of student academic progress.

<b>II. ASSESSMENT and ACCOUNTABILITY</b>				
<b>INDICATOR 2.4 All instructional staff members provide specific and timely feedback to students on an ongoing basis, and students use the feedback to improve their performance.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>2.4a Frequency</b>	Instructional staff members rarely provide feedback to students on their performance.	Instructional staff members occasionally provide feedback to students to help them improve their performance.	Instructional staff members provide feedback on an ongoing basis to all students to help them improve their academic performance.	All instructional staff members consistently provide feedback to all students to help them improve their academic performance and ensures that students understand the feedback.
<b>2.4b Specific, Timely and Constructive</b>	Feedback provided to students may not be specific or timely and is not understood by students as constructive in helping them improve their performance.	Feedback provided to students is specific and timely but is not understood by students as constructive in helping them improve their performance.	Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance.	Feedback is specific, timely, and is consistently understood by students as constructive in helping them improve their performance. Both instructional staff and peers provide feedback.
<b>2.4c Use of Feedback</b>	Students rarely use feedback to improve their performance.	Students occasionally use feedback to improve their performance.	Students regularly use the feedback to improve their performance.	Students regularly use feedback to improve their performance, and instructional staff monitors the effectiveness of the feedback supplied to students and make adjustments to the feedback as needed.

<b>III. LEADERSHIP</b>				
<b>INDICATOR 3.1 School leadership develops and communicates a clear, shared vision and mission.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>3.1a Beliefs</b>	Few instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	Some instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	All instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status.	All instructional staff members articulate high expectations for mastery of standards by all students regardless of students' backgrounds or economic status. All students know they are expected to reach proficiency and believe they can.
<b>3.1b Communication</b>	School administration makes little effort to communicate the shared vision and mission.	School administration communicates the shared vision and mission to staff in limited ways.	School leadership communicates the shared mission and vision to entire school community in several ways.	School leadership communicates the shared mission and vision to the entire school community in several ways and the community can articulate the vision and mission.
<b>3.1c Implementation</b>	The mission and vision statement does not guide decisions that impact the school academically.	Some decisions that impact the school academically are guided by the mission and vision statement.	All decisions that impact the school academically are guided by the mission and vision statement.	All decisions that impact the school are guided by the mission and vision statement.
<b>3.1d Revision</b>	Mission and vision statements have not been reviewed or revised within the last few years.	Mission and vision statements are reviewed only when the district or another entity requires them to be reviewed, and are revised with input from some staff.	Mission and vision statements are reviewed at least annually and revised as necessary with input from all staff.	Mission and vision statements are reviewed at least annually and revised as necessary with input from multiple internal and external stakeholders.

<b>III. LEADERSHIP</b>				
<b>INDICATOR 3.2 School leadership focuses the entire school community on school improvement.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>3.2a Leadership</b>	School administration makes little or no effort to establish a school improvement planning team.	School administration provides some limited leadership throughout the school improvement process. A school improvement planning/leadership team exists but is not fully functional.	School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school improvement planning/leadership team.	School administration provides visible leadership throughout the school improvement process in a systemic way, including establishment of a broad-based school improvement planning/leadership team. All staff is invited to provide additional input or feedback.
<b>3.2b Planning</b>	School improvement planning focuses on the desires of the teachers or administrators.	School improvement planning relies on teacher perceptions and anecdotes rather than assessed student needs.	School improvement planning stems from a school-wide focus on student learning and is responsive to assessed student needs.	School improvement planning stems from a schoolwide focus on student learning using varied assessments, and the planning process clearly prioritizes educational excellence for all students.
<b>3.2c Implementation and Monitoring</b>	School leadership does not require or monitor implementation of the school improvement plan.	School leadership informs staff of the improvement plan and asks them to implement, but does not monitor implementation.	School leadership informs all staff of the improvement plan, ensures that all staff implements the plan, and monitors implementation on a regular basis.	School leadership informs all stakeholders of the improvement plan, discusses individual roles and responsibilities in its success, monitors and evaluates implementation on a regular basis, and regularly discusses needed revisions with all stakeholders.
<b>3.2d Sustained Support</b>	School leadership makes few resources (time, training, or personnel) available for the school improvement process.	School leadership makes some resources (time, training, or personnel) available for the school improvement process.	School leadership makes appropriate resources (time, training, and personnel) available for the school improvement process.	School leadership makes resources (time, training, personnel, facilities, or money) available for the school improvement process and places a high priority on the improvement process.
<b>3.2e Recognition</b>	Members of the school community seldom celebrate student academic success.	Members of the school community periodically celebrate student academic success.	The entire school community celebrates student academic success throughout the year.	The entire community acknowledges and publicly celebrates student academic success throughout the year.

<b>III. LEADERSHIP</b>				
<b>INDICATOR 3.3 School leadership focuses on improving and supporting effective instruction.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>3.3a Expectations</b>	School leadership rarely or never communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership occasionally communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership routinely communicates expectations that all instructional staff will provide effective standards-based instruction.	School leadership routinely communicates expectations that all school staff will provide effective standards-based instruction and models the expectation that staff stay current on research on effective instruction.
<b>3.3b Policies and Procedures</b>	School policies and procedures do not emphasize the importance of effective instruction.	School policies and procedures emphasize the importance of effective instruction, but leadership does not always follow the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures.	School policies and procedures clearly emphasize and outline expectations for effective instruction and leadership consistently follows the policies and procedures. Policies and procedures are routinely reviewed and revised as needed to strengthen the emphasis and clarify expectations.
<b>3.3c Assignment</b>	School leadership assigns teachers based on teacher selection, schedules, and/or class size policies without regard to the teacher's Highly Qualified status.	School leadership assigns most teachers to classes for which they are Highly Qualified.	School leadership assigns all teachers to classes for which they are Highly Qualified.	School leadership assigns Highly Qualified teachers based on the teachers' proven effectiveness and abilities to match with specific student needs (i.e., bilingual teachers).
<b>3.3d Sustained Support</b>	Professional development demonstrates little or no focus on instruction.	Some professional development is provided to address effective instruction, but the forms of professional development may not be varied and/or the professional development may not be specifically designed to meet the instructional needs of staff.	Multiple forms of professional development, including coaching and mentoring, are provided to address effective instruction. The professional development is aligned with established expectations and is designed to meet the needs of instructional staff.	Professional development, including coaching, mentoring, and other ongoing support, is aligned with established expectations. Professional Development reflects current research, and is designed to meet the needs of all students and staff.

<b>III. LEADERSHIP</b>				
<b>INDICATOR 3.4 School leadership systematically monitors and evaluates the effectiveness of instructional programs.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>3.4a Monitoring</b>	School leadership monitors the behavior of teachers using the district teacher evaluation instrument but little consideration is given to the effectiveness of teachers.	School leadership monitors the behavior of teachers using the district teacher evaluation instrument.	School leadership systematically monitors the effectiveness of teachers using explicit criteria.	School leadership systematically monitors the effectiveness of teachers both formally and informally using explicit criteria and provides useful feedback that results in improved practice.
<b>3.4b Monitoring Standards- based Instruction</b>	School leadership rarely monitors the implementation of standards-based instruction.	School leadership provides some monitoring of the effectiveness of standards-based instruction.	School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria.	School leadership systematically monitors the effectiveness of standards-based instruction, using established criteria, and makes adjustments accordingly.
<b>3.4c Teacher Evaluation</b>	The system of teacher evaluation does not hold instructional staff accountable for implementing the district curriculum or for delivering effective standards-based instruction.	The system of teacher evaluation holds instructional staff accountable for implementing the district curriculum, but may not hold all staff accountable for providing effective standards-based instruction.	The system of teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and implementing the concepts that are introduced through professional development.	The system of teacher evaluation holds all instructional staff accountable for implementing the district curriculum, providing effective standards-based instruction, and refining the concepts that are introduced through professional development to match student need.
<b>3.4d Feedback</b>	School leadership provides little or no constructive feedback to instructional staff.	School leadership occasionally provides some constructive feedback to instructional staff.	School leadership regularly provides constructive feedback to instructional staff regarding instructional effectiveness.	School leadership regularly provides constructive feedback to instructional staff regarding instructional effectiveness and collaborates with instructional staff on how to effectively implement the feedback.

<b>III. LEADERSHIP</b>				
<b>INDICATOR 3.5 School leadership allocates the resources necessary to increase student achievement.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>3.5a Budget Development</b>	School leadership does not have a comprehensive budgeting process for allocation of resources.	School leadership does not involve staff in the budgeting process for allocation of resources.	School leadership involves staff in the budgeting process for allocation of resources.	School leadership uses a comprehensive budgeting process that addresses fiscal resources, involves staff and communicates to the entire school community.
<b>3.5b Resource Allocation</b>	School leadership does not take student achievement data into account when making budgetary decisions.	School leadership periodically refers to analysis of student achievement data in making some budgetary decisions, but does not consistently do so.	School leadership consistently refers to analysis of student achievement data to make budgetary and resource allocation decisions.	School leadership has a formal process for ensuring that budgetary and resource allocation decisions align to student achievement goals for all students and subgroups.
<b>3.5c Managerial Duties</b>	School leadership does not demonstrate managerial responsibility for budget monitoring.	School leadership demonstrates limited managerial responsibility for budget monitoring and does not seek resources from outside sources.	School leadership demonstrates managerial responsibility for budget monitoring and occasionally seeks resources from outside sources.	School leadership demonstrates managerial responsibility for budget monitoring and continuously seeks resources from outside sources.
<b>3.5d Resource Acquisition</b>	School leadership has no process to support staff in acquiring resources from external sources.	School leadership provides limited support for staff in acquiring resources from external sources.	School leadership supports staff in acquiring resources from external sources.	School leadership actively assists staff in identifying and acquiring resources from external sources.

<b>III. LEADERSHIP</b>				
<b>INDICATOR 3.6 School leadership ensures the effective use of instructional time.</b>				
<b>Element</b>	<b>1 Area of Need</b>	<b>2 Area of Concern</b>	<b>3 Meets Expectation</b>	<b>4 Exemplary</b>
<b>3.6a Time Allocation</b>	School leadership does not systematically allocate instructional time in core content areas.	School leadership allocates a designated amount of time in some core content areas.	School leadership consistently allocates a designated amount of time for each core content area.	School leadership consistently allocates a designated amount of time for each core content area, as well as ensuring that additional learning time is provided for students who have not yet mastered content.
<b>3.6b Protection of Instructional Time</b>	School leadership does not systematically protect instructional time in core content areas and allows interruptions such as announcements during the day, frequent assemblies, and field trips.	School leadership allows some interruptions to instructional time, such as announcements during the day, frequent assemblies, and field trips.	School leadership limits interruptions to instructional time including announcements during the day, assemblies, and field trips.	School leadership allows no interruptions to instructional time (e.g., announcements during the day) and only allows assemblies and field trips that are aligned with academic learning.
<b>3.6c Monitoring</b>	School leadership does not engage in monitoring of the way that instructional time is used.	School leadership occasionally monitors the use of instructional time in core content areas.	School leadership consistently monitors the use of instructional time in all core content areas and immediately addresses any problems that arise.	School leadership consistently monitors the use of instructional time in all core content areas, immediately addressing any problems that arise, and ensures that students who are already at the proficient or advanced levels receive instruction to enhance their learning.

<b>III. LEADERSHIP</b>				
<b>INDICATOR 3.7 School leadership ensures that all professional development is focused on improving student achievement.</b>				
Element	1 Area of Need	2 Area of Concern	3 Meets Expectation	4 Exemplary
<b>3.7a Focus</b>	Professional development is not focused on instructional staff needs generated by an analysis of student achievement data.	Professional development is focused on instruction staff needs, based on a general analysis of test scores, and the leaders' perception of instructional staff needs.	Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is on the areas that the achievement data show are the most pressing instructional staff needs.	Professional development is focused on instructional staff needs, based on an analysis of multiple forms of student achievement data. The focus of the professional development is differentiated and targeted, based on the specific needs of groups of instructional staff.
<b>3.7b Planning</b>	Professional development is planned without seeking the input of instructional staff.	Professional development is planned with input from some instructional staff.	Professional development is planned with input from all of the instructional staff.	Professional development is planned with input from all of the instructional staff to meet the instructional needs of targeted groups.
<b>3.7c Leadership Support</b>	There is no professional development specifically focused on helping school leaders to become effective instructional leaders and to help them lead instructional staff through effective instructional change processes.	There is some professional development specifically focused on helping school leaders to become effective instructional leaders and to help them lead instructional staff through effective instructional change processes.	There is focused professional development for school leaders to help them become effective instructional leaders and to provide specific guidance for them to use in their own buildings to lead their instructional staff through effective instructional change processes.	There is focused and customized professional development for school leaders to help them maximize their skills as effective instructional leaders. Both administrators and others who serve in leadership positions receive customized help so that they can effectively lead building staff through effective change processes.
<b>3.7d Evaluation</b>	School leadership does not evaluate the impact and effectiveness of professional development on teacher practice or student achievement.	School leadership informally evaluates the impact and effectiveness of professional development on teacher practice.	School leadership formally evaluates the impact and effectiveness of professional development on teacher practice and student achievement using assessment data.	School leadership and staff formally evaluate the impact and effectiveness of professional development on teacher practice and student achievement using assessment data and classroom observations.