****

**School Process Rubric 40 Template**

Michigan Department of Education

January 2013



**Table of Contents**

**Strand I: Teaching and Learning**

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

**Curriculum**

I.1.A.1: Standards Alignment 4

**I.1.B.1: Staff 5**

**I.1.B.2: Students 6**

**Focus Question 7**

**Instruction**

I.2.A.1: Content Appropriateness 8

I.2.A.2: Developmental Appropriateness 9

I.2.A.3: Reflection and Refinement 10

I.2.B.1: Delivered Curriculum 11

I.2.B.2: Best Practice 12-13

I.2.B.3: Student Engagement 14

Focus Question 15

**Assessment**

I.3.A.1: Alignment/Content Validity 16

I.3.A.2: Multiple Measures 17

Focus Question 18

**Strand II: Leadership**

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

**Instructional Leadership**

**II.1.A.1: Knowledge of Curriculum, Instruction and Assessment 19**

**II.1.A.2: Knowledge of Adult Learning 20**

**II.1.A.3: Focus on Student Results**  21

**II.1.B.1: Monitoring 22**

**II.1.B.2: Clear Expectations 23**

**Focus Question 24**

**Shared Leadership**

**II.2.A.1: Collaborative Inquiry 25**

**II.2.A.2: Data-Driven Culture 26**

**II.2.A.3: Collaborative Decision-Making Process 27**

**II.2.B.1: Monitored 28**

**Focus Question 29**

**Operational and Resource Management**

**II.3.A.1: Time 30**

**Focus Question 31**

**Strand III: Personal and Professional Learning**

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

**Personnel Qualifications**

III.1.A.1: Content Knowledge 32

**Focus Question 33**

**Professional Learning**

**III.2.A.1: Staff Participates in Learning Teams 34-35**

**III.2.B.1: Uses Best Practices 36**

**III.2.B.2: Induction/Mentoring/Coaching 37**

**III.2.C.1: Aligned 38**

**III.2.C.2: Job-Embedded 39**

**III.2.C.3: Results-Driven 40**

**Focus Question 41**

**Strand IV: School and Community Relations**

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

**Parent/Family Involvement**

IV.1.A.1: Diversity 42

**IV.1.B.1: Extended Learning Opportunities 43**

**IV.1.B.2: Decision-Making 44**

**Focus Question 45**

**Community Involvement**

IV.2.A.1: Diversity 46

**IV.2.B.1: Community Agencies 47**

**Focus Question 48**

**Strand V: Data and Information Management**

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

**Data Management**

V.1.A.1: Systematic 49

**V.1.A.2: Multiple Sources 50**

**V.1.B.1: Process 51**

**Focus Question 52**

**Information Management**

V.2.A.1: Analysis 53

V.2.A.2: Dialog About Meaning 54-55

**V.2.B.1: Dissemination 56**

**V.2.B.2: Data-Driven Decision Making 57-58**

**Focus Question 59**

**Curriculum (I - Teaching for Learning)**

**I.1.A.1: Standards Alignment**

The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

Benchmark A: Aligned, Reviewed and Monitored - School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, AUEN, ISTE, GLCE, HSCE, METS, etc.).

* All local curriculum includes 100% of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework, or course content expectations as appropriate. The school is in the process of aligning the curriculum for all additional areas taught including: Career and Employability Skills, Health and Physical Education, Technology and World Languages.
* The local curriculum includes most of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework, CTE program standards, or course content expectations as appropriate. . The core areas of English Language Arts, Mathematics, Science, and Social Studies are aligned to the standards. Documentation for the Visual, Performing, and Applied Arts are in the process of being aligned.
* More than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework. The curriculum for English Language Arts and Mathematics is aligned to the content expectations. The alignment of the core areas of Science and Social Studies are in the process of being completed.
* Less than half of the local curriculum includes the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE program standards or course content expectations as appropriate. The curriculum is not aligned to the standards.

**Select all the evidence that support the choice made above.**

* Curriculum committee meeting minutes: Minutes reflect discussions regarding alignment
* Curriculum guides: Guides reference the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate), Guides contain scope and sequence
* Curriculum maps: Maps contain specific information regarding what is taught and where it is taught
* Pacing guides: Guides organized with detailed information useful in daily instructional practice

**I.1.B.1: Staff**

Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.

*Benchmark B: Communicated - School/district curriculum is provided to staff, students, and parents in a manner that they can understand.*

* In order to provide cohesion of curriculum within and across grade levels and content areas, staff members are given frequent opportunities to examine their own curricula and dialog about curriculum above and below their assigned grade level or program of study. Alignment of the standards and benchmarks includes cross-referenced models so that teachers of all subject areas and grade levels can review the curriculum of the entire school.
* Staff has a variety of opportunities to actively explore the curriculum and dialog with colleagues. A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarification within and across grade levels and programs of study.
* Although opportunities to understand the curriculum exist, they are limited in nature and occur primarily on an individual basis at individual grade levels or programs.
* The curriculum documents are available to staff. Limited time has been made available for staff to discuss the documents beyond their individual classroom.

**Select all the evidence that support the choice made above.**

* Career Clusters Standards: Mastery Level Grids
* Communication avenues including newsletters, on-line communication, displays: Extent to which the content of the communications includes references AND descriptions of curriculum
* CTE Program Standards: Program alignment documents
* Meeting agendas and minutes: Extent of conversation centered around curriculum, Agendas that promote curricular discussions within and across grade levels
* Written curriculum documents: Extent to which the written curriculum cross-references grade levels

**I.1.B.2: Students**

The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.

*Benchmark B: Communicated - School/district curriculum is provided to staff, students, and parents in a manner that they can understand.*

* Teachers provide meaningful examples of real life application of the goals and objectives of each unit of study. At the beginning of a unit of study, students/caregivers are provided a clear understanding of how the goals and objectives will be assessed. Documents written in student-friendly language are translated into other primary spoken and written languages of the school and are reviewed orally.
* A process is in place for all teachers to preview the goals and objectives of the units of study with students/caregivers. A system is in place that provides all teachers with a developmentally-appropriate way of articulating the curriculum to their students.
* While all teachers provide students with an initial unit outline, some teachers also preview the goals and objectives of the units of study with students/caregivers.
* Teachers provide an initial outline of a unit of study but the specific goals and objectives of the unit are not made clear to the students/caregivers.

**Select all the evidence that support the choice made above.**

* Competency profiles and syllabi: Classroom running records
* Course descriptions: Sophistication and clarity of language employed, Description of accommodations for non-English speakers
* Documentation from Parent/Caregiver Curriculum Nights (MEAP, Reading First, Title I): Agendas; information packets; sign-in sheets
* EDP: Updated EDP
* Family newsletter: Articles focusing on curriculum
* IEP: Goals and objectives
* On-line communications: Ability of students to easily access specific information related to the curriculum or courses being taken

[**Curriculum (I - Teaching for Learning)**](http://training.advanc-ed.org/assist/s/diagnostic/section/view?surveyId=860123&sectionId=492)

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Instruction (I - Teaching for Learning)**

**I.2.A.1: Content Appropriateness**

The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.

*Benchmark A: Planning - Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students.*

* Classroom instruction is consistent with the curricular scope and sequence and teachers base their content decisions on a dialog among teachers using data from the examination of student work, student and schoolwide assessments. Standards-aligned, field-tested and published resources are adopted where appropriate. Age/grade level curriculum and/or course of study/content expectations are aligned and clearly documented.
* Classroom teachers base their lessons on the district's/program's written curriculum. The school has structures in place for classroom teachers within and across grade levels and content areas to plan appropriate instructional practices for their common curriculum.
* Some staff members have taken the initiative to plan their lessons based upon the curriculum framework/content expectations. Curriculum is being written with attention being paid to articulation within age/grade levels and content areas.
* The content of the textbooks/instructional materials employed by the school/program drive the curriculum. The school/program has not attended to the alignment of the material in the text to the scope and sequence of the district.

**Select all the evidence that support the choice made above.**

* Adopted texts and other resources: Materials are aligned with standards and field-tested
* Career Clusters: Career Clusters Mastery Level Grids
* CTE Programs of Study: CTE Curriculum/standards/curriculum resource guides
* Curriculum calendars/pacing guides/ lesson plans: Alignment of instructional activities with scope and sequence
* Meeting agendas and minutes: Written documentation of curriculum planning within and across grade levels
* Observational protocols: Consistency of use of higher order thinking skills and demonstration of high expectations for student success
* Written units/instructional plans: Alignment with grade level & course content & district curriculum

**I.2.A.2: Developmental Appropriateness**

Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

*Benchmark A: Planning - Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students.*

* With rare exceptions, all of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. Most teachers in the school or cross-school programs are consistent in the use of developmentally appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.
* The majority of the adopted curriculum is developmentally appropriate instruction with attention being paid to cultural differences, learning styles and individual learner abilities. Over half of the teachers in the school or cross-school programs are consistent in the use of developmentally appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.
* Less than half of the adopted curriculum is developmentally appropriate with attention being paid to age-appropriate characteristics, cultural differences, learning styles and individual learner abilities. Fewer than half of the teachers in the school or cross-school programs are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.
* The delivery of instruction is driven by the need to cover the content of the entire scope and sequence of the grade level or subject. As a result, little time is devoted to considering instructional practice that is developmentally appropriate.

**Select all the evidence that support the choice made above.**

* Curriculum guides: Multiple approaches to instruction; relevant curriculum
* Curriculum used in after-school, summer school and support classes: Examples of developmental appropriateness
* Instructional plans/lesson plans: Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction
* Observational protocols: Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners

**I.2.A.3: Reflection and Refinement**

A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.

*Benchmark A: Planning - Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students.*

* The school is organized around interdisciplinary and/or school-wide collaborative teams that review the effectiveness of instructional practices. A continuous improvement process is in place whereby the interdisciplinary and/or cross-grade level collaborative teams gather data, analyze information, and make decisions to modify instructional practice including lesson plans and units. Decisions regarding modification of instruction incorporate input from assessment data, students, parents and knowledgeable colleagues, and research. Instructional improvement and the content of professional development is aligned. Support measures have been put in place such as demonstration classrooms, peer coaching, and professional study groups.
* School improvement is based upon school-wide collaborative team(s) which meets for the purpose of gathering data, analyzing information, and making school-wide decisions regarding changes in instructional practices. Professional development decisions are based upon input from the collaborative school improvement teams.
* Team(s) of teachers meets together on a regular basis. Although some discussion focuses on the improvement of instruction, the majority of time is spent either on procedural or individual student issues.
* The bulk of the reflection and refinement that occurs at the school is focused on the improvement of classroom and school procedures and policies.

**Select all the evidence that support the choice made above.**

* Agendas, meeting minutes: Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision
* Collaborative Teaching Model: CTE/Academic Curriculum
* Committee lists: Committee membership and meeting schedules
* Current and historical instructional plans: Changes in plans over time; student assessment data; MEAP results
* Professional development plan: Professional development based upon instructional improvement; professional development structures employed
* Survey Data: Reports of decision-making process by stakeholder group
* TRAC: CIP Self-Review

**I.2.B.1: Delivered Curriculum**

The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.

*Benchmark B: Delivery - Instructional practices are used to facilitate student learning.*

* A formal process is in place to monitor curriculum delivery in the classroom and occurs in an on-going, scheduled manner. This process provides data that result in modifications to the school's delivered curriculum. Teachers agree to employ a variety of common instructional strategies, as appropriate, in all their lessons. These strategies are designed to meet the varied needs of the student population. Evidence exists that the delivered curriculum is based upon essential content and demonstrates that new units of study build upon information taught in prior units. The school or program provides a variety of structures to support those students who require them in order to successfully achieve the district or state standards.
* A system is in place that allows for team(s) of teachers to have a dialog about instructional practices based upon school's or program's curriculum framework. In order to improve student success in meeting the standards, all teachers employ a variety of instructional strategies and/or a differentiated curriculum geared to meet the varied needs of the student population.
* Staff recognizes that current instructional practice is not adequately meeting the needs of the student population being served. Plans are in place to provide professional development that will address this issue. Some staff members currently use varied instructional approaches and differentiated curriculum to meet the needs of all of their students.
* Current instructional practices are seen to be the best methods to deliver a large amount of content over time. In addition, the school believes that its current modes of instructional practice are best suited to the student population that it serves.

**Select all the evidence that support the choice made above.**

* Curriculum and unit plans: Documentation of connections between units
* IEP/504: Sample lesson plan modifications
* Meeting agendas and minutes: Discussions and decisions made regarding instructional strategies and curriculum
* Observational protocols: Records of instructional practices across the school
* School schedule/staff list: Staffing and scheduling demonstrating support for targeted students
* Student Assistance Team's meeting minutes: Functional Behavior Assessment Plans; Behavior Intervention Plans
* Teacher/student artifacts: Demonstration of differentiated lessons and assignments

**I.2.B.2: Best Practice**

There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.

*Benchmark B: Delivery - Instructional practices are used to facilitate student learning.*

* With rare exceptions, all instructional plans have components built from insights on modern learning research, as appropriate to the student population being served. These might include activities that activate prior student understanding, teaching of meta-cognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standard-aligned content knowledge. Structured practices are in place for staff to research and implement best practice instructional strategies. Written documentation exists outlining the best practice strategies implemented including the effective use of technology. A system is in place to monitor and evaluate the effectiveness of best practice strategies being employed at the school or program. Instructional practices are selected to align to the type of learning target (knowledge, reasoning, skill, performance or disposition) of the benchmark(s) and the matched assessment method(s) selected.
* The majority of instructional plans have components built from insights on modern learning research, as appropriate to the student population being served. These might include activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. Technology is an important component in the differentiation of instructional practices.
* The instructional plans of some staff members are written to take into account the diverse need of their students. Individual teachers are exploring best practices and are beginning to implement new strategies in the classroom.
* Instructional practices at the school or cross-school program emphasize the memorization of content and repeated practice of isolated skills. Learners are exposed to the same strategies regardless of their learning style or cultural background. Memorization of content and repeated practice of isolated skills is the norm.

**Select all the evidence that support the choice made above.**

* CIMS: Educational Benefit Review
* Classroom walk-through journals: Documentation of best practices strategies being implemented
* Curriculum maps: Display of content standards, assessments, instructional strategies, and technology support
* Curriculum Observational Assessment Booklet: Yearly growth
* EDP: Appropriate placement into CTE programs
* Eighth grade technology literacy assessment: Student surveys, focus groups and progress reports
* IEP's/504: Progress reports, annual review, Multi-disciplinary Evaluation Team (MET)
* Instructional Plans: Incorporation of best practices into written plans
* Minutes/action plans: Description of professional learning community structures being implemented and actions taken
* School improvement plan / committee structures: Systems and structures for professional learning in place
* Teacher surveys: Results describing the impact of best practices on enacted curriculum
* Technology Curriculum Alignment: Alignment document produced during TRAC
* Technology plan online at ISD and MDE: Multiple year plan, resources, and individual roles and responsibilities

**I.2.B.3: Student Engagement**

Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.

*Benchmark B: Delivery - Instructional practices are used to facilitate student learning.*

* It is routine practice in all classrooms that students are provided opportunities to apply curricular concepts in a real world context. Staff members provide students with a variety of cross-curricular, integrated units of instruction. Structures are in place to ensure that high level thinking skills, when developmentally and cognitively appropriate, are emphasized throughout the curriculum and instructional strategies are employed that take into account multiple aptitudes, learning styles, and intelligences. Assessments employed provide students with authentic opportunities to demonstrate their mastery of the standards.
* Frequent opportunities are provided for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction are taught. Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles, and intelligences.
* Some opportunities are provided for students to apply knowledge in a real world context. When developmentally and cognitively appropriate, some lessons are taught that emphasize higher order thinking skills.
* Classroom instruction emphasizes primarily memorization and rote learning. Few opportunities are provided for students to apply their knowledge in a real world context.

**Select all the evidence that support the choice made above.**

* Assessments employed: Extent to which assessments employ application and demonstration of knowledge and skills
* CIMS: Survey results
* Classroom walk-through journals: Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum
* Community surveys: Use of community resources within and outside the classroom
* IEP's/504: Progress, annual review and MET

**Instruction (I - Teaching for Learning)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Assessment (I - Teaching for Learning)**

**I.3.A.1: Alignment/Content Validity**

Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)

*Benchmark A: Aligned to Curriculum and Instruction - Student assessments are aligned to the school's curricula and instruction.*

* With rare exceptions, all assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. Procedures are in place to ensure that all assessments administered at the school have been critically reviewed for bias.
* The majority of assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. There is evidence that attention has been paid to the elimination of bias in assessments administered at the school.
* Some assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. Individual teachers within the school examine their assessments for bias.
* Local assessments administered at the school are designed by individuals or teams with no procedures in place to examine their alignment or content validity.

**Select all the evidence that support the choice made above.**

* Committee minutes: Description of process used to adopt and analyze assessments
* Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework: Michigan Curriculum Framework assessment standards aligned with question on locally developed assessments.
* Formative and summative assessments: Extent of alignment with district curriculum and Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework or CTE technical standards; extent to which assessment reflects curricular content covered
* IEP: Progress reports, annual review, MET
* Licensure or Business and Industry Certificate: License or certificate-state or national
* Written curriculum: Match between assessment method and learning target

**I.3.A.2: Multiple Measures**

Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.

*Benchmark A: Aligned to Curriculum and Instruction - Student assessments are aligned to the school's curricula and instruction.*

* All instructional staff consistently evaluate and monitor student learning through the systematic use of multiple types of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.). In addition to the use of multiple summative assessments, teachers systematically employ multiple formative assessments (e.g., benchmark assessments, student portfolios, teacher-designed assessments) to target areas requiring individualized instruction for students and/or small groups. All formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework.
* The instructional staff members evaluate and monitor student learning through the use of summative assessments (e.g., classroom-based, district, MEAP, MI-Access, end of unit test, quarter/semester grades.). The majority of formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework . In addition to the use of multiple summative assessments, some teachers employ formative assessments (e.g., benchmark assessments, student portfolios, rubrics, teacher-designed assessments), to target areas requiring individualized instruction for students and/or small groups.
* The instructional staff members evaluate student learning primarily through the use of summative assessments (e.g., MEAP, MI-Access, end of unit test, quarter/semester grades.). Some formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework.
* The instructional staff members rely primarily on standardized assessments and end-of-semester grades/progress reports to evaluate student learning.

**Select all the evidence that support the choice made above.**

* Authentic guide: Project based learning
* Curriculum guide: Observational assessments
* Formative and summative classroom assessments: Listing of types employed and frequency of use
* IEP: Progress reports, annual review, MET
* MI-Tracker, Key Train, WIN, MME Work Keys: Student Scores
* School Improvement Plan progress report: Description of assessments employed as well as short term and longitudinal data gathered; description of data employed in instructional decision making
* Teacher and administrator surveys: Description of range and types of assessments employed in the classroom and at the school

**Assessment (I - Teaching for Learning)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Instructional Leadership (II - Leadership)**

**II.1.A.1: Knowledge of Curriculum, Instruction and Assessment**

School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.

*Benchmark A: Educational Program - School leaders are knowledgeable about the schools educational programs and act on this knowledge.*

* Through their expertise, school leaders provide information on current research to inform decisions regarding curriculum, instruction, and/or assessment within the school building and at the district level. Based upon their expertise of curriculum, instruction, and assessment, school leaders create systems and organizational frameworks that support school improvement efforts. School leaders demonstrate their knowledge of curriculum, instruction, and assessment by promoting best practice strategies in the educational setting and through their everyday activities. . School leaders maintain a consistent focus on the latest research in best practice in curriculum and instruction and are frequently in charge of new professional development initiatives in these areas for the entire school.
* School leaders are actively involved in providing information in current research to inform decisions regarding curriculum, instruction, and/or assessment within the school building. School leaders demonstrate their knowledge of curriculum, instruction, and assessment by providing other staff with research, material resources, and appropriate professional development activities based upon the school's improvement goals. School leaders stay current on the research on best practice strategies through participation in professional development activities.
* Although they are active participants on school improvement teams, school leaders have limited knowledge of curriculum, instruction, or assessment. They rely primarily on others for expertise. School leaders are working to improve their knowledge of curriculum, instruction, and assessment through participation in professional development.
* School leaders focus the majority of their attention on management. They rely on the other staff to provide the expertise regarding the improvement of teaching and learning

**Select all the evidence that support the choice made above.**

* Advisory Committee input: Minutes, Attitudes regarding school leaders
* Certification requirements: Coursework, conference & workshop attendance
* Committee minutes: School leaders'' suggested readings
* Content Expectations document: Modifications to the curriculum
* Professional Development records: REP Report
* Resumes: Workshops attended; participation in study groups; presentations made

**II.1.A.2: Knowledge of Adult Learning**

School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.

*Benchmark A: Educational Program - School leaders are knowledgeable about the schools educational programs and act on this knowledge.*

* School leaders have provided a variety of structures from which staff can choose when participating in the school's professional development program. School leaders have designed structures to ensure the successful transfer of learning into practice including opportunities to receive feedback on teaching strategies, observe exemplary practices and reflect on practice. School leaders have instituted professional learning communities throughout the school and have provided common time for the teams to meet.
* School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning. This is done through the provision of professional development initiatives that are varied and provide the opportunity for incorporation of the content into daily practice. School leaders acknowledge that adults learn best when given the opportunity to apply and dialogue about their professional development opportunities. Therefore, school leaders make a concerted effort to set aside time for collaborative teams to meet in order to dialog about and share experiences related to professional development.
* School leaders provide a variety of adult learning topics and they provide support for follow-through of the professional development experiences. Application of the concepts covered is dependent on individual initiative.
* School leadership provides common learning experiences for all adults within the school with little input from those involved. There are limited opportunities for dialog and no organized structures are in place to assist staff members to practice the learning.

**Select all the evidence that support the choice made above.**

* Professional development plans and activities: Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided
* School Schedule: Use and structure of non-instructional time
* Staff Survey: Data on professional development
* Teacher evaluations: Evidence of transfer of learning into practice and teacher input.
* Teacher Mentor: Feedback from observations

**II.1.A.3: Focus on Student Results**

School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.

*Benchmark A: Educational Program - School leaders are knowledgeable about the schools educational programs and act on this knowledge.*

* School leaders ensure that all decisions regarding changes in curriculum and instruction are based on data. School leaders structure decision-making so the decisions regarding curriculum, instruction, and assessment demonstrate a positive impact on student growth and achievement. School leaders focus the school staff on the interpretation of multiple measures of disaggregated data to drive school improvement.
* School leaders provide a data-based decision-making structure to focus on student achievement. School leaders consider data from multiple sources when guiding school improvement.
* School leaders stress the importance of student achievement data to guide school improvement.
* Staff members either individually or in small groups are responsible for interpreting and acting on data

**Select all the evidence that support the choice made above.**

* Core Performance Indicators: CPI Reports
* Curriculum-based assessment: Teacher observation results of student's functional performance
* IEP's: Progress reports on objectives
* Meeting agendas and minutes: Use of student data in meetings; extent to which instructional and curricular decisions are data-based
* Professional Development Minutes/Agenda: Focus on data and analysis of results
* Program outcomes: Exit testing performance standards
* School improvement plan: Data disaggregated to demonstrate and explain student progress
* School schedule and calendar: Extent to which schedule and calendar is based upon analysis of data
* School's annual report: Examples of a variety and types of data describing student results
* Student schedules: Flexibility based upon student data-based needs

**II.1.B.1: Monitoring**

School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.

*Benchmark B: Instructional Support - School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.*

* School leaders have developed a plan to ensure that they have a visible presence throughout the entire school including the hallways and classrooms, labs, and other activity areas. School leaders provide meaningful and frequent feedback to staff and students, and school committees regarding data gathered from their monitoring efforts. School leaders model in their own monitoring behavior, the high expectations they have for staff and students.
* School leaders are frequently in the classrooms and hallways, monitoring behavior and instruction, and interacting with the staff and students. School leaders are active participants on school committees. In addition, they provide these committees with information gathered during their monitoring efforts of the entire school program.
* School administrators make structured classroom visits based upon the requirements of the district, the teacher contract, and other visits, as necessary. School leaders participate on school committees.
* School leaders regard their role to be primarily one of teacher supervision. They visit the classrooms periodically or as needed.

**Select all the evidence that support the choice made above.**

* Administrative classroom observation logs: Records of observations and description of actions taken as a result of observations
* Meeting minutes: Extent to which school leaders initiate and participate in a discussion of student progress and grade reports
* School policies and procedures: Documentation of collection of lesson plans and grade books
* Surveys: Stakeholders'' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback
* TRAC: CIP self-review summary

**II.1.B.2: Clear Expectations**

School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

*Benchmark B: Instructional Support - School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.*

* School leaders are clear and consistent with the message that all efforts at the school are to focus on student learning and they expect that all instructional decisions made support the goals of the school improvement plan. School leaders communicate frequently, orally and in writing with staff, students, parents, and the community in order to ensure that all school policies and procedures are clearly understood. School leaders consistently demonstrate that they have high expectations for staff and students.
* School leaders extend on the message of high expectations for learning by actively participating with the staff in an on-going school-wide dialog about the instructional goals. School leaders communicate periodically with staff, students, parents and the community so that all school policies and procedures are clearly understood. School leaders frequently state that they have high expectations for staff and students.
* School leaders agree to deliver a common message about teaching and learning in all of their school meetings and community events. School leaders rely on all school events such as open house or student orientation to pass along information regarding school policies and procedures.
* School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.

**Select all the evidence that support the choice made above.**

* + - Advisory Committee meetings: Minutes of meeting/CIP Self-Review Sign-Off
    - Meeting minutes: Written list of expectations for teaching
    - Mission statement: Evidence of high expectations
    - Parent communications; other written communications: Evidence of high expectations for students and staff; clear statement of policies and procedures
    - Superintendent/principal/counselor meetings: Minutes of meeting
    - Survey: Extent to which school leaders are perceived as consistently and fairly applying school rules

**Instructional Leadership (II - Leadership)**

**Focus Question**

**A**s the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Shared Leadership (II - Leadership)**

**II.2.A.1: Collaborative Inquiry**

A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.

*Benchmark A: School Culture and Climate - Staff creates an environment conducive to effective teaching and learning.*

* The school is organized into collaborative teams which meet at least twice a week. Collaborative practices are focused on the improvement of instruction, analyzing student work, and strategies to improve the achievement of individual students. Inquiry practices such as classroom action research, study teams, and peer coaching are a part of the daily routine of school staff. Frequent collaboration occurs across grade levels and content areas.
* The school is organized into collaborative teams that meet on at least a weekly basis. Collaborative practices focus primarily on the improvement of instruction. The majority of staff members participate in inquiry practices such as classroom action research, study teams, and peer coaching. Periodic collaboration occurs across grade levels and content areas.
* Grade-level teachers and/or departments collaborate monthly. Some staff members have initiated and participated in inquiry practices such as classroom action research, peer study teams, and peer coaching.
* There are minimal structures in place to facilitate a dialog about teaching and learning practices among the staff. Pockets of interactive small groups do exist within the school but there is little support to extend this dialog to others.

**Select all the evidence that support the choice made above.**

* Comprehensive Guidance and Counseling Plan: School implementation documentation
* CTE Program Recruiting: Materials and strategies
* Documentation of inquiry practices including logs and videos: Demonstration of quality and extent of inquiry practices employed
* Grade/departmental curriculum maps: Extent to which maps cut across and connect with other subject areas and grade levels
* IEP /504: IEP /504 plans
* Meeting agendas/minutes: Evidence of collaborative practices
* Non-discrimination statements: District documents
* School improvement meetings: Minutes of meeting

**II.2.A.2: Data-Driven Culture**

All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.

*Benchmark A: School Culture and Climate - Staff creates an environment conducive to effective teaching and learning.*

* All instructional staff members are involved in collaborative teams that analyze state, district, school and classroom assessment information to plan instruction, priorities directed at ensuring that all students meet high standards, and work toward achievement of the criteria for adequate yearly progress and analyze the effectiveness of programs over time. On-going support is provided for all staff members and teams to refine their skills in the use of data to make decisions that affect individual students and school programs.
* The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to plan changes in the instructional program. The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to set curricular priorities directed at ensuring that all students meet high standards. The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to achieve the criteria for adequate yearly progress. The school improvement committee bases its action plan on the analysis of state, district, school, and classroom assessment information to analyze the effectiveness of programs over time.
* The school improvement committee bases its action plan primarily on the analysis of state and district assessments (e.g., progress monitoring of individual student achievement). Data summations are distributed to all appropriate staff members, but assistance in interpreting them is limited.
* Data on school-wide achievement is reviewed and interpreted by a representative committee at the school. Classroom teachers are expected to consider this data in their own instructional decision-making.

**Select all the evidence that support the choice made above.**

* Committee meeting agendas/minutes: Data-based discussions and actions taken as the result of data analysis
* Core Performance Indicators: Local and state data results
* IEP Reports: Goals and objectives
* NCA/School improvement plans: Extent to which data is used to determine appropriate best practices
* Professional development plans: Content that focuses on developing skill in the interpretation and use of data
* School improvement and/or state and district reporting data: Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available
* TRAC: Regional summaries

**II.2.A.3: Collaborative Decision-Making Process**

Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.

*Benchmark A: School Culture and Climate - Staff creates an environment conducive to effective teaching and learning.*

* School leaders ensure that all major decisions for planning, monitoring, and evaluation for school improvement are made collaboratively with any staff member impacted by the decision included in the process. Staff members report a clear sense of efficacy in decisions that are made.
* School leaders provide a structure in which major decisions affecting planning, monitoring, and evaluation for school improvement are made collaboratively. School leaders provide opportunities for sharing of collaborative decisions with all staff.
* There is an effort by the administration to have staff members represented on many of the school improvement committees. Input for decisions about curriculum and instruction is gathered primarily from the instructional staff.
* Staff members are represented on some school improvement committees. They have been recruited by the administration. Instructional decisions are made by the administration with input from the committee members.

**Select all the evidence that support the choice made above.**

* Minutes from School improvement/Title I meetings: Documentation of collaborative decision-making; impact of discussion of instructional decisions
* School communication tools: Extent of communication regarding decisions
* Surveys: Staff attitudes toward decision-making process

**II.2.B.1: Monitored**

Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.

*Benchmark B: Continuous Improvement - Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.*

* Staff committees closely monitor over-all results of the school improvement through an on-going analysis of the data informing the plan. Members of the action teams implementing the specific goals and strategies contained within the plan take the responsibility for monitoring the success of their individual team goals and adjust strategies accordingly.
* Each semester, staff committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan. Members of the action teams implementing the specific goals and strategies contained within the school improvement plan, are provided data that annually results in adjustments to the strategies being employed.
* School leaders and appointed committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan.
* The school leadership has the primary responsibility for the monitoring of the school improvement plan strategies and does so without input from the rest of the staff.

**Select all the evidence that support the choice made above.**

* CIMS: Educational Benefit Review
* Lesson plans: Demonstration of adjustment of lessons based upon feedback from school improvement plan
* Minutes of action teams: Details of monitoring process
* NCA/School Improvement Plan and process employed in its development: Frequency of review and adjustment of the plan; timelines in place to reflect monitoring of strategies and activities; data that is gathered to measure success toward goals
* Perkins report data: Core Performance Indicators

**Shared Leadership (II - Leadership)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Operational and Resource Management (II - Leadership)**

**II.3.A.1: Time**

Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.

*Benchmark A: Resource Allocation - School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.*

* School leaders base all of their decisions on the allocation of instructional time on data gathered from the school improvement plan and related research. School leaders ensure that staff has common collaborative team meeting time. Continuous efforts are made to make certain that this time is spent in an efficient and productive manner. Time use issues that are barriers to student learning are identified and reduced or eliminated.
* School leaders use data to make decisions on time allocation. Priority is placed upon designating collaborative team planning time to support the school's student achievement goals.
* Staff is aware of the importance of efficient use of time and its impact on student achievement. They are beginning to address the importance of looking at the use of time beyond their own instructional programs.
* The school schedule has been designed based upon tradition. Convenience for adults is the primary driving force in the allocation of time at the school level.

**Select all the evidence that support the choice made above.**

* District strategic plan: Alignment of school schedule and classroom instructional time with district goals
* School improvement plan: Goals related to time use or time allocation
* School schedule; school calendar: Coherence of school schedule and calendar with school improvement plan

**Operational and Resource Management (II - Leadership)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Personnel Qualifications (III – Personnel and Professional Learning)**

**III.1.A.1: Content Knowledge**

Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.

*Benchmark B: Skills, Knowledge and Dispositions - Staff has the professional skills to be effective in their positions.*

* All teaching staff demonstrates through teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and/or grade level. Staff members are requested as consultants by educators from other schools and districts. Staff members frequently update their content knowledge through accessing a variety of professional development opportunities, and demonstrate that they are consistently applying the new knowledge in the classroom.
* All teaching staff demonstrate competency in their content area and/or grade level through teaching practices and staff collaboration. All staff members attend periodic staff development offerings to enhance their content knowledge and frequently apply the new knowledge in classroom practice.
* The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices. Most staff members update their content knowledge through accessing professional development opportunities.
* Staff members are frequently required to teach outside their area of content knowledge. Staff members do not have discretion in the choice of professional development activities.

**Select all the evidence that support the choice made above.**

* Observational protocols: Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development
* Professional Development Plan and records: Professional development focusing on content knowledge based on needs assessment of teachers; information made available to teachers for distance learning
* Teacher resumes: Description of leadership roles taken with other staff and other districts or local / national professional organizations

**Personnel Qualifications (III – Personnel and Professional Learning)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Professional Learning (III – Personnel and Professional Learning)**

**III.2.A.1: Staff Participates in Learning Teams**

All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

*Benchmark A: Collaboration - Professional development is conducted with colleagues across the school/district on improving staff practices and student achievement.*

* All instructional staff is skilled in collaborative techniques including: decision-making skills, managing conflict, stages of team dynamics, providing constructive feedback, and group maintenance skills. Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education and/or content career cluster), meet weekly to collaborate around context-embedded professional development. Professional development initiatives are enhanced through constructivist practice including action research, peer study groups, and demonstration classrooms within the school. It is the highest priority of the school to maintain consistency in both the membership of and the common time allotted to collaborative teams.
* The majority of staff members have participated in professional development designed to enhance their collaboration skills. Teams of staff members within and across grade levels and/or departments (including English Language Learners & Special Education and/or content career cluster), meet periodically to collaborate around context-embedded professional development.
* While some staff has had collaborative skill training, collaboration is not the primary mode of decision-making or professional development. Teachers from the same department, grade level, or content area career cluster have the opportunity to meet periodically to collaborate around common professional development experiences.
* While some staff employs strong collaborative skills, others either do not have these skills or do not choose to collaborate. The school encourages teachers to meet to discuss professional development experiences, but common time is not built into the school schedule.

**Select all the evidence that support the choice made above.**

* Common planning time schedule: Documentation of scheduling of planning time for teacher teams
* Professional Development Plan: Demonstration of implementation strategies that incorporate collaboration such as coaching/mentoring, action research, or peer study groups
* Professional development schedule: Evidence of regularly-scheduled professional development opportunities
* Survey: Teacher reports of variety of opportunities for context-embedded professional development; teacher reports of coaching/mentoring opportunities
* Team meeting agendas and minutes: Description of collaborative practices occurring within and across grade levels and content areas

**III.2.B.1: Uses Best Practices**

Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.

*Benchmark B: Content and Pedagogy - Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.*

* All professional development, driven by district standards and student data, is based on current research and best practices and has been shown to demonstrate effectiveness in classroom application. The school offers on-going opportunities for staff to acquire and apply interrelated long-term professional development content to practice. Professional development initiatives train teachers to integrate core skills (literacy, mathematics, and higher order thinking) into all content areas.
* All professional development activities are based on current research and best practices. Professional development is driven by district standards and student data and focuses on both content and pedagogy.
* Professional development initiatives follow from the school improvement plan with limited input from staff members, and there is little connection from one initiative to the next.
* Professional development initiatives are controlled from the district level with limited input allowed from the individual school site.

**Select all the evidence that support the choice made above.**

* CTE follow up data: Professional development using reports
* Meeting agendas and minutes: Documentation of discussions of instructional practices
* Observational protocols: Demonstration of on-going use of instructional practices discussed during collaborative meeting time
* Professional development activities: Records of teacher professional development
* Surveys: Extent to which staff reports integration of professional development strategies into classroom practice in core content areas

**III.2.B.2: Induction/Mentoring/Coaching**

Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.

*Benchmark B: Content and Pedagogy - Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.*

* Each new staff member is assigned at least one job-alike Master Teacher who maintains a long-term relationship (at least three years) with the new teacher and mentors and coaches the new teacher for at least 25 days over that time period. The new teacher induction program incorporates a Professional Development Plan geared to the needs of the new teacher and the professional development goals of the school. A comprehensive professional development program provides on-going collegial training for the Master Teachers. The new teacher's Professional Development Plan is revised based upon feedback from the teacher evaluation. The new teacher induction program provides a comprehensive orientation prior to the start of school and includes an overview of its curriculum, the school's instructional focus, information regarding important policies and procedures and profile data on the teacher's students.
* A structured induction program for all new instructional staff lasts three or more days and occurs prior to the formal teaching experience. Mentors provide modeling of instruction and feedback on the mentee's instructional practice for at least 20 days over that period. Each new staff member is assigned a mentor chosen from the experienced teachers at the school. Mentors serve as coaches for new staff for at least a three year period. Mentors provide modeling of instruction and feedback on the mentee's instructional practice. This program focuses on an overview of the school's policies and procedures and provides basic profile information on the new teacher's students.
* The state-required induction and mentoring program is provided for each new teacher. One Master Teacher is assigned for each new teacher and this teacher mentors and coaches the new teacher at least 15 days over a three year period
* Although each new teacher is assigned a mentor and has a professional development plan, the induction and mentoring program is loosely structured and inconsistently applied.

**Select all the evidence that support the choice made above.**

* New teacher orientation materials: Description of induction and mentoring program
* Survey: Value that new and experienced teachers place on the induction/mentoring program

**III.2.C.1: Aligned**

Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.

*Benchmark C: Alignment - School/district professional development is needs-based, aligned, job-embedded, and results-driven.*

* A committee of staff members from across the grade levels and content areas has been formed to ensure that all professional development is directly linked to the school improvement plan, district initiatives and the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE Curriculum Standards, or, as appropriate, the Supported Independence Level Curriculum.
* All professional development experiences are aligned with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE Curriculum Standards, district initiatives and the school improvement plan or, as appropriate, the Supported Independence Level Curriculum.
* Although there is an effort to align professional development initiatives to school improvement planning and district initiatives, sometimes the needs of individuals and/or groups of staff members frequently take precedence.
* The majority of the professional development decisions are based upon the needs or desires of teachers, the principal, or the district agenda. Little attention is paid to the standards and benchmarks under which the school is supposed to operate.

**Select all the evidence that support the choice made above.**

* Documentation of professional development initiatives: Description of the extent and types of self-determined professional development that is occurring
* Records and reports of curriculum committees: Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate).
* School Improvement Plan: Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan

**III.2.C.2: Job-Embedded**

Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.

*Benchmark C: Alignment - School/district professional development is needs-based, aligned, job-embedded, and results-driven.*

* Integrated, structured opportunities for staff to pursue professional development are part of the regular school schedule. The school provides relevant, job-embedded professional development such as: coaching (peer and/or expert), facilitated study groups, and action research. The professional development initiatives are widely varied and include opportunities for participation of all adults whether certified or non-certified.
* Professional development is tied directly to the enhancement of curriculum and teaching practices. The school encourages teachers and other staff to provide training to their peers in order to provide relevant and meaningful in-house professional development. Professional development initiatives take into account the diversity of staff experience, backgrounds, areas of expertise, and teaching assignments.
* Professional development initiatives are focused primarily on the district agenda. Although no formal structures to follow up on professional development are in place, teachers are encouraged to apply their learning and share the outcomes with colleagues.
* Professional development activities are seen as "events" and tend to be isolated, whole-group training sessions with no systematic follow-up support.

**Select all the evidence that support the choice made above.**

* Professional Development Logs: Description of activities that demonstrate involvement in job-embedded professional development
* Professional Development Plans and Descriptions: Description of opportunities experienced by teachers to study new instructional, assessment, or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration
* School Improvement Plan: Description of professional development initiatives and their job-embedded nature

**III.2.C.3: Results-Driven**

Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.

*Benchmark C: Alignment - School/district professional development is needs-based, aligned, job-embedded, and results-driven.*

* The evaluation of the professional development initiatives is ongoing and embedded within the structure of the particular initiative. Individual teachers and teacher teams analyze the results of the initiative based upon changes in teaching practice. A continuous improvement cycle is the foundation of all professional development initiatives. Results are continually analyzed by individual teachers and teacher teams based upon changes in instructional practice and student achievement.
* The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities and any future plans. A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice and positive changes in student achievement.
* Professional development initiatives are aligned with the school improvement plan. Formal evaluations of the initiatives are conducted upon their completion and the results of these evaluations are considered for future professional development.
* Professional development initiatives are primarily district-driven. Although the professional development activities are formally evaluated, the results of the evaluations have little or no impact on future professional development initiatives.

**Select all the evidence that support the choice made above.**

* Professional Development Plan: Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement
* School Improvement Plan: Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress
* Survey: Reports of the value placed upon and the attitudes toward the relationship between student achievement and professional growth

**Professional Learning (III – Personnel and Professional Learning)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Parent/Family Involvement (IV – School and Community Relations)**

**IV.1.A.1: Diversity**

The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.

*Benchmark A: Communication - School/parent/family communications are two-way, ongoing and meaningful.*

* The school employs a variety of communication strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these diverse families. The school has a plan in place to assess the effectiveness of its communication system with all of its diverse populations. Changes are made to the strategies and techniques in place in response to the results of assessment. Professional development is required of all staff to facilitate their communication with and understanding of diverse cultures. A home-school liaison is employed or designated from each significant minority population enrolled at the school and has the responsibility of supporting students, communicating with families, and assisting parents in supporting their children.
* The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems).These strategies and techniques facilitate open and direct two-way communication with these diverse families. Training is provided to teachers in order to increase their understanding of diverse cultures. . A staff member serves as a home-school liaison to facilitate communication with minority families.
* The school makes an effort to communicate with parents and families at traditional school functions, such as parent/teacher conferences and PTO sponsored events.
* Any communication that takes into account the diversity of the parents and families is dependent on the initiative of individual staff members.

**Select all the evidence that support the choice made above.**

* IEP Meeting: Invitations
* Meeting schedule: Extent to which meetings are held in a variety of convenient locations and times
* School calendar: Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance
* School/district communications/forms: Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
* Staffing: Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences

**IV.1.B.1: Extended Learning Opportunities**

The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.

*Benchmark B: Engagement - Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.*

* Parent/family involvement activities are diverse, frequent, and extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. The school provides numerous opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material, and direct contact with their child's teacher. Frequent opportunities are provided to parents/families to become knowledgeable about their child's instructional program. A targeted program is in place to help parents of lower achieving students provide additional academic support and guidance for them at home. A comprehensive volunteer training program to support student achievement is in place, organized and led by parents. Enter Evidence.
* Parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. The school provides some opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material, and direct contact with their child's teacher. Periodic opportunities are provided to parents/families to learn about their child's instructional program. Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home.
* Periodic school parent/family involvement activities occur at the school. The primary mode of assistance provided to parents of lower achieving students is through contacts with the classroom teacher.
* Parent/family involvement activities occur at the school on an infrequent basis.

**Select all the evidence that support the choice made above.**

* Invitations to meetings and programs: Description of meeting locations and types of meetings held
* Newsletters; websites; teacher print distributions: Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities
* Open House and parent/teacher conferences: Records
* School committee participation lists and minutes: Degree to which parents participate on school committees

**IV.1.B.2: Decision-Making**

The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.

*Benchmark B: Engagement - Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.*

* The school provides a structure for parents to serve as liaisons and provide feedback to the school from the entire parent community. Parents serve in leadership roles on school improvement teams. Purposeful efforts are made to ensure that the demographics of parent leadership reflects the diversity of the school population. Parents serve many important roles at the school. They work as partners with school staff to enhance efforts to improve student achievement and over-all school success. The demographics of parents serving in these roles are reflective of the student population.
* Parents are members of school improvement committees and their feedback is solicited and welcomed. The school attempts to balance parent membership on committees to reflect the demographics of the student population. Parents have designated roles in the school including participating in initiatives designed to improve student success.
* There is limited parent involvement on school improvement committees. The school makes an attempt to solicit feedback regarding important school decisions but no coordinated structures are in place for this purpose. Parents serve a variety of traditional roles at the school such as fund raising, classroom support, and organizing school-wide activities.
* The basic leadership role of parents is to participate in the parent organization. The parent organization serves primarily as a fund-raising organization at the school.

**Select all the evidence that support the choice made above.**

* Parent organization activities list: Diversity of roles served by the parent organization in enhancing student achievement
* Parent organization committee membership: Number and diversity of parents involved
* Program advisory committee meetings: Minutes and roster
* School improvement committee list: Inclusion of parents
* School/district curriculum and program committees: Extent of parent involvement on these committees

**Parent/Family Involvement (IV – School and Community Relations)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Community Involvement (IV – School and Community Relations)**

**IV.2.A.1: Diversity**

In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.

*Benchmark A: Communication - Communications within the community are welcoming, visible, purposeful and take into account diverse populations.*

* The school has a community relations program that takes into account language, culture, gender, economic status, and belief systems. The school regularly communicates with the diverse organizations located in the community, employing a variety of communication strategies and techniques based upon the diversity of the population. These strategies and techniques facilitate open and direct two-way communication with a variety of diverse community organizations. The school's community relations program provides frequent up-to-date information to the community on school activities as well as the accomplishments and the needs of the student population. The school has a system in place to assess the effectiveness of its communication system with all of its diverse organizations. Changes are made to the strategies and techniques in place in response to the results of assessment.
* The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with diverse community organizations. The school communicates with diverse community organizations through publicizing the accomplishments and the needs of the student population and inviting members of the organizations opportunities to participate in school activities.
* The school's communication to diverse organizations within the community is primarily one-way. Its community relations program provides periodic information on school activities to the community.
* Any communication with diverse community organizations is dependent on the initiative of individual staff members.

**Select all the evidence that support the choice made above.**

* IEP and MET reports: Goals and objectives
* Meeting flyers: Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care
* School and district written communications and forms: Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home
* School calendar: Avoidance of scheduling conflicts with cultural/religions days of significance
* Staffing at parent events: Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events
* Translation services: Communication of contact information to appropriate parents

**IV.2.B.1: Community Agencies**

Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.

*Benchmark B: Engagement - The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.*

* The school has established partnerships with community agencies to supplement comprehensive health and human services to students and families. Services provided by community agencies are culturally and linguistically appropriate. Partnerships with community agencies play an important role in improving student achievement through active involvement in the support of at risk and low achieving students. Regular evaluations occur to assess the impact on achievement of the community agency partnership
* The school has established connections with some community agencies to provide services and treatment, as well as prevention and early intervention. Partnerships with community agencies provide additional support for at risk and low achieving students.
* Student and family access to community agencies is focused on services and treatment, and is available on an as needed basis. Community agency support to families and students is focused on services and treatment.
* The school provides mandated supports in health and social services. Any additional support is referred to outside agencies.

**Select all the evidence that support the choice made above.**

* + Contracts, agreements: Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies
  + Listings, databases: School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs
  + School records: Documentation of referrals and follow-up services provided by a variety of community agencies
  + School schedule, calendar: Examples of screenings by the county health department; dental and health services/ clinics are available

**Community Involvement (IV – School and Community Relations)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Data Management (V – Data and Information Management)**

**V.1.A.1: Systematic**

There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students.

*Benchmark A: Data Generation, Identification and Collection - Schools have a process for the generation, identification and collection of student and school information.*

* The data system provides flexibility for multiple uses that enhance the ability of staff to make decisions that have a direct impact on student achievement. Defined/documented processes exist for all data required by the data system. Administrative oversight ensures that data processes are implemented in a timely, accurate manner, and entered by personnel who have been trained in data entry. Generating, identifying, collecting, and storing data is a routine part of how the school does business. All staff uses the data system appropriately.
* The system provides the necessary data that informs decisions made at the school level. The staff in the school knows what data needs to be entered and how to do it, although this is not necessarily documented. Most data is entered correctly and in a timely manner, but without regular oversight by staff members who have that responsibility. The school is using the data system to support its operations.
* In addition to compliance data, the system allows for the entry of additional data as necessary. Data is gathered and entered into the data system on a regular basis with limited oversight. The data system allows for the entry of data as a specific need is identified. . Most data is entered correctly by designated personnel in a timely manner, but without regular oversight by staff members who have that responsibility.
* The only data that is systematically entered into the data system is that required for various compliance reasons, such as attendance or grades. No systematic process exists for the identification, collection, entry, storage and generation of relevant data. Data is entered into the system on a sporadic basis

**Select all the evidence that support the choice made above.**

* + - CIMS (Continuous Improvement Monitoring System): Compliance Monitoring Report, Surveys
    - CTEIS (Career Technical Education Information System): Enrollment data, Completion data
    - Data system documentation: Description of data processes
    - IEP or IFSP (Individualized Family Service Plan): Progress Reports
    - MET Report: Functioning Levels
    - REP: REP Report
    - School Improvement Plan: Description of data to be collected, process for collection and personnel responsible for collection
    - Survey: Extent of support for the data system; effectiveness and timeliness of data collection processes; how and when data is collected; knowledge of data system

**V.1.A.2: Multiple Sources**

The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.

*Benchmark A: Data Generation, Identification and Collection - Schools have a process for the generation, identification and collection of student and school information.*

* The school identifies, collects and stores multiple indicators of all data for high stakes decisions as well as subsequent analysis. Data is gathered in a way that will support comparability. All student data is accurately tied to individual students (except where this is not appropriate such as anonymous surveys). Data is routinely gathered over time to provide accurate longitudinal information.
* The school identifies, collects and stores multiple indicators of key data used to make critical, high-stakes decisions. Data is collected longitudinally and accurately tied to individual students where appropriate. Process and perception data is collected and documented.
* The school identifies and collects data used to make critical, high-stakes decisions, such as standards attainment, retention, summer school, or special program placement. There is a dialog in the school about expanding the variety and sources of data, with attention to using various methods to collect comparable indicators.
* The school relies on data from state and national tests (perhaps mandated by the district) and limits the use of comparable data from multiple sources to that provided, if any, by these tests.

**Select all the evidence that support the choice made above.**

* + Administrative software: Type of software used to collect and store data
  + CIMS: Compliance Monitoring Report, Surveys
  + CTEIS: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
  + Data arrays and student records: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
  + Data documentation: Collection methods and instruments employed
  + IEP or IFSP: Progress Reports
  + MET Report: Functioning Levels
  + Perkins Core Performance Indicators: Indicator analysis
  + Policies and Procedures Handbook: Description of processes used to gather data, types of collection methods employed and instruments used
  + REP: REP Report

**V.1.B.1: Process**

Defined / documented data support processes exist for the use of the data system and the management of the school's data resources.

*Benchmark C: Data Support - The system provides multiple types and sources of data.*

* All professional staff in the school is engaged in the routine use of the data system through well-defined processes. Collaborative use of data is a well-established process that is an integral part of how the school functions. A layered system of support for data management processes exists. School staff receives ongoing training in processes for managing data. Expertise exists within the school to support the staff in the use of defined data management processes.
* The professional staff uses the data system through a set of defined processes that allow them to access the data they need on a regular basis in a way that is useful to them. Collaborative use of data is an established process that is widely used in the school. Expertise in data management processes exists within the school, but the school is dependent on outside (district) help for many process issues. Training has been provided on data management processes and is repeated/updated occasionally.
* Some of the staff uses the data system through a set of loosely defined processes that allow them to access the data they need. Collaborative use of data is occurring in the school, but is not widespread. Little expertise in data management processes exists within the school. The school is dependent on outside help for most process issues. Minimal training has been provided on data management processes.
* Staff has minimal support in the use of the data system. There has been some dialog regarding collaborative use of data in the school, but it is not evident as a professional practice. The school lacks internal expertise in data management processes. Training in data management processes has not been provided to the staff, although some individuals may have attended workshops on their own.

**Select all the evidence that support the choice made above.**

* + Agendas / minutes: Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management
  + Surveys: Described expertise in and professional development experienced regarding data management

**Data Management (V – Data and Information Management)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

**Information Management (V – Data and Information Management)**

**V.2.A.1: Analysis**

Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.

*Benchmark A: Analysis and Interpretation - Staff members use appropriate methods to examine data and collaboratively determine its possible meaning.*

* The instructional staff members routinely analyze the data in the system to turn it into useful information that is used to summarize, examine, predict, and prevent. The effectiveness of all programs and practices is routinely analyzed based on data in the system. The instructional staff members are skilled in the analysis and interpretation of multiple types of data.
* Most of the data in the system is analyzed and used to summarize, examine, predict, and prevent. Teachers routinely analyze the data that has direct impact on their instructional decisions. The effectiveness of major programs and practices is analyzed based on data in the system. The majority of instructional staff is skilled in the analysis and interpretation of multiple types of data.
* The data in the system is analyzed to turn it into useful information, primarily to summarize and examine. There is dialog in the school about the use of data to predict and prevent, but such practices are in their early stages. Teachers are analyzing some data that has direct impact on their instructional decisions. The efficacy of a few programs and practices is analyzed based on data in the system. Some staff members have the ability to analyze and interpret multiple types of data.
* Limited data is analyzed and primarily used to summarize. Dialog about the use of data to predict and prevent is not yet evident. The school's focus is on disaggregation of state and national test results by mandated demographics. One individual is responsible for data summation and interpretation. Staff members do not have regular opportunities to analyze data that compares targeted groups over time.

**Select all the evidence that support the choice made above.**

* + CTE Computer Follow-up Surveys: Analysis of data gathered
  + Data reports: Description of data sources, types of disaggregation, time periods covered and how the data is arrayed
  + IEP/IFSP: Monitoring Reports
  + Lesson plans: Analysis of the role played by data in instructional practices
  + School Improvement team meetings, staff meeting agendas/minutes: Description of the role of data and data analysis in improvement of student achievement and school processes
  + Surveys: The role played by data analysis at the school, committee, and individual staff levels
  + Training records: Local training documentation proof/agendas, etc.
  + VE 4301: Data gathered

**V.2.A.2: Dialog About Meaning**

The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

*Benchmark A: Analysis and Interpretation - Staff members use appropriate methods to examine data and collaboratively determine its possible meaning.*

* The meaningful use of data is considered a professional cornerstone of the school. There is a constant dialog in the school about the meaning of the information derived from the analysis of the school's data. This dialog involves the entire school community and is an integral part of how the school functions. The dialog about the meaning of data is deliberate and based on skeptical inquiry. Staff resists jumping to conclusions; contrary opinions are sought and alternative interpretations/explanations are explicitly considered. Processes are in place, such as collaborative teams, to structure and facilitate the dialog about the meaning of data. The dialog about the meaning of data is safe: all staff use their personal skills and professional knowledge to engage in difficult conversations about the meaning of their data, especially the efficacy of their programs and practices as they relate to the results being obtained with their students.
* There is a high level of acceptance at the school on the importance of data in decision-making. Staff willingly participates in dialog about the meaning of the information derived from the analysis of their data, and the entire school staff is regularly involved in this dialog. Staff is learning to evaluate their data effectively, making decisions based on the data after substantive conversation. Teachers, and many other staff, are engaged in collaborative teams that structure and facilitate the dialog about the meaning of data. Staff has the basic skills and knowledge needed to engage in difficult dialog about the meaning of data and these conversations are an accepted part of the school culture.
* Some teaching staff holds collaborative conversations about the meaning of the information derived from an analysis of the school's data. Staff views data primarily at its face value. While some collaborative conversations around the meaning of the data do occur, the majority of the staff does not consider alternative interpretations. The examination of data and dialog about its meaning occur most often in traditional structures such as grade level or departmental meetings.
* The examination of data, and dialog about its meaning, is infrequent and usually within traditional structures, such as all-staff meetings. Some staff has expressed a desire for additional conversations.

**Select all the evidence that support the choice made above.**

* + - Agendas/minutes from Parent Advisory Council and/or Parent-Teacher conferences: Description of discussion around data and data-based decision-making
    - Agendas/minutes from School Improvement staff and/or grade/course meetings: Description of dialog around data and data-based decision
    - CIMS: Compliance Monitoring Reports, Surveys
    - CTEIS: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards
    - Department staff meeting minutes: List of staff meetings
    - IEP/IFSP: Monitoring Reports
    - Surveys: Staff and other stakeholder attitudes regarding data dialogs and data based decision-making

**V.2.B.1: Dissemination**

The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.

*Benchmark B: Applications - Data is used to inform school decisions including monitoring and adjusting teaching for learning.*

* Information derived from the analysis and interpretation of data is actively shared with the broader school community and when possible/appropriate, in advance of decision making. Inside the school, information is shared through various standard and special report formats and reporting mechanisms. Information is made available to stakeholders who are not authorized users of the data system through various reporting formats.
* Information is often shared both internally and with broader school community when possible /appropriate, in advance of decision-making. Information is made available to stakeholders who are not authorized users of the data system.
* The school has limited strategies to share the information and meaning derived from the analysis and interpretation of its data. Information is sometimes shared in advance of decisions.
* Information derived from the analysis and interpretation of the school's data is not widely shared, and is often on a need-to-know basis and is generally not made available prior to decisions being made.

**Select all the evidence that support the choice made above.**

* + Advisory Committee Minutes: Contents of minutes
  + Annual Report: Description of processes employed and types of data shared with stakeholders
  + Board of Education reports: Description of processes employed and types of data shared with stakeholders
  + Data reports: Description of data reporting process
  + School newsletters: Description of processes employed and types of data shared with stakeholders
  + Staff and parent meeting agendas/ minutes: Description of processes employed and types of data shared with stakeholders

**V.2.B.2: Data-Driven Decision Making**

Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.

*Benchmark B: Applications - Data is used to inform school decisions including monitoring and adjusting teaching for learning.*

* Outcome, process, perception, and demographic data are routinely used in combination to derive a more complete picture of any situation requiring a decision. The school has a data system that anticipates and supports most of the decisions that need to be made about individual students, classrooms practices, and school-wide processes and programs. The data system is in daily use by all members of the staff and effectively supports the decisions that are being made. The entire staff accepts responsibility for decisions that are made regarding the results being obtained in the school. All programs and processes are continuously monitored and adjusted based on data in the system. Effective processes/practices are replicated and institutionalized, while ineffective programs are modified or eliminated.
* The school has a data system that is used to support key decisions about individual students, classroom practices, and school-wide processes and programs. Most members of the staff make regular use the data system to support their decision processes. Staff dialog occurs around key instructional decisions and they share a sense of responsibility for decisions that are made. . Key programs and processes are monitored and adjusted based on data in the system. Attention is paid to sustaining effective programs/practices and improving/eliminating ineffective ones. The data system is periodically evaluated, opportunities for improvement noted, and modifications made.
* The use of data to support decision-making is viewed as important in some contexts, but not all. The school data system is used to support some decisions about many students. A few staff frequently support their instructional strategy decisions using the data system. A sense of common ownership towards the results being obtained in the school is emerging. The data system does not yet contain the data needed to monitor and adjust programs and practices, although some of this data is being collected occasionally and analyzed in other ways. The gathering of data on instructional practices and school processes is not emphasized.
* The school is just beginning to have conversations about data-driven decision making. The data available to the school to support decision-making is limited primarily to some demographics and student achievement results from state and national tests. The school relies primarily on mandated testing data or other broad achievement measures and staff input rather than student and school data to evaluate its improvement strategies.

**Select all the evidence that support the choice made above.**

* + Annual Education Report; School Improvement plan; Intervention and/or differentiation plans: Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students
  + CIMS: Compliance Monitoring Report, Surveys
  + Core Performance Indicators: Grant application
  + Meeting minutes: Description of the role of data and types of data employed in school / instructional decisions
  + Surveys: Reports of the role played by data in school-based decisions

**Information Management (V – Data and Information Management)**

**Focus Question**

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?