PREFACE

This publication is one of a number of tools available to help schools forge a path toward success. It is intended to work in tandem with Kentucky's *Standards and Indicators for School Improvement*, a workbook that is being used by schools throughout Kentucky – and the United States – to identify opportunities for improvement and help develop plans for maximizing those opportunities.

The Standards and Indicators (SISI) workbook guides schools as they assess their current status in the nine standards relative to academic performance, learning environment and efficiency. The SISI is used to intentionally and effectively plan how to allocate resources to ensure all children learn at high levels. This School Level Performance Descriptors booklet provides the detailed information schools need to answer the essential questions about how to create and sustain excellence. It is a reference manual intended to better inform educators as they use the SISI workbook. If the document is used by a school throughout the year as the Comprehensive School Improvement Plan is developed and reviewed, it serves as a tool to guide whole school improvement efforts. This strategy will help to determine what elements of the plan have been implemented and to what degree. As the school leadership team revisits the Standards and Indicators through the years, it will help team members to focus more effectively on implementing the elements of whole school improvement.

It is our hope that every educator and parent in Kentucky will become intimately familiar with this book and use it to develop their Comprehensive School Improvement Plan. Another version of this document, the District Level Performance Descriptors booklet, is available for use by school district personnel as they develop and support improvement goals system-wide.

To order copies of either version of these documents, and the Standards and Indicators of School Improvement, visit the Kentucky Department of Education Online Bookstore at http://www.kde.state.ky.us/comm/pubinfo/bookstore, or call (502) 564-3421.

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ACADEMIC PERFORMANCE STANDARD 1 – CURRICULUM

Standard 1: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1 CURRICULUM **1.1.a There is evidence that the curriculum is aligned with *Academic Expectations, Core Content for Assessment, Transformations,* and the *Program of Studies.*** **<u>Samples of Supporting Evidence</u>:** • Local curriculum documents, units of study, and lesson plans • Teacher, administrator, and student interviews • SBDM minutes and policies • Professional Development Plan (development of curriculum material) • Professional resource materials	• The curriculum defines what students should know and be able to do in all content areas. Essential knowledge, skills, and processes are identified, and curriculum documents are annotated to reflect monitoring, evaluation and revision.	• **The curriculum defines what students should know and be able to do in all content areas. Essential knowledge, skills, and processes are identified.**	• The curriculum has a limited definition of what students should know and be able to do in all content areas. Essential knowledge, skills and processes are not sufficiently identified.	• The curriculum does not clearly define what students should know and be able to do.
	• The curriculum is based on both Kentucky's and national standards. There is active collaboration with schools within the district and with the SBDM Council to ensure this alignment.	• **The curriculum is based directly on Kentucky's standards documents. A collaborative review of the curriculum is performed by the school with the guidance of the SBDM Councils.**	• The curriculum is based on one or two of Kentucky's standards documents. This curriculum is occasionally reviewed with little or no collaboration.	• Curriculum is not based on Kentucky's standards, but may be based on other resources (e.g., textbooks).
	• The curriculum emphasizes the connections among Kentucky's standards-based documents and national documents.	• **The curriculum reflects the connections among Kentucky's standards-based documents.**	• The curriculum may reflect the connections between two subject areas or individual teachers may make some connections, but the identification of connections is not school-wide or deliberate.	• Curriculum is not reviewed and does not address connections among Kentucky's standards-based documents.
	• The curriculum provides and encourages independent and collaborative in-depth study of significant concepts and issues that align with the standards.	• **The curriculum provides for in-depth study of significant concepts and issues that align with the standards.**	• The curriculum provides a cursory approach for in depth study of significant concepts.	• The curriculum does not provide in-depth study, or it focuses on concepts or issues that do not relate to the standards.
	• The curriculum demonstrates the connections within and among various content areas, making strong interdisciplinary connections.	• **The curriculum demonstrates the connections within and between different content areas.**	• Curriculum connections within or between content areas occur rarely.	• The curriculum does not clearly identify connections within or between content areas or are inaccurate or insignificant.
	• The curriculum is based on research and is designed to ensure appropriate age and developmental levels for each child.	• **The curriculum is designed to address appropriate age and developmental levels.**	• The curriculum occasionally addresses age and developmental levels but any developmental alignment appears to be unintentional or accidental.	• The curriculum does not intentionally address age and developmental levels.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **1.1.b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).** **<u>Samples of Supporting Evidence</u>:** • Local curriculum documents • Records of professional development days/release time to indicate discussions at the district and school levels. • Curriculum committee meeting minutes • SBDM minutes and policies • Staff interviews • Curriculum Coordinator interviews	• The district initiates and facilitates ongoing discussion to ensure comprehensive horizontal articulation in addressing state, local, and national curriculum standards.	• **The district regularly initiates and facilitates discussion across all grade levels (horizontal articulation) to ensure state and local curriculum standards are articulated.**	• The district occasionally initiates discussion across some grade levels to address state or local curriculum standards, but the effort is not sustained.	• The district does not formally initiate discussion on horizontal articulation.
	• The district initiates and facilitates ongoing discussion with all grade levels in each content area to ensure national, state and local curriculum standards are articulated and illustrated within student work.	• **The district regularly initiates and facilitates discussion with all grade levels in each content area (vertical articulation) to ensure state and local curriculum standards are articulated and illustrated within student work.**	• The district initiates and facilitates discussion with some grade levels or some content areas, but the effort is not sustained.	• The district does not formally initiate discussion on vertical articulation.
	• The school initiates and facilitates ongoing discussion on vertical and horizontal articulations by engaging all building level teachers in the alignment of the school curriculum that addresses state, local, and national standards. District level articulations are used.	• **The school initiates and facilitates discussion on vertical and horizontal articulations by having building level teachers align the school curriculum to address state and local curriculum standards. District level articulations are used.**	• The school initiates discussion on vertical or horizontal articulation in a random manner.	• The school does not formally initiate discussion on horizontal and vertical articulation.
	• The school meets regularly with the feeder schools to ensure continued discussion on articulation issues.	• **The school initiates and continues discussion among teachers on vertical articulation with the feeder schools.**	• The school has a discussion on vertical articulation with the feeder schools.	• The school does not address vertical articulation with the feeder schools.
	• The school has a curriculum coordinator, who facilitates formal curriculum discussion on vertical and horizontal articulation.	• **The school leadership has identified personnel who facilitate curriculum discussion on vertical and horizontal articulation among all stakeholders.**	• Some school personnel facilitate discussion on vertical and horizontal curriculum discussion but the effort is not sustained.	• The school leadership has not identified personnel who facilitate curriculum discussion.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **1.1.c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.** **<u>Samples of Supporting Evidence</u>:** • Curriculum documents and curriculum map • Curriculum meeting minutes • Documentation of professional days/release time to align and map the curriculum • SBDM minutes and policies • Curriculum coordinator interview • Staff interviews	• The district actively initiates and facilitates ongoing discussion between and among all schools and between specific schools, as necessary, to reduce overlapping curriculum topics, redundancy of content skills, and curriculum gaps. The planned approach is systematically developed, communicated and implemented.	• **The district initiates and actively facilitates discussion between and among schools resulting in a reduction of overlapping curriculum topics and redundancy of content skill and curriculum gaps. The systematic, planned approach is fully developed.**	• The district attempts to reduce overlapping curriculum topics, redundancy of content skills, or curriculum overlaps between and among schools, but there is no systematic planned approach.	• The district makes little or no attempt to address overlaps, redundancy of content skills, or curriculum gaps between and among schools.
	• The district initiates and facilitates ongoing discussion to ensure that local, state, and national standards are addressed to eliminate curriculum gaps.	• **The district initiates and facilitates discussion to ensure that all state and local standards are addressed to eliminate curriculum gaps.**	• The district attempts to address state standards and eliminate curriculum gaps, but there is no planned approach.	• The district does not address the elimination of curriculum gaps.
	• The district initiates and facilitates ongoing discussion, based on state, local, and national standards to eliminate overlapping curriculum topics and redundancy of content skills.	• **The district initiates and facilitates discussion, based on state and local standards, to eliminate overlapping curriculum topics and redundancy of content skills.**	• The district attempts to address the overlapping curriculum topics or redundancy of content skills, but there is no planned approach.	• The district does not address overlapping curriculum topics or redundancy of content skills.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **1.1.d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).** **<u>Samples of Supporting Evidence</u>:** • SBDM minutes and policies • Media materials/ resources • Individual Graduation Plans (IGP) • Curriculum documents • Curriculum coordinator interview	• The district facilitates ongoing discussion within and between schools to identify key curriculum transition points; the district provides information on available resources to use with students and parents. The planned approach is systematically developed, communicated and implemented. • The district identifies key curriculum transition points (both grade and developmental aspects), facilitating the transition in a systematic and planned manner.	• **The district facilitates discussion within and between schools to identify key curriculum transition points. The systematic planned approach is fully developed and operational.** • **The district identifies key curriculum transition points between building levels (e.g., from elementary to middle school) and within the building (e.g., from primary to 4/5, from grade 9 to grade 10).**	• The district occasionally facilitates discussion between schools to address curriculum transition points, but there is no systematic, planned approach at the district level. • The district attempts to identify curriculum transition points between building levels or within the building, but there is no planned approach.	• The district does not facilitate discussion within or between schools to identify curriculum transition points. • The district does not identify curriculum transition points between building levels or within the building.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1.e The school curriculum provides specific links to continuing education, life, and career options. **<u>Samples of Supporting Evidence</u>:** • Units of study/lesson plans/school-to-career programs • Availability/knowledge of local resources and people • Field trips, field experiences, community mentoring programs • Student interest and aptitude surveys • Student and community interviews • Staff interviews • Counselor interview • Instructional resources • Individual Graduation Plan (IGP) • District student transition report	• The curriculum consistently emphasizes connections that equitably present a variety of options for continuing education. • The curriculum provides experiences and applications that demonstrate current and emerging career options and connect to life. • The curriculum integrates skills and processes that prepare all students to be self-sufficient, productive, and useful citizens and provides opportunities for application within the community (e.g., service learning, co-op programs). • The school curriculum ensures that all students (grades 8-12) exit with an Individual Graduation Plan expanded to a functional career portfolio for use in making a successful transition from high school.	• **The curriculum provides connections to familiarize all students with a variety of options for continuing education.** • **The curriculum provides experiences that demonstrate career options and connect to life.** • **The curriculum integrates skills and processes that will prepare all students to be self-sufficient, productive, and useful citizens (e.g., budgeting skills, problem solving, consensus building) with opportunities for application.** • **All students (grades 8-12) have an Individual Graduation Plan (704 KAR 3:305). These plans are reviewed annually and revised with input from parents.**	• The curriculum provides connections that present options for continuing education. • The curriculum presents career options. • The curriculum includes some skills and processes that will prepare students to be self-sufficient, productive, and useful citizens, but the application is limited. • All students (grades 8-12) have Individual Graduation Plans reviewed annually, but any revision is without parent input.	• The curriculum has few or no connections to provide options for continuing education. • The curriculum does not provide career options. • The curriculum has identified few skills or processes that prepare students to be self-sufficient, productive, and useful citizens. • Individual Graduation Plans are not implemented (grades 8-12).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **1.1.f There is in place a systematic process for monitoring, evaluating, and reviewing the curriculum.** **<u>Samples of Supporting Evidence:</u>** • SBDM/local school board minutes and policies • Comprehensive School Improvement Plan • Curriculum committee meeting minutes • Curriculum committee membership lists • Teacher interviews	• The district has a systematic process for reviewing and revising its curriculum to ensure that local curriculum as well as state and national standards are aligned and communicated to schools and councils.	• **The district has a systematic process for reviewing and revising the curriculum to ensure that local curriculum and state standards are addressed and communicated to schools and councils.**	• The district reviews the schools' curriculum, but revisions are rare.	• The district does not review or revise the curriculum.
	• The school curriculum is monitored and revised annually based on multiple factors (e.g., local curriculum and state and national standard, student performance on state assessment, student academic needs defined from other sources).	• **The school curriculum is monitored and revised annually based on multiple factors (e.g., local curriculum and state standards, student performance on state assessment, student academic needs defined from other sources).**	• The school curriculum is monitored and revised based on a single or irrelevant indicator of student performance or these indicators are insignificant to student performance.	• The school curriculum is not monitored or revised.
	• The school/district has an active standing curriculum committee that meets regularly to evaluate and revise the curriculum. Ad hoc committees are formed as needed to address specific needs.	• **The school/district has an active, standing curriculum committee that meets to evaluate and revise the curriculum.**	• The school/district has a standing curriculum committee to address curriculum issues, but the committee rarely meets.	• The school/district does not have a standing committee to address curriculum issues, or the existing committee never meets.
	• The local school board/SBDM Council has comprehensive, written policies and procedures to address all aspects of curriculum.	• **The local school board/SBDM Council has written policies and procedures to address curriculum issues (e.g., curriculum development, alignment, and revision; vertical and horizontal articulation; key transition points).**	• The local school board/SBDM Council has policies or procedures to address curriculum issues, but they are neither comprehensive nor followed.	• The local school board/SBDM Council does not have policies or procedures to address curriculum issues.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
1.1.g The curriculum provides access to a common academic core for all students. **<u>Samples of Supporting Evidence:</u>** • Curriculum documents • Individual student schedules (show varying student grouping practices) • Professional Development Plan (raising expectations and meeting needs of all students) • Student handbook • Individual Graduation Plan (IGP) • Scoring guides or rubrics • Master school schedule • Class syllabi • SBDM curriculum policy	• The curriculum supports the belief that all students can learn at high levels, by offering a common academic core. The curriculum is challenging and provides expanded opportunities in all content areas.	• **The curriculum supports the belief that all students can learn by offering a challenging curriculum that is available to all students and addresses a common academic core.**	• The belief that all children can learn is stated, but a challenging curriculum is offered to only some students.	• The curriculum neither demonstrates the belief that all students can learn nor provides a challenging academic core.
	• The curriculum consistently demands higher order thinking and problem solving from all students and provides opportunities for application of these skills.	• **The curriculum demands higher order thinking and problem-solving from all students.**	• The curriculum occasionally provides opportunities for higher order thinking and problem-solving from some students.	• The curriculum does not demand higher order thinking and problem-solving from students.
	• The curriculum consistently addresses the learning needs of all students while maintaining high expectations and performance.	• **The curriculum addresses the learning needs of all students while maintaining high expectations and performance.**	• The curriculum attempts to address the learning needs of students but does not maintain high expectations for all students.	• The curriculum does not address the learning needs of students and does not hold high expectations for all students.
	• The curriculum standards and expectations are identified and communicated to all students and stakeholders in all content areas.	• **The curriculum standards and expectations are identified and communicated to all students in all content areas.**	• The curriculum standards and expectations are occasionally identified and communicated to students.	• The curriculum standards and expectations are not identified and communicated to students.
	• Sufficient course offerings are provided for all students to address Kentucky's academic expectations, *Program of Studies*, and *Kentucky's Core Content for Assessment*. Additions or adjustments are made as necessary.	• **Sufficient course offerings are provided for all students to address Kentucky's academic expectations, *Program of Studies*, and *Kentucky's Core Content for Assessment.***	• Course offerings are sufficient for most students to access Kentucky's academic expectations, *Program of Studies*, and *Kentucky's Core Content for Assessment*; however, courses are insufficient in some areas.	• Course offerings are insufficient for significant numbers of students to access Kentucky's academic expectations, *Program of Studies*, and *Kentucky's Core Content for Assessment*.

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ACADEMIC PERFORMANCE STANDARD 2 – CLASSROOM EVALUATION/ASSESSMENT

Standard 2: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1 EVALUATION/ASSESSMENT **2.1.a Classroom assessments of student learning are frequent, rigorous, and aligned with Kentucky's core content.** **<u>Samples of Supporting Evidence:</u>** • Units of study, lesson plans • Samples of assessments • Samples of student work & products • Student and teacher interviews • Classroom observations	• Assessments in all content areas are aligned with school curriculum documents based on Kentucky's and national standards.	• **Assessments in all content areas are aligned with curriculum documents addressing Kentucky's standards.**	• Some assessments are aligned with the standards, but some are based on content not reflected in the standards-based school curriculum documents (e.g., textbook tests).	• Few assessments are aligned with standards-based curriculum and some are based on content not reflected in the curriculum.
	• Continuous, frequent assessments provide a variety of opportunities for teachers and students to measure learning and offer a wide range of choice in the assessment type to ensure success in all content areas.	• **Assessments are frequent and provide a variety of opportunities for teachers and students to measure learning and make adjustments to ensure continuous success.**	• Assessments provide limited opportunities for teachers to measure learning with few adjustments made for continuous success.	• Assessments are limited to a single format, and no adjustments are made.
	• Teachers design rigorous and authentic assessment tasks that reflect multiple and integrated content areas and are aligned with the standards to be taught.	• **Teachers design rigorous and authentic assessment tasks that reflect the content areas and are aligned with the standards to be taught.**	• Teachers occasionally design rigorous and authentic assessments, but they not assess all the standards to be taught.	• Teachers design little or no authentic assessments, and they rarely assess all of the standards to be taught.
	• Evaluation of student performance reflects multiple sources of assessment data and includes self-evaluation and self-reflection.	• **Evaluation of student performance reflects multiple sources of assessment data.**	• Evaluation of student performance reflects few sources of assessment data.	• Evaluation of student performance reflects a single source of assessment data.
	• SBDM policies require the appropriate use of authentic assessment in all subject areas and there is strict adherence to policy.	• **SBDM policies address the appropriate use of authentic assessment.**	• SBDM policies generally address issues of assessment, but they may not be specific to authentic assessment nor is there limited adherence to policy.	• SBDM policies do not address authentic assessment.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1.b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter. **Samples of Supporting Evidence:** • Samples of assessments, Kentucky's standards-based documents • Teacher interviews • Lesson plans • Professional resource materials • Professional Development Plan • Comprehensive School Improvement Plan	• All assessments are valid and appropriate demonstrations of what students should know and be able to do; students are provided choice in assessments. • All teachers in all content areas effectively collaborate to design authentic assessment tasks. This practice is ongoing and regularly monitored with appropriate feedback provided.	• **All assessments are valid and appropriate demonstrations of what students should know and be able to do.** • **Teachers effectively collaborate to design authentic assessment tasks (e.g., exhibits, videos, story boards) that reflect the content area and are aligned with the standards to be taught. This practice is ongoing and regularly monitored with appropriate feedback provided.**	• Some assessments are valid and appropriate demonstrations of what students should know and be able to do, but many assess elements that are not part of the curriculum. • Teachers occasionally collaborate on the design of authentic assessments, but the assessments do not align with the standards to be taught.	• Few assessments are valid and appropriate demonstrations of what students should know and be able to do. • Teachers seldom collaborate on the design of authentic assessments, and the assessments generally are not aligned with the standards to be taught.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1.c Students can articulate the academic expectations in each class and know what is required to be proficient.	• Students can articulate what they are to know and be able to do to be successful in all content areas, and they can make connections among disciplines.	• **Students can articulate what they are to know and be able to do to be successful in each content area.**	• Students can give limited articulation of what they are to know and be able to do.	• Students can provide little or no articulation of what they are to know and be able to do.
<u>Samples of Supporting Evidence:</u> • Student, teacher, and parent interviews • Scoring guides/rubrics • Student handbook with scoring guides and identified performance expectations identified in common skill areas • Student journals, learning logs • Expectations displayed in classrooms • Classroom observations • Student work • Performance Levels Descriptions • Surveys • Walkthroughs	• The scoring guides (rubrics) used to guide student proficient performance are clearly defined and are designed with student input.	• **The scoring guides (rubrics) used to guide student proficient performance are clearly defined and understood by students.**	• The scoring guides (rubrics) used to guide student proficient performance lack clarity or are not understood by the students.	• The scoring guides (rubrics) used to guide student proficient performance are ambiguous or do not exist.
	• Teachers collaborate with students and other teachers to develop scoring guides (rubrics) for skills and processes that are taught in all content areas and in each class.	• **Teachers collaborate to develop scoring guides (rubrics) for skills and processes that are taught in all content areas and in each class.**	• Some teachers collaborate to develop scoring guides (rubrics) in some content areas and in each class.	• Few teachers collaborate on the development of scoring guides (rubrics).
	• Students intentionally reflect, self-evaluate, identify areas for improvement, and modify their own performances.	• **Students reflect and formally self-evaluate their own performances.**	• Students reflect on their work, but do not formally self-evaluate their own performances.	• Students do not reflect on their work or self-evaluate.
	• All students can communicate areas of strength, areas of need, and strategies for improvement to teachers and parents (e.g., student-led conferences).	• **Many students can communicate areas of strength, areas of need, and strategies for improvement to teachers and parents (e.g., student-led conferences).**	• Some students can communicate areas of strength, areas of need, and strategies for improvement to teachers and parents (e.g., student-led conferences).	• Few students can communicate areas of strength, areas of need, and strategies for improvement to teachers and parents (e.g., student-led conferences).

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1.d Test scores are used to identify curriculum gaps. **<u>Samples of Supporting Evidence:</u>** • Data analysis reports • Lists of identified gaps • Comprehensive School Improvement Plan • CATS results • CTB data • SBDM policy • Performance Standards & Descriptors	• The school staff and stakeholders analyze the results of multiple assessments to identify gaps in the curriculum. • The school staff and stakeholders consistently conduct an in-depth analysis of data, disaggregating it to identify curriculum gaps and instructional implications. • SBDM policy requires that the school council and school staff regularly review various assessment data to identify curricular issues and gaps.	• **The school staff analyzes the results of multiple assessments to identify gaps in the curriculum.** • **The school staff annually conducts an in-depth analysis of data, disaggregating it to identify curriculum gaps and instructional implications.** • **SBDM Council regularly reviews assessment data to identify curriculum gaps.**	• The school staff analyzes the results of a single assessment to identify gaps in the curriculum. • The school staff occasionally conducts an in-depth analysis of data, disaggregating it for curriculum gaps or instructional implications. • SBDM Council occasionally reviews assessment data to identify curriculum gaps.	• The school staff does not conduct a gap analysis. • The school staff conducts little or no analysis of data. • The SBDM Council does not review assessment data.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1.e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes. **<u>Samples of Supporting Evidence:</u>** • Open-response questions, culminating events/performance tasks/projects, teacher developed tests with accompanying scoring guides • Copies of assessments reflecting variety of style, approaches and purposes to meet student needs • Writing entries, learning logs • Professional Development Plan (multiple intelligences, learning styles) • Units of study and the accompanying assessment tasks • Lesson plans • Comprehensive School Improvement Plan • Teacher and student interviews • Student survey data (CATS) SBDM policies	• There are opportunities for students to design ways to demonstrate learning based on preferred learning styles and intelligences. • Multiple forms of classroom assessments are analyzed by teachers and students to determine where instruction needs to be modified in order to ensure student learning. • Students receive meaningful, ongoing feedback from a variety of sources (e.g., teachers, parents, peers, self) on their performances and are required to use the feedback to strengthen their future performances. • SBDM policy requires the use of multiple assessments of student learning.	• **There are multiple opportunities for students to choose the ways in which they demonstrate learning based on preferred learning styles and intelligences** • **Multiple forms of classroom assessments are analyzed to determine where instruction needs to be modified in order to ensure student learning.** • **Students receive meaningful feedback on their performances. Students are encouraged to use the feedback to strengthen their future performances.** • **SBDM policy supports the use of multiple assessments of student learning.**	• There are occasional opportunities for students to choose the type of assessment based on preferred learning styles and intelligences. • A limited variety of classroom assessments are analyzed, and little is done to modify instruction. • Students receive limited, meaningful feedback on their performances. • SBDM policy addresses assessment, but may not directly address multiple assessment or there is limited adherence to the policy.	• There is little or no opportunity for students to choose the types of assessment. • There is little or no variety in classroom assessments, and they are not analyzed for impact on instruction. • Students rarely receive meaningful feedback on their performances. • SBDM policy does not address multiple assessments of student learning.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1.f Performance standards are clearly communicated, evident in classrooms and observable in student work. **<u>Samples of Supporting Evidence:</u>** • Example of assessment tasks with scoring guides and student work. • Models of student or teacher work which identifies scoring levels • Teacher and student interviews • Copies of scoring guides displayed in classrooms • Student interviews • Student Performance Standards	• All teachers frequently use performance standards and performance level descriptions to develop scoring guides that are shared with students prior to the assignment/assessment.	• **Teachers regularly use performance standards and performance level descriptions to develop scoring guide (rubrics) that are shared with students prior to the assignment/assessments.**	• Teachers occasionally use performance standards and performance level descriptions to develop scoring guide (rubrics), but they are seldom shared with students.	• Scoring guides (rubrics) are not developed.
	• Models of actual student performances and teacher-developed samples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving performance are consistently identified, discussed and observable in student work.	• **Models of actual student performances and teacher-developed samples are used to clarify the task and to show distinctions between the levels of performance. Strategies for improving performance are consistently identified and discussed by both students and teachers.**	• Models of actual student performances and teacher-developed samples are occasionally used to clarify the task and to show distinctions in the levels of performance, but the distinctions between the levels are not clear.	• Models of student performance are seldom used to clarify the task and to show the distinctions in the levels of performance.
	• Student assessment tasks consistently are age appropriate and reflect the developmental stages of learners; they are often designed with input from the students.	• **Student assessment tasks are age appropriate in design and reflect the developmental stages of learners.**	• Student assessment tasks are designed with some consideration for the age and development stages of learners, but are often inappropriate.	• Student assessment tasks are designed with little or no consideration for the age and development stages of learners.
	• SBDM policy and the practice of school leadership requires teachers to provide regular and meaningful two-way communication with families about student progress. This practice is consistently monitored by the school leadership.	• **SBDM policy and the practice of school leadership requires teachers to provide regular communication with families about student progress.**	• The school leadership expects teachers to communicate with families about student progress on a regular basis, but the practice is not consistently monitored.	• The school leadership does not expect teachers to communicate with families about student progress beyond the traditional reporting of grades.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **2.1.g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.** **<u>Samples of Supporting Evidence:</u>** • Local board and SBDM policies • Assessment schedules • Examples of test-taking tips or strategies • Documentation of communications on purposes of assessment • Student portfolios • Printed programs for assessment meetings • Teacher and student interviews • Signed Code of Ethics documents	• The school/district provides comprehensive information to teachers, students, parents, building personnel, and community members on the purposes of assessment and a testing schedule.	• **The school/district provides to teachers, students, parents, and building personnel comprehensive information on the purposes of assessment and a testing schedule.**	• The school/district provides general information, but few details, about assessment but provides a testing schedule.	• The school/district provides only the required information about the assessment but provides a testing schedule.
	• The school/district provides training to council members and all instructional staff on administration of, and ethics procedures for, the state assessment program.	• **The school/district provides training for teachers and administrators on the administration of and ethics procedures for the state assessment program.**	• The school/district conducts a meeting with test administrators and provides copies of administrative and ethics procedures for the state assessment program.	• The school/district distributes copies of administration and ethics procedures of the state assessment program to the staff.
	• The school embeds appropriate test-taking practice and tips into instruction in all content areas.	• **The school offers appropriate test-taking practice and tips to the students prior to test administration.**	• Individual teachers may offer some tips on taking tests.	• There is no advice given on test-taking strategies.
	• The school shows a comprehensive, school-wide sequenced approach to writing portfolio development and scoring. Portfolio development is part of the instructional program in all content areas.	• **The school shows a comprehensive, school-wide, sequenced approach to writing portfolio development and scoring.**	• The school has a limited, sequenced approach to writing portfolio development and scoring.	• The school does not have a sequenced approach to portfolio development and scoring.
	• The school/district consistently monitors the development and scoring of writing portfolios by engaging in self-audits.	• **The school/district frequently monitors the development and scoring of writing portfolios by engaging in self-audits.**	• The school/district sometimes monitors the development and scoring of writing portfolios.	• There is little or no evidence that the school/district monitors the development and scoring of writing portfolios.
	• The local school board and SBDM Council have comprehensive policies and operational procedures on assessment issues**.**	• **The local school board and SBDM Council have policies and operational procedures on assessment issues.**	• The local school board and SBDM Council address assessment in their policies or operational procedures, but they are neither comprehensive nor followed.	• The local school board and SBDM Council do not have policies or operational procedures that address assessment issues.
	• Assessment accommodations for individual students follow state, district, and school policies for compliance.	• **Assessment accommodations for individual students follow state, district, and school policies.**	• Assessment accommodations for individual students do not always follow state or district policies.	• Assessment accommodations for individual students are inappropriate or not provided.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
2.1.h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress. **<u>Samples of Supporting Evidence:</u>** • Teacher and student interviews • Professional Development Plan • Samples of classroom assessments • Attendee list for writing portfolio training • Student growth or working folders • Documentation from analysis of student work • Student Performance Descriptions	• Results of classroom assessments are consistently analyzed to ensure that the state standards are being taught as well as learned and applied by students.	• **Results of classroom assessments are regularly analyzed to ensure that the state standards are being taught and learned by students.**	• Results of classroom assessments are occasionally analyzed to ensure that the state standards are being taught and learned by students.	• Results of classroom assessments are seldom analyzed.
	• Teachers collaborate within multiple content areas to analyze the results of student performances in order to impact instruction and revise curriculum.	• **Teachers collaborate within content areas to analyze the results of student performances in order to impact instruction and revise curriculum.**	• Some individual teachers analyze the results of student performances in order to impact instruction and revise classroom work.	• Few teachers analyze the results of student performance to impact instruction and revise classroom work.
	• All teachers have received training and are involved in the scoring of writing portfolios and the benchmarks of student work are analyzed using the performance descriptors to inform instruction.	• **Most teachers have received training and are involved in the scoring of writing portfolios and the benchmarks of student work are analyzed using the performance descriptors to inform instruction.**	• All language arts teachers have received training and are involved in the scoring of writing portfolios**.**	• Only language arts teachers at the assessed grade level have received training or are involved in the scoring of writing portfolios.
	• The school supports and implements the use of a student profile or portfolio in all content areas and/or classrooms as a way to measure student growth over time	• **The school supports and expects teachers to use a student profile and/or portfolio in all content areas and/or classrooms as a way to measure student growth over time**	• The school supports the use of a student profile and/or portfolio as a way to measure student growth over time, but implementation is not consistent.	• Student profile and/or portfolio is not used at all grade levels to measure student growth over time.

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ACADEMIC PERFORMANCE STANDARD 3 - INSTRUCTION

Standard 3: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1 INSTRUCTION **3.1.a There is evidence that effective and varied instructional strategies are used in all classrooms.** **<u>Samples of Supporting Evidence</u>:** • Lesson plans that address various learning styles, multiple intelligences, and brain research. • Student work that reflects a variety of formats • Student survey data (CATS) • Comprehensive School Improvement Plan - parent and student survey data • Teacher and student interviews • Classroom observations • Units of study • Learning logs and/or journals • Samples of lessons plans that have been reviewed for appropriate/best practices • Samples of student work that have been reviewed for best practice	• All teachers consistently use a variety of student-centered instructional strategies. • Classroom instruction consistently addresses various learning styles, the multiple intelligences, and brain research. • Instructional activities consistently require all students to use higher-order thinking, problem solving, and inquiry learning. • Content area and interdisciplinary connections are consistently planned and addressed in instruction in most classrooms. • School policy and practice require principals to review, monitor, and provide meaningful feedback in regard to implementation of effective and varied instructional strategies.	• **Teachers use a variety of student-centered instructional strategies (e.g., cooperative learning, learning centers, hands-on activities).** • **Classroom instruction regularly addresses various learning styles, the multiple intelligences, and brain research.** • **Instructional activities frequently require all students to use higher-order thinking and problem- solving skills.** • **Content area and interdisciplinary connections are intentionally planned and addressed in instruction in most classrooms.** • **SBDM policy requires principals to review and monitor implementation of effective and varied instructional strategies as part of formal and informal classroom observations and evaluations.**	• Some teachers use student-centered instructional strategies while others rely on teacher-directed strategies (e.g., lectures, whole-group instruction, worksheets). • Classroom instruction sometimes addresses various learning styles, the multiple intelligences, and brain research. • Instructional activities sometimes require students to use higher-order thinking or problem-solving skills. • Content area and interdisciplinary connections are addressed but are not intentionally planned as part of instruction. • The SBDM policy requires principals to review and monitor implementation of effective and varied instructional strategies, but policy is not fully implemented.	• Most teachers rely on teacher-directed instructional strategies. • Classroom instruction does not address various learning styles, the multiple intelligences, and brain research. • Instructional activities require students to memorize facts and details and to do little higher-order thinking or problem solving. • Teachers may address connections within their content areas, but they do not address interdisciplinary connections. • The SBDM Council does not have a policy regarding the use of effective and varied instructional strategies.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1.b Instructional strategies and learning activities are aligned with the district, school, and state learning goals and assessment expectations for student learning. **<u>Samples of Supporting Evidence</u>:** • Lesson plans that show linkage to curriculum and assessment guidelines • Class syllabi showing connections to curriculum and assessment guidelines • Teacher and student interviews • Classroom observations • Units of study • SBDM policy	• Instruction is consistently aligned to school curriculum, which is based on state, local, and national standards. • Learning activities consistently require students to complete assessment tasks similar to those used for state, local, and national assessments and are embedded into units of study. • SBDM policy and school leadership practice requires teachers to provide evidence that their instructional strategies and learning activities are aligned with district, school, and state learning goals and assessment expectations for student learning.	• **Instruction is aligned to the school curriculum, which is based on state and local standards.** • **Learning activities regularly require students to complete assessment tasks similar to those used for state and local assessments (e.g., open-response questions, experiences with various types of reading, converting data to graphs).** • **SBDM policy requires principals to review teacher provided evidence on instructional strategies and learning activities to ensure alignment with district, school, and state learning goals and assessment expectations for student learning.**	• Instruction is sometimes aligned to the school curriculum. • Some learning activities require students to complete assessment tasks similar to those used for state and local assessments. • The SBDM leadership expects teachers to provide data that demonstrates how well their instructional and learning activities are aligned with district, school, and state learning goals and assessment expectations for student learning, but monitoring is limited.	• Instruction is aligned to the textbook and does not link to school curriculum. • Learning activities do not provide students with experiences similar to those they will experience in state and local assessments. • SBDM leadership does not expect teachers to be evaluated on how well their instructional strategies and learning activities are aligned with learning goals and assessment expectations for student learning.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
3.1.c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to ensure various learning approaches and learning styles are addressed. **<u>Samples of Supporting Evidence</u>:** • Lesson plans show how student needs are addressed • Classroom observations • Student logs and work • Teacher and student interviews • Student/community survey data • SBDM policy • Principal interview	• School leadership monitors to ensure that teachers continually plan and adjust instruction to meet the changing needs of a diverse student population in order improve student academic performance. • Instructional strategies and activities consistently and intentionally address the learning needs and various learning styles of students. • Students consistently have instructional opportunities to connect and apply their learning to real-life experiences. • SBDM policy requires the monitoring of student learning needs and the alignment of instructional strategies to those needs.	• **School leadership monitors to ensure that teachers frequently plan and adjust instruction to meet the needs of a diverse student population.** • **Instructional strategies and activities frequently and intentionally address the learning needs and various learning styles of students.** • **Students regularly have instructional opportunities to connect their learning to real-life experiences.** • **SBDM policy addresses the use of learning strategies to meet the needs of a diverse group of students.**	• School leadership occasionally monitors to ensure that teachers adjust instruction to meet the needs of a diverse student population. • Instructional strategies and activities may address the learning needs and learning styles of students, but they are not intentionally planned to do so. • Students have some instructional opportunities to connect their learning to real-life experiences. • SBDM policy addresses the use of various instructional strategies, but they do not require alignment to student needs.	• School leadership does not monitor to ensure that teachers make adjustments to meet the needs of a diverse student population. • Instructional strategies and activities seldom address the learning needs or variety of learning styles of students. • Students do not have instructional opportunities to connect their learning to real-life experiences. • SBDM policy does not address the alignment of instructional strategies to meet diverse student learning needs.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
DA **3.1.d Teachers demonstrate the content knowledge necessary to challenge and motivate students to high levels of learning.** **<u>Samples of Supporting Evidence</u>:** • Professional Staff Data (PSD) forms • Roster of teaching assignments • List of teacher certifications (i.e., national board certification) • Professional Development Plan • Units of study • Student and teacher interviews • Lesson plans • Individual Professional Development log • Student work • Classroom observations • Classroom assessments • Reports of student test scores on state assessment	• The school leadership actively recruits certified personnel to challenge and motivate students to high levels of learning. • All teachers are certified to teach in their assigned areas and/or grade levels, and their assigned positions reflect student needs. • All teachers participate in ongoing, job-embedded professional development that updates and enhances their content knowledge and professional practices. • All teachers demonstrate the necessary content knowledge to make connections for planning units of study with colleagues across content areas/grade levels. • All teachers demonstrate the necessary knowledge of literacy skills (e.g., speaking, reading, writing) and always include them as a regular part of their classroom instruction.	• **The school leadership recruits certified personnel to challenge and motivate students to high levels of learning.** • **All teachers are certified to teach in their assigned areas and/or grade levels.** • **All teachers participate in regular, job-embedded professional development that updates their content knowledge and professional practices.** • **Teachers demonstrate the necessary content knowledge to make connections for planning units of study with colleagues across content areas/grade levels.** • **Teachers demonstrate the necessary knowledge of literacy skills (e.g., speaking, reading, writing) and include them as a regular part of their classroom instruction.**	• The school leadership recruits some certified personnel to challenge and motivate students to high levels of learning. • Most teachers are certified to teach in their assigned areas and/or grade levels. • Most teachers participate in some professional development that updates their content knowledge and professional practices, but not on a regular basis. • Most teachers demonstrate the necessary content knowledge to make connections for planning units of study within their own content areas. • Some teachers demonstrate the necessary knowledge of literacy skills and include them as a regular part of their classroom instruction.	• The school leadership does not recruit certified personnel to challenge and motivate students to high levels of learning. • Many teachers are not certified to teach in their assigned areas or grade levels. • Many teachers do not participate in professional development that updates their content knowledge and professional practices. • Many teachers do not have the necessary content knowledge to make connections for planning units of study within their content areas (e.g., relies on textbook). • Teachers do not demonstrate the necessary knowledge of literacy skills.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1.e There is evidence that teachers incorporate the use of technology in their classrooms. **<u>Samples of Supporting Evidence</u>:** • Professional Development Plan • Lesson plans indicating the use of technology as part of instruction • Student and teacher surveys • Student and teacher interviews • Classroom observations • Technology plan • SBDM policy • Samples of student work and products • Purchase order or requisition • Walkthroughs	• All teachers incorporate technology as an integral part of instruction. • Technology is consistently used in all content areas to expand the classroom into the greater community. • An extensive variety of technology is readily available and accessible to all students, and they are consistently encouraged to use it as an integral part of instruction and their learning. • The SBDM Council has established a policy that ensures that technology is used in a variety of ways to improve instruction. • SBDM policy and school leadership practice require teachers to provide evidence that technology is used for instructional purposes. The integration of technology into instructional practices is monitored by the school leadership. Modifications and professional development opportunities are provided to support professional growth.	• **Teachers use technology as an integral part of instruction in all areas (e.g., research, product development, data organization).** • **Technology is regularly used to expand the classroom into the greater community (e.g., cable television, Web Quest, international electronic pen pals, virtual tools).** • **Technology is readily available and accessible to all students, and they are encouraged to use it as part of instruction.** • **The SBDM Council has established a policy that addresses the use of technology in instruction.** • **SBDM policy requires the principal(s) to evaluate the effective use of technology for instructional purposes during classroom observations and walkthroughs. Modifications and professional development opportunities are provided to support professional growth.**	• Teachers occasionally use technology as an integral part of instruction in all areas. • Technology is used by a few teachers to expand the classroom into the community, but there is no consistent effort made by the entire school to do so. • Limited technology is available and accessible to all students. • The SBDM Council has a technology policy, but it does not address the instructional impact of technology. • School leadership expects teachers to use technology for instructional purposes but no intentional/formal review is made of technology uses.	• Teachers rarely or ineffectively use technology for instructional purposes. • Technology is rarely used by teachers to expand the classroom into the community. • Technology is not readily available or accessible to students. • The SBDM Council does not have a policy regarding technology. • Teachers are not required to use technology for instructional purposes.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
3.1.f Instructional resources are sufficient to effectively deliver the curriculum. **<u>Samples of Supporting Evidence</u>:** • Textbook/instructional resources purchasing plan • Completed state evaluation forms for instructional resources • Student and teacher surveys • Student and teacher interviews • Classroom observations • Media center inventory • Equity Plan • Purchase orders • School budget/allocations	• A wide variety of current electronic and printed instructional resources supplement instruction and learning in all classrooms. • All instructional resources are consistently monitored and updated to appropriately reflect diversity for all students. • All instructional resources are consistently monitored and updated to ensure they are developmentally appropriate for all students. • Instructional resources for all content areas are comprehensive and relevant to the school's curriculum. • The media center provides an extensive variety of current and appropriate instructional resources to enhance the school's curriculum and support the needs of the entire student population**.**	• **A variety of electronic and printed instructional resources supplement instruction and learning in most classrooms.** • **Instructional resources appropriately reflect diversity for all students.** • **Instructional resources are developmentally appropriate for all students.** • **Instructional resources are available in all content areas to support the school's curriculum.** • **The media center provides current and appropriate instructional resources to support the school's curriculum and the needs of the student population.**	• A limited variety of instructional resources supplement instruction and learning in most classrooms. • Some of the instructional resources appropriately reflect diversity. • Some of the instructional resources are developmentally appropriate. • Adequate instructional resources are available in some content areas to support the school's curriculum. • The media center provides adequate instructional resources to support some areas of the school's curriculum.	• The textbook is the primary instructional resource used in most classrooms. • Few of the instructional resources appropriately reflect diversity. • Few of the instructional resources are developmentally appropriate. • Instructional resources are not available to support the school's curriculum. • The media center does not provide adequate instructional resources to support the school's curriculum

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
3.1.g Teachers examine and discuss student work collaboratively and use this information to inform their practice. **<u>Samples of Supporting Evidence</u>:** • Meeting notes • Comprehensive School Improvement Plan • Teacher interviews and surveys • Action plan for improving instruction • SBDM policy • SBDM minutes • Samples of teacher lesson plans with meaningful feedback	• All teachers and school leadership meet consistently to collaboratively analyze student work, looking for both strengths and weaknesses for instructional implications.	• **Teachers meet regularly to analyze student work, looking for strengths and weaknesses for instructional implications.**	• Teachers meet occasionally to review student work. Results do not always inform instructional practices.	• Teachers do not meet to analyze student work.
	• Instructional staff meets consistently to analyze and discuss multiple writing samples from all content areas for instructional implications.	• **Teacher meet regularly to analyze writing samples from all content areas for instructional implications.**	• Teachers meet occasionally to analyze writing samples for instructional implications.	• Teachers do not meet to analyze writing samples.
	• Teachers collaboratively analyze student responses from released items in all areas to inform instructional practice and to improve student performance.	• **Teachers analyze student responses from released items to inform instructional practice and to improve student performance.**	• Teachers analyze student responses from released items.	• Teachers do not analyze student responses from released items.
	• Individual teachers apply the analysis process to consistently examine the work of their own students, using the results to inform their instructional practice. Teachers take the resulting information to content meetings, synthesizing the results for instructional planning.	• **Individual teachers apply the analysis process to examine the work of their own students, using the results to inform their instructional practice.**	• Individual teachers analyze their students' work; however the results are not always used to inform instructional practice.	• Individual teachers do not analyze student work for the intent of informing instructional practices.
	• SBDM policy and school leadership require teachers to provide evidence that they collaboratively examine and discuss student work and use this information to inform their practice. This evidence is reviewed by the principal, who provides meaningful feedback to teachers during conferencing.	• **SBDM policy requires school leadership to evaluate teacher provided evidence of collaboration to examine and discuss student work. They use this information to inform their practice.**	• SBDM leadership expects teachers to examine and discuss student work with others to inform their practice.	• School leadership does not evaluate the extent to which teachers discuss student work with others nor does the school leadership require the teachers to use this information to inform their practice.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
3.1.h There is evidence that homework is frequent and monitored and tied to instructional practice. **<u>Samples of Supporting Evidence</u>:** • SBDM policies and minutes • Lesson plans including homework assignments • Student and parent surveys • Student, parent, and teacher interviews • Classroom observations • Student homework	• Students can articulate the relationships among class work, homework, and content standards. • Homework in all classrooms is monitored, frequent, extends student learning, includes student choice, and involves parents/family. • Instructional follow-up, teacher feedback, and opportunities for student self-evaluations are provided for all homework assignments. • Teacher practice consistently demonstrates that homework is an extension of classroom learning and is an opportunity to provide authentic connections. Homework is intentionally and consistently aligned to best practice. • The SBDM Council has established a school homework policy that ensures homework is challenging, assigned frequently, monitored, and tied to the curriculum and instructional practice.	• **Students can articulate the relationship between class work and homework.** • **Homework in all classrooms is monitored, frequent, extends student learning and often includes student choice.** • **Instructional follow-up and teacher feedback are provided for all homework assignments.** • **Teacher practice regularly demonstrates that homework is an extension of classroom learning as well as an opportunity to provide authentic connections.** • **The SBDM Council has established a school homework policy that ensures homework is assigned frequently, monitored, and tied to the curriculum and instructional practice.**	• Some students can occasionally articulate the relationship between homework and class work, but the relationship is not always clear. • Homework in most classrooms extends student learning. • Instructional follow-up or teacher feedback is provided for some homework assignments. • Teacher practice occasionally demonstrates that homework is an extension of classroom learning and an opportunity to provide authentic connections. • The SBDM Council has established a school homework policy that ensures homework is assigned frequently and monitored.	• Few students can articulate the relationship between class work and homework. • Homework does not extend student learning. • Instructional follow-up for homework is not provided. • Teacher practice does not intentionally demonstrate homework is an extension of classroom learning nor as an opportunity to provide authentic connections. • The SBDM Council does not have a school homework policy.

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LEARNING ENVIRONMENT STANDARD 4 – SCHOOL CULTURE

Standard 4: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1 SCHOOL CULTURE **DA** **4.1.a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).** **<u>Samples of Supporting Evidence</u>:** • School/district safety plan • Discipline handbook • Emergency drill plans • Evaluation tools for school climate • Equity Plan • School accident reports • Student and teacher interviews • Building blueprints and inspection reports • Student and parent surveys • Student and parent handbooks • Student discipline reports • Comprehensive School Improvement Plan • SBDM minutes and policies • Culture audits • School opinion surveys • Parent interviews • Classified employee interviews • District personnel interviews • Reports of vandalism • Work orders • Classroom and hallway observations • Schedule for adult supervision (e.g., buses, hallways, cafeteria, assemblies)	• Leadership ensures that physical structures are monitored and updated to provide all students and staff with a safe, orderly, and equitable learning environment • School/district policies and practices are designed by school/district staff and stakeholders and are consistently enforced to provide all students a safe, orderly, and equitable learning environment. • School/district safety policies and procedures are based on research and reviewed annually to ensure a positive climate. • School stakeholders, leadership, staff, and students have established comprehensive policies and operational procedures to keep disruptions to a minimum. • Both academic and behavior standards are determined and clearly defined through stakeholder involvement. These standards are clearly communicated to students and parents, and equitably/consistently enforced. • Information about the learning environment is regularly and intentionally evaluated through a variety of means, and results are used to make necessary adjustments.	• **Physical structures of the school provide all students and staff with a safe, orderly and equitable learning environment.** • **School/district policies and practices are designed by school/ district staff and are consistently enforced to provide all students with a safe, orderly, and equitable learning environment.** • **School/district safety policies and procedures are based on research and proven effective.** • **School leadership and staff have established policies and operational procedures to keep disruptions to a minimum.** • **Both academic and behavior standards are defined, communicated to students, and equitably enforced.** • **Information about the learning environment is regularly evaluated through various means (e.g., culture/climate audits, opinion surveys) and the information is fully analyzed for its implications for planning and decision-making.**	• Physical structures of the school generally provide students and staff with a safe, orderly and equitable learning environment; however, improvements could be made. • School policies and practices generally address safe and equitable learning environments, but may be irregularly or inequitably enforced. • School/district safety policies or procedures are developed without research considerations. • School leadership has established limited operational procedures to keep disruptions to a minimum; procedures are not always enforced. • Classroom behavior standards are defined, but may not be formally communicated to students. Standards may be inconsistently enforced. • The learning environment is occasionally evaluated, but the information is not fully analyzed for its implications for planning and decision-making.	• Physical structures of the school are not designed specifically to address safe, orderly, or equitable learning environments; major improvements are needed. • School policies and practices regarding safe, orderly, and equitable learning environments do not exist or are not enforced. • There are no school/district safety policies or procedures. • School leadership has not established operational procedures to keep disruptions to a minimum. • School and classroom academic behavior standards are not clearly defined; not communicated to students and/or not consistently enforced. • The learning environment is rarely evaluated and not considered for planning and decision-making.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **4.1.b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.** **<u>Samples of Supporting Evidence</u>:** • Faculty meeting agenda • School/district mission and belief statements • Professional development plans • Comprehensive School Improvement Plan • Implementation and Impact Check • Student and teacher interviews • Master schedule • Student and parent surveys • School calendar of events for motivation and celebration • Classroom observations of differentiation • IEPs • Applications for grants and special programs • Condition of facilities and equipment	• School/district leadership supports and models mission and belief statements addressing high expectations for all students and staff, and these are supported by policy and practice.	• **School/district leadership supports the mission and belief statements addressing high expectations for all students.**	• School/district leadership supports the idea that all students can learn at high levels, but the support is inconsistent.	• School/district leadership does not support high expectations for all students.
	• The school/district leaders and staff use personal relationships with parents, business leaders, and other community members to create a shared vision of student learning for the community.	• **The school/district leaders and staff have ongoing programs intended to facilitate parents, business leaders, and other community members in sharing the district's vision of student learning.**	• The school/district leaders and staff make limited efforts to enable parents, business leaders, and other community members to share the district's vision of student learning.	• The school/district leaders and staff make little or no effort to get parents, business leaders, and other community members to share the district's vision of student learning.
	• Leadership has established a process and provides resources for teachers to regularly share successes that improve learning for all students.	• **Leadership provides opportunity for teachers to regularly share successes that improve student learning (e.g., instructional strategy, effective resource).**	• Leadership provides few opportunities for teachers share success stories. They often do not focus on student learning.	• Teachers seldom share success stories, even when opportunities are available.
	• School/district leadership has established and continually maintains a strong focus on academic achievement and improvement for all students.	• **School/district leadership has established and maintains a focus on academic achievement for all students.**	• School/district leadership generally emphasizes academic achievement, but may not do so on a regular or consistent basis.	• School/district leadership has not established a focus on academic achievement.
	• The leadership ensures the school schedule provides time regularly for all teacher s to collaborate by both content areas and grades level. Adjustments are made in the schedule, as necessary, to assure effective collaboration.	• **The leadership, in collaboration with the stakeholders, creates a schedule that provides time regularly for teacher collaboration (e.g., common planning time) by either content area or grade level.**	• The school schedule provides time occasionally for teacher collaboration by either content area or grade level, but not on a regular basis.	• The school schedule does not provide time for teacher collaboration.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1.c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice. **<u>Samples of Supporting Evidence</u>:** • Lesson plans • Classroom observations • Student and teacher interviews • Discipline plan • Student and parent handbooks • Posted behavior standards • Posted academic standards and rubrics • Opinion inventory results • Equity Plan • SBDM Policy • Individual Growth Plans • Walkthroughs • Team/department meeting agendas/minutes • Master schedule/use of instructional time • Student work • Library/media center usage • Use of technology • Availability of extra-curricular and co-curricular programs • Student choice	• Teachers set high academic expectations for all students, challenge them to set high expectations for themselves, and support them in their growth toward those expectations. • Standards of behavior are developed collaboratively by school stakeholders, teachers and students, clearly communicated to parents, and uniformly applied. • Teachers and students consistently provide the support structures to assure achievement of high academic and behavior standards by all (e.g., peer tutoring, mentoring, cooperative learning). • SBDM policy and school leadership practice requires teachers to provide evidence that they hold high academic and behavioral expectations for all students. Leadership provides meaningful feedback and individual growth plans are modified as needed to reflect high expectations.	• **Teachers set high academic expectations for all students and help them achieve success.** • **Standards of behavior are developed collaboratively by stakeholders. These are communicated to students and are uniformly applied.** • **Teachers provide the support structures to assist all students in achieving high academic and behavior standards (e.g., differentiated instruction, inclusion, conflict resolution).** • **SBDM policy and school leadership practice requires teachers to provide evidence that they hold high academic and behavioral expectations for all students.**	• Teachers set high academic expectations for some students but not all. • Standards of behavior are developed by staff and given to students, but are not clearly communicated or uniformly applied. • Teachers occasionally provide support structures to assist most students in achieving high academic or behavior standards. • The school leadership expects teachers to hold high academic and behavioral expectations for all students.	• Teachers do not set high academic expectations for students. • Standards of behavior are not developed collaboratively and are inconsistently applied. • Teachers provide support structures to assist only some or no students in achieving high academic and behavior standards. • High academic and behavioral expectations for all students either do not exist or are stated with no evidence of their application.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1.d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning. **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • Interviews and surveys with non-teaching staff • Teacher interviews • SBDM meeting minutes • Walkthrough observation of the building • Handbooks for teaching and non-teaching staff • Committee meeting minutes and agendas • Organizational charts and schedules of assignments • Job descriptions • Staff development plan (e.g., administrative and teaching staff)	• All staff members are knowledgeable of and are guided by the school's mission and belief statements. • All staff consistently practices effective decision-making skills regarding teaching and learning. • All non-teaching staff works collaboratively to make a positive learning environment for students and supported them in doing this through decision-making. • Leadership monitors and evaluates the extent to which the standing and ad hoc committee structures and work teams are impacting teaching and learning.	• **Staff members are knowledgeable of and are guided by the school's mission and belief statements.** • **Teachers practice effective decision-making skills (e.g., group process and consensus building) regarding teaching and learning.** • **Non-teaching staff assists in making a positive learning environment for students through decision-making regarding their areas of responsibility (e.g., not mowing the grass during school hours, maintaining a clean physical environment, maintaining "learning" bulletin boards in the cafeteria).** • **Standing and ad hoc committee structures are in place and work teams are created that meet regularly to meaningfully involve teaching and non-teaching staff in both formal and informal decision-making.**	• Most of the staff members are knowledgeable of the school's mission and belief statements, but the statements may not guide them. • Teachers occasionally practice effective decision-making skills regarding teaching and learning. • Some members of the non-teaching staff work to make a positive learning environment for students; effective decision-making skills are not always used. • Standing and ad hoc committees and work teams are created to involve teaching and non-teaching staff in decision-making; however, they rarely meet nor are they committed to a formal decision making process.	• The school's mission and belief statements do not guide the staff, or the statements do not exist. • Few teachers practice effective decision-making skills regarding teaching and learning. • Non-teaching staff does not focus on teaching and learning as addressing areas of responsibility. • Standing and ad hoc committees and work teams are not created for decision-making or non-teaching staff does not participate in decision-making.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1.e Teachers recognize and accept their professional role in student success and failure. **<u>Samples of Supporting Evidence</u>:** • Teacher interviews • School's professional library • Professional Development Plan • Samples of student evaluation forms for teachers • Kentucky Performance Reports and trend data • SBDM interviews • Principal interviews • SBDM policy • Professional development participation logs • Participation/collaboration with external publics for community service/enrichment • Administrator and parent interviews • Student academic contests • Grant applications • Teachers as presenters	• Teachers regularly reflect on their classroom practices and student achievement in an effort to improve instructional effectiveness. There are regularly scheduled times for individual and group reflection.	• **Teachers regularly reflect on their classroom practices and student achievement in an effort to improve their instructional effectiveness.**	• Teachers occasionally reflect on their classroom practices and student achievement, but it is not a regular practice.	• Few teachers reflect or self-evaluate as a way to improve instructional behaviors impacting student achievement.
	• Teachers consistently go beyond required professional development to enhance their teaching skills and, and as a result, create a community of learners within the school.	• **Teachers go beyond required professional development (e.g., read professional literature, participate in workshops, attend conferences) to enhance their teaching skills.**	• Most teachers complete just the required professional development, occasionally selecting programs designed to improve teaching skills.	• Teachers only do required professional development, with little attention to improving teaching skills.
	• Teachers consistently provide students with opportunities to evaluate the teacher's performance and use the feedback to adjust practice, if needed.	• **Teachers occasionally provide students with opportunities to evaluate the teachers' performance and use the feedback to adjust practice, if needed.**	• Some teachers provide students with opportunities to evaluate their performance, but opportunities are limited (e.g., only at the end of the school year, resulting information may not be used to improve teaching skills).	• Teachers provide students with little or opportunities to evaluate the teacher's performances.
	• Teachers consistently seek out opportunities to modify their own teaching behaviors in order to optimize student success.	• **Teachers regularly associate their own behaviors as having impact on student success and failure.**	• Teachers occasionally associate their own behaviors as causes for student success and failure.	• Teachers frequently associate factors beyond their own behaviors as causes for student failure.
	• SBDM policy and school leadership practice requires teachers to provide evidence that they recognize and accept their professional role in student success and failure.	• **SBDM policy requires teachers to recognize and accept their professional role in student success and failure.**	• The school leadership expects teachers to recognize and accept their professional role in student success and failure, but does not monitor it.	• The school leadership has little or no expectations for teachers to accept their professional role in student success and failure.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1.f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.	• All students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.	• **Most students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual abilities.**	• Most students have equal access to all classes regardless of intellectual abilities.	• Students do not have equal access to all classes.
<u>Samples of Supporting Evidence</u>: • Master schedule • Class rolls • Enrollment data • SBDM policies and minutes • Equity Plan • Parent interviews • Student interviews • Daily schedules • Opportunities for collaboration • Grouping and re-grouping of students • Certification areas • Student/teacher ratios • Advanced placement criteria • Gifted and talented program	• Student learning groups are based on instructional needs, provide for flexible grouping and regrouping with continuous assessment allowing for matching staff to student needs.	• **Student groups are formed based on instructional needs with appropriate, ongoing evaluations and adjustments.**	• Student groups are formed based on instructional needs. There is some flexibility for regrouping based on evaluation of student level of performance with little regard to teacher strengths.	• Student groups are formed based on only measures of intellectual ability, and there is little or no attempt to regroup.
	• The SBDM Council has a policy to maintain an effective student/teacher ratio for program improvement and for meeting the needs of all students.	• **The SBDM Council has a policy to maintain an effective student/teacher ratio for meeting the needs of all students.**	• The SBDM Council has a policy regarding student/teacher ratios that meets the state guidelines, but does not consider the needs of the students with the school's program.	• The SBDM Council does not have a policy regarding student/teacher ratios, or has accepted frequent waivers of policy.
	• The master schedule is designed to provide the flexibility for teachers to switch teaching assignments, or bring in community resources, in order to capitalize on others' in-depth knowledge of specific topics.	• **The master schedule is designed to provide the flexibility for teachers to switch teaching assignments in order to capitalize on other teacher's in-depth knowledge of specific topics.**	• The master schedule is designed to provide limited flexibility for teachers to switch teaching assignments in order to capitalize on other teacher's in-depth knowledge of specific topics.	• The master schedule is designed to provide little or no flexibility for teachers to switch teaching assignments in order to capitalize on other teacher's in-depth knowledge of specific topics.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
4.1.g Teachers communicate regularly with families about individual students' progress (e.g., engage through conversation). **<u>Samples of Supporting Evidence</u>:** • Report cards and/or progress report forms • Phone logs of calls to families • SBDM policies and minutes • Notes from parent conferences • Student, parent, and teacher interviews • Learning logs • Phone/computer hotlines • Attendance records and referrals • Schedule of home visits • Newsletters	• Student progress reports are sent home regularly and frequently. They include specific, detailed, written explanations of student performance. • All teachers contact families on an ongoing basis regarding student progress and strategies for improvement. • All teachers intentionally and consistently involve students in reporting their progress to their families. • SBDM policy and school leadership practice requires teachers to provide evidence on the extent to which they regularly communicate with families about student progress. School leadership provides meaningful feedback to the staff, about their communication practices.	• **Student progress reports are sent home regularly and include specific, written explanations of student performance.** • **Most teachers contact families on a regular basis (e.g., home visits, phone calls, e-mail) to discuss student progress.** • **Most teachers involve students in reporting their progress to their families (e.g., student-led conferences, learning logs).** • **SBDM policy requires school leadership to monitor the extent to which the faculty regularly communicates with families about student progress.**	• Student report cards are sent home and include little written explanation of student performance or simply computer-generated statements • Teachers contact families on a limited basis or when there are discipline problems. Some teachers contact families regarding student progress. • Teachers seldom involve students in reporting their progress to their families. • The school leadership expects teachers to regularly communicate with families about student progress, but does not monitor this communication.	• Student report cards are sent home but include no explanation of student performance. • Teachers use only student report cards to contact families. • Few teachers involve students in reporting their progress to their families. • The school leadership has little or no expectation that teachers regularly communicate with families about student progress.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
4.1.h There is evidence that the teachers and staff care about students and inspire their best efforts.	• Each student has an identified assigned staff member as an adult advocate and regularly meets with the advocate.	• **Each student has an identified staff member as an adult advocate.**	• Some students have identified staff members as adult advocates.	• Students do not have assigned adult advocates at the school.
<u>Samples of Supporting Evidence</u>: • Staff interviews • Student interviews and surveys • Observations in hallways, cafeteria, and after school • Master schedule • Student handbook • School newsletter containing information on student accomplishments • FRYSC interviews • Counseling program • KPR student questionnaire • Schedules of events for celebration and motivation • Announcements made school-wide via intercom, email, or close circuit TV • Student work • Parent and administrator interviews	• There are consistent and meaningful interactions between students and staff that go beyond student performance, attendance, or behavior. Follow-up support and/or actions are consistently provided.	• **There are frequent and meaningful interactions between students and staff regarding student performance, attendance, behavior and needs.**	• There are occasional, meaningful interactions between students and staff.	• Few interactions between students and staff are meaningful.
	• Student accomplishments are recognized and celebrated publicly on an ongoing basis.	• **Student accomplishments are celebrated.**	• Some student accomplishments are recognized.	• Student accomplishments are rarely recognized.
	• All staff have established overtly and explicitly a non-threatening, caring environment for all students.	• **Staff has established a non-threatening, caring environment (e.g., school-within-school concept, team structure, advisor-advisee program) for all students.**	• Staff has to establish a non-threatening environment for all students. If this environment exists it appears to have had little impetus from the staff.	• Staff has made no intentional, designed effort to establish a non-threatening environment for all students. If this environment exists it appears to have not been caused by staff.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **4.1.i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.** **<u>Samples of Supporting Evidence</u>:** • School/district public relations plan • Teacher and parent interviews • Copies of written communication • Agendas for school meetings and programs • SBDM minutes • School web page • Programs/agendas from civic group meetings • Community surveys • Technology/telephone hotlines and logs • Newspaper clippings • Bulletin boards, exhibits and displays • Brochures about student progress	• School/district has a written public relations plan that was developed collaboratively with all stakeholders and is communicated and implemented. • Written communication about the school is distributed to homes, businesses, and community groups on a regular basis. • School/district provides ongoing opportunities for families to learn about curricular programs in all subject areas (e.g., open house, curriculum fairs, etc.). • The school/district uses technology on a regular basis to provide two-way communication (e.g., listservs, subject-specific chat rooms). • Regular activities/meetings are hosted for the purpose of sharing information and gaining input from all stakeholders. • School/district staff members belong to various civic groups and regularly attend meetings to share information and respond to concerns.	• **School/district has a written public relations plan that is communicated and implemented.** • **Written communication about the school is sent home with students on a regular basis.** • **School/district provides opportunities for families to learn about curricular offerings annually.** • **The school/district uses technology to facilitate communication with stakeholders (e.g., homework hotline, web page, cable access channels).** • **Regular activities/meetings are hosted for the purpose of sharing and discussing information with families.** • **School/district leadership and staff attend various civic group meetings to share information.**	• School/district has a written public relations plan, but it is not communicated and implemented consistently. • Written communication is sent home occasionally, but not on a regular basis. • School/district provides limited opportunities for families to learn about curricular programs. • The school/district uses limited technology to facilitate communication with stakeholders (e.g., homework hotline, telephone). . • Activities/meetings are hosted for the purpose of sharing information with families, but not on a regular basis. • School/district leadership occasionally attends civic group meetings, but rarely share information about the school.	• School/district does not have a written public relations plan. • Written communication is not distributed. • School/district staff provides few or no opportunities for families to learn about curricular programs. • The school does not use technology to communicate with stakeholders. • Few or no activities/meetings are hosted for the purpose of sharing information with families. • School/district leadership and staff do not attend civic group meetings unless they are members themselves.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
DA **4.1.j There is evidence that student achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).** **<u>Samples of Supporting Evidence</u>:** • Displays of student work in the classrooms and school • Teacher interviews • Press clippings • Videos of student performances • SBDM minutes • Parent interviews and surveys • Community survey • Student interviews and surveys • Student recognition of parent organization and/or board meetings • Trophy cases and bulletin boards • Photographs	• The school/district and community provide students with positive reinforcement for academic successes, including ongoing formal and informal recognition. • The school uses exhibitions and showcases of student work for recognition of student achievement in all areas to enhance learning. • Quality student work is displayed in all classrooms and the school halls. • Student successes are shared with all stakeholders through a variety of means, including the media.	• **The school/district provides students with positive reinforcement for academic successes, including formal and informal recognition.** • **The school uses exhibitions and showcases of student work for recognition of student achievement in many areas.** • **Quality student work is displayed in most classrooms.** • **Student successes are shared with all stakeholders through the media.**	• The school/district provides some students with positive reinforcement for academic successes. • The school showcases student work on a limited basis or only recognizes success in one area (e.g., sports). • Student work is displayed in some classrooms but often does not reflect quality. • Student successes are shared with families.	• The school/district provides few or no students with positive reinforcement for academic successes. • The school does not use exhibitions or showcases of student work. • Little or no student work is displayed in the school and does not reflect quality. • Student successes are rarely shared within the school or with families.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **4.1.k This school/district provides support for the physical, cultural, socio-economic, and intellectual needs of all students, which reflect a commitment to equity and an appreciation of diversity.** **<u>Samples of Supporting Evidence</u>:** • Student, teacher, parent, and community member interviews • Guidance counselor interviews • SBDM policies and minutes • Local board policy • Equity Plan • Instructional resources that reflect diversity • Comprehensive School Improvement Plan • Media center audits and reports • Student work • Lesson/unit plans and assignments • Student choice • Clubs, organizations and community service groups	• The school encourages involvement of all stakeholders and appreciates and values their cultures and diversity, designing specific programs to share the community's diversity.	• **The school encourages involvement of all families and appreciates and values their cultures and diversity.**	• The school encourages involvement of some families, but does not always include specific efforts to value diversity or various cultures.	• The school does not encourage involvement of families or does not provide intentional efforts to value diversity or various cultures.
	• The local board/SBDM Council has well defined, written policies that are consistent with, and supportive of, educational equity and appreciation of diversity.	• **The local board/SBDM Council has written policies that are consistent with, and supportive of, educational equity and appreciation of diversity.**	• The local board/SBDM Council has policies that are consistent with, and supportive of, educational equity; but do not reflect appreciation of diversity.	• There are no local board or SBDM Council policies regarding educational equity or appreciation of diversity or policies are unclear or poorly defined.
	• Multicultural education embedded throughout the curriculum and instructional strategies and furthers democratic principles of social justice.	• **Multicultural education is embedded throughout the curriculum and instructional strategies.**	• Multicultural education is addressed through periodic, instructional programs.	• Multicultural education is seldom addressed.
	• The school/district has established, in collaboration with the community, mechanisms for addressing the physical, cultural and socio-economic barriers to learning.	• **The school/district has established mechanisms for addressing the physical, cultural, and socio-economic barriers to learning (i.e. Comprehensive School Improvement Plan action components).**	• The school/district has made limited attempts to address the physical, cultural, or socio-economic barriers to learning.	• The school/district has made no attempts to address the physical, cultural, or socio-economic barriers to learning.
	• The school has a comprehensive guidance/counseling program, which involves staff and community in addressing the various needs of all students.	• **The school has a guidance/ counseling program to meet the various needs of all students.**	• The school has a guidance/ counseling program that meets the needs of some students.	• The school has no guidance program or counselors work only on administrative issues.

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LEARNING ENVIRONMENT STANDARD 5 – STUDENT, FAMILY AND COMMUNITY SUPPORT

Standard 5: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES **DA** **5.1.a Families and the communities are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.** **<u>Samples of Supporting Evidence:</u>** • Parent interviews and surveys • School visitors log • Observations • Staff interviews and surveys • Parent workshop schedule • Volunteer schedule • Copies of communications sent home • Community involvement programs • SBDM agenda/minutes	• Schools involve families in significant ways to support student learning and improve academic performance and expectations. • The school actively works with the SBDM Council, FRYSC, RSC and parent organizations to ensure that meaningful, two-way communication between the home and school is regular and encouraged. • Parents/guardians are welcome in the school and their assistance is sought consistently. Structures are in place to encourage family participation (e.g., volunteer committees, parent workroom, SBDM Council). • Numerous programs are developed and implemented that promote meaningful communication between teachers and families regarding student learning. Families are consistently involved in developing or coordinating these efforts. • School and district staff makes extensive use of community resources to strengthen ties to family/community partners in a variety of roles.	• **Schools involve families in significant ways to support student learning (e.g., homework, reviewing student work, parent volunteer activities and committee partnership).** • **Communication between the home and school is meaningful, regular and two-way.** • **Parents/guardians are welcome in the school and their assistance is sought.** • **Programs are developed and implemented that promote communication between teachers and families.** • **School and district staff actively encourages and provides resources that strengthen ties between families and the community.**	• Schools involve families in student learning but not in significant ways (e.g., send home permission slips or completed work). • Communication from the school to the home exists, but it is generally not two-way and deals only with immediate issues of student performance. • Parents/guardians are welcome in the school, but limited effort is given to seeking their assistance or presence. • Programs are developed but not always implemented that promote communication between teachers and families. • The school/district staff believes schools should have strong ties to families and the community, but the school does not designate any resources for this purpose.	• Schools do not involve families in student learning. • Communication from the school to the home exists, but is infrequent and at times ineffective. • Parents/guardians are not welcome in the school. • Few or no programs are developed that promote communication between teachers and families. • The school/district staff offers no encouragement or resources to help schools strengthen ties to families and the community.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **(continued)** **5.1.a Families and the communities are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.** **<u>Samples of Supporting Evidence</u>:** • Program agendas • List of community partners • Community surveys • Observations • Student interviews • Schedules for community-based learning activities • Lesson plans (show uses of community resources)	• The school provides programs for families to experience instructional and curricular programs in all subject areas. • A variety of ongoing partnerships between the school and community are formed to work together to improve student achievement. • Community resources are consistently sought and continuously used to help the school achieve educational goals. Formal relationships may be formed with some community groups/agencies. • All students have many opportunities to be engaged in community-based learning activities. • The school works with all students, families, and the community to facilitate school transitions in a systematic and planned manner.	• **The school provides programs for families to learn about curricular programs in all subject areas (e.g. open house, curriculum fair).** • **Partnerships between the school and community are formed to support student achievement.** • **Community resources are sought and used to help the school achieve educational goals.** • **Most students have some opportunities to be engaged in community-based learning activities (e.g., job shadowing).** • **The school works with most students, families and community to facilitate school transitions in a systematic planned manner.**	• The school occasionally provides programs for families, but programs are usually limited to one or two areas (e.g., band concert, science fair). • Partnerships between the school and community are only occasionally formed, or are extremely limited in focus. • Community resources are occasionally sought and used by the school but are not used in a way that focuses on the school's educational goals. • Some students have opportunities to be engaged in community-based activities (e.g., can or toy drives), but those opportunities are limited. • The school works with students in an infrequent and unorganized manner to facilitate school transitions.	• The school does not provide programs for families. • Partnerships between the school and community are not formed. • Community resources are not sought and used by the school. • Students have little or no opportunities to be engaged in community-based activities. • There is little or no work between schools and students or families to facilitate transitions.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **5.1.b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, FRYSC's, ESS).** **<u>Samples of Supporting Evidence</u>:** • FRYSC grant proposal • FRYSC staff interviews • ESS program overview • Title I program plan • Teacher interviews • Student surveys and interviews • School counselor interviews • Student IEPs • SBDM minutes and policies • Local board policies • Technology plan • ESS entrance and exit reports • Parent interviews • Interviews with partners, area technology centers • Master schedule • Class rosters	• The school establishes and monitors procedures for students to enter and exit ESS. Students enter and exit ESS based on specific and clearly defined criteria. • The ESS program is designed to support and promote individual student achievement in all subject areas. The program is continuously assessed and refined to meet the needs of the students. • The FRYSC program promotes and supports student learning and includes a process for evaluation and revision. • The Title I program promotes and supports student learning and includes evaluation and revision beyond what is mandated. • There is an established school-wide guidance program that promotes and supports student learning using multiple programs and approaches. • The school/district provides an extensive variety of technology for all students to access all areas of the curriculum. • The SBDM Council/local board has a well defined, written policy that ensures all students have equal access to the entire curriculum.	• **The school has monitored students' participation in ESS programs. Students enter and exit ESS as needed.** • **The ESS program is designed to support and promote individual student achievement in all subject areas.** • **The FRYSC program promotes and supports student learning by providing targeted and effective support services to meet the unique learning needs of at-risk students.** • **The Title I program promotes and supports student learning.** • **The school guidance program promotes and supports student learning.** • **The school/district provides a variety of technology for students to access the common academic core (e.g., distance learning, virtual high school, computer assisted learning).** • **The SBDM Council/local board has a written policy that ensures all students have equal access to a common academic core.**	• There is some monitoring of students' participation in ESS. • The ESS program is designed to support achievement in some classes. • The FRYSC program has little focus on student learning. The school staff does not consistently target the use of Federal and State programs to meet the unique learning needs of at-risk students. • The Title I program has limited impact on student learning. • The school guidance program has limited impact on student learning. • The school/district provides limited technology for students to access the curriculum. • The SBDM Council/local board has a policy that indicating that all students have equal access to the curriculum, but it is not always followed.	• General criteria are used for student participation in ESS (i.e., failing a grade or content areas, not doing homework). Student enrollment in ESS remains constant all year. • The ESS program is designed as a remedial program without addressing individual student or group learning needs. The School ESS coordinator provides inadequate guidance for the use of ESS. • The FRYSC program does not focus on student learning. The school staff ineffectively targets Federal and State programs to meet the unique learning needs of at-risk students. • The Title I program has little or no apparent impact on student learning. • The school guidance program has little or no apparent impact on student learning. • The school/district provides little or no technology for students to access the curriculum. • The SBDM Council/local board does not have a policy that ensures all students have equal access to a common academic core.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **5.1.c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.** **<u>Samples of Supporting Evidence</u>:** • Records of referrals for health and social services • Textbook/Instructional Resources Purchasing Plans • School counselor interviews • Student surveys and interviews • Community surveys • Student IEPs • School/district budgets • Professional Development Plan • Technology plans • School and district budgets • Comprehensive School Improvement Plan • Transportation records for ESS	• An extensive variety of printed and electronic instructional materials and resources that promote active learning are available. Staff has been trained on effective use of all resources.	• **A variety of instructional materials and resources that promote active learning are available and staff has had training on its use.**	• Limited instructional materials and resources that promote active learning are available.	• Little or no instructional materials and resources that promote active learning are available.
	• The school/district has written policies and procedures that coordinate with community agencies to identify and refer students to health and social services. These are clearly communicated to the staff and families.	• **The school/district has written policies and procedures to refer students for health and social services, which are clearly communicated to staff and families.**	• The school/district has limited procedures to refer students for health services, or the procedures are not clearly communicated.	• The school/district has no formal procedures to refer students for health and social services.
	• The school/district has established processes to identify and programs to provide ongoing support for students who experience learning problems. All staff is trained in identification procedures and program implementation, and families are informed of support structures.	• **The school/district has established processes to identify and programs to provide support for students who experience learning problems. Training on identification and program implementation is provided to staff.**	• The school/district has established processes to identify students who experience learning problems, but specific programs are not always established.	• The school/district has established a limited process to identify students who experience learning problems, but programs are rarely established.
	• District staff involves all relevant community agencies in its ongoing effort to eliminate all barriers to student learning.	• **The school/district involves relevant community agencies in planning and implementing specific actions to eliminate all barriers to student learning.**	• Involvement of only a few community agencies with the school is evident. Involvement may not clearly relate to student learning.	• Little or no involvement of community agencies with the school is evident.
	• The school/district ensures that all staff has ongoing professional development on the impact of cultural differences on learning.	• **The school/district ensures that all teachers have professional development on the impact of cultural differences on learning.**	• The school/district occasionally provides professional development on the impact of cultural differences on learning.	• The school/district provides little or no professional development on the impact of cultural differences on learning.
	• The school uses multiple instructional grouping strategies based on student needs to reduce barriers to learning and adjusts the groups, as needed.	• **The school uses instructional grouping strategies based on student needs (e.g., learning styles, developmental stages, skill level) to reduce barriers to learning.**	• The school occasionally uses grouping strategies based on student needs for instructional purposes.	• The school seldom groups students based on any specific instructional purposes.
	• School/district leadership makes reducing all barriers to learning a priority when allocating resources, seeks additional avenues of funding and ensures that the resources are used effectively.	• **The school/district leadership allocates adequate financial resources for reducing the identified barriers to learning and ensures that these resources are used effectively.**	• The school/district leadership allocates adequate resources for reducing the barriers to learning, but they are not always used effectively.	• The school/district leadership seldom allocates adequate resources to reduce barriers to learning.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
5.1.d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction. **<u>Samples of Supporting Evidence</u>:** • ESS referral forms • ESS program overview • Schedule for co-curricular programs • List of co-curricular classes • Teacher interviews • Student interviews • School counselor interviews • Observations of supporting programs • School budget • Title I & FRYSC program documentation • After school transportation plan • SBDM policies and minutes	• ESS teachers collaborate with classroom teachers to promote student achievement. • Staff utilizes ESS instructional time and practices to promote and support student achievement. Stakeholders and students assist in the development of their learning programs. • Supporting programs are continuously assessed and refined to meet the needs of the students. • There is continuous and formalized collaboration among the Title I, ESS, FRYSC, and school guidance programs to enhance the delivery of services that promote student achievement. • Co-curricular programs enhance student learning, and all students have access to the programs. • The school provides all students with opportunities for active citizenship and service learning. • The school/district staff regularly monitors school practices Opportunities are provided to ensure that students receive a variety of additional assistance beyond initial classroom instruction. Inadequacies are called to the attention of school staff and SBDM Councils as appropriate. Special training is provided as needed.	• **ESS teachers communicate with classroom teachers regarding student achievement.** • **Staff utilizes ESS instructional time to promote and support student achievement.** • **Supporting programs (e.g., Title I, ESS) are assessed and refined to meet the needs of the students.** • **There is collaboration among the Title I, ESS, FRYSC, and school guidance programs regarding student achievement.** • **Co-curricular programs support student learning and most students have access to the programs.** • **The school provides most students with opportunities for active citizenship and service learning.** • **The school/district staff regularly monitors school practices Opportunities are provided to ensure that students receive a variety of additional assistance beyond initial classroom instruction. Inadequacies are called to the attention of school staff and SBDM Councils as appropriate.**	• ESS teachers seldom collaborate with classroom teachers. • Staff utilizes ESS instructional time to address student achievement, but programs are not appropriately implemented or have limited effectiveness. • Supporting programs are assessed but seldom refined to meet the needs of the students. • There is little collaboration among various programs to enhance the delivery of services to promote student achievement. • Some co-curricular programs support student learning, but there is limited student access. • The school provides only some students with opportunities for active citizenship. • The school/district staff believe that students should be provided a variety of opportunities to receive additional assistance beyond initial classroom instruction to support their learning, but do not monitor school practices to determine if this actually occurs.	• There is little of no collaboration among classroom teachers or between ESS teachers and classroom teachers. • Staff seldom utilizes ESS instructional time and practices to promote student achievement. • Supporting programs are not assessed and refined to meet the needs of the students. • There is little or no collaboration among programs to enhance the delivery of services to promote student achievement. • Co-curricular programs rarely support student learning, or co-curricular programs do not exist. • The school seldom provides students with opportunities for active citizenship and service. • The school/district staff does not believe it is their role or responsibility to ensure that students should be provided a variety of opportunities to receive additional assistance beyond initial classroom instruction to support their learning.

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Indicator	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
DA **5.1.e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.** **<u>Samples of Supporting Evidence</u>:** • Transcripts • Individual Graduation Plans • Student academic records • Computer print outs and forms • Review of technology system • Student grade reports • STI • Cumulative folders system • KELP or other primary level progress reports • Student working folders	• An ongoing profile of student academic and educational development is maintained. • Multiple sources of data are reflected in the ongoing student profile. Relevant, current data is implemented, monitored and evaluated. • Multiple technology resources support and enhance data management practices at both the classroom and school levels.	• **A profile of student academic and educational development is maintained.** • **Multiple sources of data are reflected in the student profile. All data are relevant and current.** • **Technology resources support data management practices at both the classroom and school levels.**	• A limited profile of student academic and educational development is maintained. • Limited sources of data are reflected in the student profile. Some data is not relevant. • Limited technology resources support data management practices at both the classroom and school levels.	• No profile of student academic and educational development is maintained. • Only one source of data is reflected in the student academic records or profile. • Little or no technology resources are used for data management at the classroom or school level.

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LEARNING ENVIRONMENT STANDARD 6 – PROFESSIONAL GROWTH, DEVELOPMENT AND EVALUATION

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1 PROFESSIONAL DEVELOPMENT **DA** **6.1.a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.** **<u>Samples of Supporting Evidence</u>:** • Professional Development Plan as found in the Comprehensive School Improvement Plan • List of professional development offerings • Teacher and administrator interviews • Comprehensive School Improvement Plan, Implementation and Impact Check • Individual Growth Plans • Professional development policies and/or procedures at district and school level	• The school/district has developed a long-term plan for continuous support of professional growth needs. The plan is evaluated for effectiveness and revised annually.	• **The school/district has developed a long-term plan for continuous support of professional growth needs.**	• The school/district develops an annual professional development plan.	• The school/district completes only minimum requirements in planning for professional development.
	• Professional development opportunities are designed, delivered and coordinated to support the enhancement of leadership abilities for all certified and classified personnel.	• **Professional development opportunities are offered which support the enhancement of leadership abilities (e.g., collaboration, problem-solving consensus building) for all teaching staff.**	• Professional development opportunities are offered to support the enhancement of leadership abilities to some members of the staff (e.g., SBDM members only).	• Professional development as an opportunity to enhance leadership is not offered.
	• Professional development is viewed as part of a change process that occurs over time and needs are continuously evaluated and supported.	• **Professional development is viewed as a change process that occurs over time.**	• Professional development is viewed as an opportunity to learn new strategies, but it is not seen as part of a long-term change process.	• Professional development is viewed simply as a requirement and not part of the change process.
	• The school climate is one that encourages all staff members to learn and grow instructionally and to enhance their leadership and instructional skills.	• **The school climate is one that encourages and supports teachers and/or administrators to learn, grow, and model life-long learning.**	• The school climate encourages only some teachers or administrators to learn and grow.	• The school climate discourages opportunities for teachers or administrators to learn and grow.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.1.b The school has an intentional plan for building instructional capacity through ongoing professional development.** **<u>Samples of Supporting Evidence</u>:** • Professional Development Plan • List of professional development offerings • Teacher surveys and interviews • Comprehensive School Improvement Plan, Implementation and Impact Checks • SBDM minutes and policy • District policy • Individual Growth Plans • Professional development committee meeting agenda/minutes	• The school/district has identified instructional needs for the professional staff and has developed a plan with short- and long-term checkpoints to address these needs.	• **The school/district has identified instructional needs for the professional staff and has developed a plan to address these needs.**	• The school/district has identified instructional needs for the professional staff, but there is no well-developed plan to address these needs.	• Professional development opportunities are not directly related to instructional needs.
	• The school professional development plan addresses both the needs of individual teachers and the school-wide focus for improvement, and it emphasizes ongoing activities and follow-up (e.g., study groups, action research).	• **The school professional development plan addresses both the needs of individual teachers and the school-wide focus for improvement.**	• The school professional development plan attempts to address both the individual professional needs and the school-wide focus.	• The school professional development plan does not address both individual and school-wide needs.
	• The professional development needs of all instructional staff are identified through a formal process, and results are analyzed to determine district-wide needs. Comprehensive plans are in place and implemented to address identified needs.	• **The professional development needs of all instructional staff are identified through a formal process, and results are analyzed to determine district-wide needs.**	• The professional development needs of the instructional staff are occasionally identified and results are analyzed to determine district-wide needs. However, a formal process is not used to determine district-wide needs.	• The professional development needs of the instructional staff are not used to identify professional development opportunities.
	• Local school board/SBDM Council has a detailed comprehensive policy that addresses all areas of professional development and is uniformly implemented.	• **Local school board/SBDM Council has a written policy that addresses professional development issues (e.g., needs assessment, school-wide plan, resource allocation).**	• Local school board/SBDM Council has a written policy that addresses professional development issues, but the policy is not consistently followed.	• Local school board/SBDM Council does not have a written policy regarding professional development issues.
	• The school/district staff and stakeholders analyze information on student achievement to help schools determine the short- and long-term professional development needs of all teachers, administrators and stakeholders.	• **The school/district staff and SBDM Council analyze information on student achievement to help schools determine the short- and long-term professional development needs of teachers and administrators.**	• The school/district conducts a limited analysis of information on student achievement to help schools determine the short- and long-term professional development needs of teachers.	• The school/district analyzes little or no information on student achievement to help schools determine the short- and long-term professional development needs of teachers.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.1.c Staff development priorities are set in alignment with goals for student performance and the individual growth plans of staff.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • Professional Development Plan as found in the Comprehensive School Improvement Plan • Professional development committee meeting minutes/agenda • Individual Growth Plans • Teacher interviews • Self-assessment documents • Administrator interviews • Consolidated plan needs assessment • Kentucky Performance Report	• Staff development opportunities show direct connections to the learning goals of the school/district, an analysis of student achievement data and significantly enhance the delivery of curriculum and instruction. • The professional development needs of all individual staff members have been identified through evaluation, growth plans, and self-assessment. Other staff members support the professional needs of all individuals on a regular basis (e.g., peer review, collaboration, teaming). • The professional development of all staff members reflects research-based practice, utilizes a variety of models and is ongoing and job-embedded.	• **Staff development opportunities show direct connection to the learning goals for students and to the delivery of curriculum and instruction and an analysis of student achievement data.** • **The professional development needs of individual staff members have been identified through evaluation, growth plans, and self-assessment. The development of individual expertise is supported.** • **The professional development of all staff members is ongoing and job-embedded.**	• Staff development opportunities are related to the learning goals of the school/district, but have limited impact on the delivery of curriculum and instruction. • The professional needs of individual staff members have been identified, primarily through the evaluation process. • The professional development of all staff members is sporadic, occasional, and not always job-embedded.	• Staff development opportunities may relate to the learning goals and the delivery of curriculum and instruction, but the relationship is vague and/or unintentional. • The professional needs of individual staff members have not been clearly identified. • There is no effort made to assure professional development is ongoing and/or job-embedded.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.1.d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.** **<u>Samples of Supporting Evidence</u>:** • Professional Development Plan • List of professional development offerings • Review of survey data • Classroom observations • Teacher interviews • Comprehensive School Improvement Plan • Review of needs assessments and Kentucky Performance Report	• An annual survey of professional development needs of school and district staff is conducted to provide input related to student learning needs and is compared with previous surveys. The current survey is compared to previous ones to identify emerging trends.	• **An annual survey of professional development needs of school and district staff is conducted to ensure professional development directly matches teacher skill development with student learning needs.**	• An annual survey of professional development needs provides input, but does not directly related to student learning needs.	• An annual survey of professional development needs is done but seldom influences professional development offerings.
	• The staff development opportunities model research-based teaching strategies to support student learning and support is available for classroom practices (e.g., modeling, coaching, peer observations, mentoring) of the strategies.	• **The staff development opportunities model research-based teaching strategies to support student learning.**	• Staff development opportunities provide research-based teaching strategies.	• Staff development opportunities seldom include research-based strategies.
	• Professional development includes opportunities to develop skills to ensure that an equitable and quality education is provided to all students and continued support is available.	• **Professional development includes opportunities to develop skills to ensure that an equitable and quality education is provided to all students.**	• Professional development mentions ensuring equitable and quality education for all students, but support for development of the skills is rarely provided.	• Providing an equitable and quality education for all students is rarely included as part of professional development.
	• Personnel consistently participate in professional development that will extend their content knowledge and professional practices.	• **Personnel participate in professional development that will update their content knowledge and professional practices.**	• Personnel participate in professional development that may update their content knowledge or professional practice, but the impact is limited.	• Few personnel participate in professional development that updates their content knowledge or professional practices.
	• The SBDM Council and school leadership assist staff in ensuring a clear and compelling connection between professional development, teacher needs and student learning.	• **The SBDM Council and school leadership communicates a strong and consistent message that professional development should be focused on helping students meeet high standards.**	• The SBDM Council and school leadership communicate a connection between professional development and student learning, but offers limited or inconsistent support.	• The SBDM Council and school leadership rarely communicates an intentional connection between professional development and student learning.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.1.e Professional development is ongoing and job-embedded.** **<u>Samples of Supporting Evidence</u>:** • Professional Development Plan (look for training on action research, study groups, mentoring) • List of professional development offerings • Teacher and administrator interviews • School calendar • Time for collaboration • Evaluations of staff • Evidence of KDE professional development standards	• Professional development emphasizes a sustained and continuous process and is the shared responsibility of all personnel. • Professional development opportunities provide time for colleagues to collaborate in order to develop resources and study data or research. • All teachers who have expertise in content or pedagogy share with other teachers to foster leadership and increase the possibility of follow-up activities. • The school/district effectively capitalizes on nontraditional avenues to extend professional development opportunities. • A comprehensive process for follow-up to professional development is collaboratively developed and consistently demonstrated.	• **Professional development emphasizes a process for sustained and continuous growth.** • **Professional development opportunities provide time for colleagues to collaborate in order to develop resources.** • **Teachers who have expertise in content or pedagogy mentor other teachers to foster leadership.** • **The school/district explores the use of nontraditional avenues to provide professional development (e.g., on-line professional development, KTLN).** • **Follow-up to skills and new learning acquired through professional development opportunities is consistent, intentional, and prioritized.**	• Professional development is recognized as a continuous activity, but is provided in traditional delivery methods. • Professional development opportunities occasionally provide time to collaborate, but the focus is unclear. • Teachers who have expertise in content or pedagogy occasionally share with other teachers. • The school/district makes limited uses of nontraditional avenues to provide professional development. • Follow-up to skills and new learning acquired through professional development opportunities is insufficient or accidental.	• Professional development occurs only on the four days required by the state. • Professional development does not provide time for collaboration. • Teachers who have expertise in content or pedagogy seldom share with other teachers. • The school/district does not use nontraditional avenues to provide professional development. • A cursory attempt is made to follow-up on professional development.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.1.f Professional development planning shows a direct connection to an analysis of student achievement data. **<u>Samples of Supporting Evidence</u>:** • Professional Development Plan • Results of student data analysis • List of professional development offerings • Teacher and administrator interviews. • KPR data • Performance Standard Descriptions	• Ongoing, job-embedded professional development opportunities are provided for teacher collaboration on analyzing assessment data and student work.	• **Professional development opportunities are provided on analyzing assessment data and student work.**	• Limited professional development opportunities are provided on analyzing assessment data and student work.	• Few professional development opportunities are provided on analyzing assessment data and student work.
	• Multiple professional development opportunities address the areas of student learning needs identified from the analysis of assessment data and student work.	• **Professional development directly addresses student-learning needs identified through analysis of assessment data and student work.**	• Limited professional development addresses student-learning needs.	• Professional development seldom addresses student-learning needs.
	• A variety of meaningful sources of data, both directly and indirectly related to student achievement, is sought and analyzed as a foundation for all planning for professional development.	• **A variety of meaningful sources of data are analyzed for the direct planning of professional development.**	• Few sources of data are analyzed for professional development planning.	• Professional development planning has no apparent relationship to an analysis of data.
	• School leadership and stakeholders consistently collaborate in meaningful planning for professional development opportunities.	• **School leadership and teachers collaborate to plan professional development opportunities.**	• School leadership and some or few teachers collaborate to plan professional development opportunities.	• There is little or no collaboration to plan professional development.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
6.2 PROFESSIONAL GROWTH AND EVALUATION **DA** **6.2.a The school/district provides a clearly defined evaluation process.** **<u>Samples of Supporting Evidence</u>:** • Local board policy, procedures and minutes • SBDM minutes • Evaluation process documents • Documentation of development, review, revision of evaluation process • Staff interviews • Records of meetings to review/revise evaluation process • District Evaluation Committee roster • District staff interviews • Record of KDE approvals of district evaluation plan	• The district has comprehensive, written policy and procedures regarding the evaluation of all personnel. The policies and procedures are fully implemented and reviewed regularly for possible revisions.	• **The district has written policy and procedures that are implemented regarding the evaluation of all personnel.**	• The district has policy or procedures regarding the evaluation of some personnel, but the policies are not clearly defined.	• The district does not follow the written policies or procedures regarding personnel evaluation, or they are incomplete or inappropriate.
	• The district provides a clearly defined evaluation process and involves the district evaluation committee in its development/review/revision. The local evaluation committee seeks the advisory input of additional stakeholders when developing the evaluation process and procedures.	• **The district provides a clearly defined evaluation process and involves school personnel (district evaluation committee) in its development/review/revision.**	• The district has an evaluation process, but it is not reviewed/revised. Input on the development of the process is limited.	• The district has an evaluation process that is unclear and ambiguous.
	• Opportunities for discussion (i.e., results from monitoring instruction that uses PD strategies, the impact of professional growth has had on the implementation of the goals and activities of the CSIP, additional professional development that may be needed to progress targeted population, etc.) regarding the evaluation process in its entirety.	• **Within the first month of reporting for employment, all teachers and administrators were involved in an intentional meeting designed to explain the evaluation process with an opportunity for discussion embedded in the agenda.**	• Copies of the evaluation plan were distributed to certified personnel but no opportunity for explanation and discussion was provided.	• No evidence exists to verify that the evaluation process was explained and discussed with the certified personnel.
	• The evaluation process enhances the goals for improving student learning. Specific areas for individual improvement are targeted.	• **The evaluation process is directly connected to the goals for improving student learning.**	• The evaluation process has limited connections to the goals for student learning.	• The evaluation process is not directly connected to the goals for student learning.
	• School leadership and staff consistently communicate the connection between evaluation and individual growth.	• **School leadership communicates the connection between the evaluation process and individual growth of staff.**	• School leadership attempts to communicate a connection between evaluation and individual staff growth, but the attempts are inconsistent.	• Evaluation of staff is not perceived as an effective method to bring about individual staff growth.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.2.b Leadership provides the fiscal resources for the appropriate professional growth plan to improve staff proficiency.** **<u>Samples of Supporting Evidence</u>:** • Financial records (professional development line item) • SBDM minutes and policies • Local board policy • School and district budgets • Teacher and administrator interviews • School/district Comprehensive Improvement Plan • School professional development plan as found in the consolidated plan • IGPs • Purchase orders, travel requests and reimbursements	• Adequate fiscal resources support professional growth, using state professional development allocations and other state or federal funding sources. The school/district secures additional funds from outside sources, as necessary. • The district/school has a well-defined process to annually evaluate the appropriateness of the professional development allocation based on the identified school/district needs. • The local board/SBDM Council has a written policy to ensure equitable allocation of professional development resources among schools/teachers. The policy was developed in collaboration with and is supported by teachers and administrators. • The school/district allocates comprehensive resources (e.g., release time, substitute teachers, professional training programs) to meet identified needs.	• **Adequate fiscal resources are provided to support professional growth, using state professional development allocations and other state or federal funding sources.** • **The school/district has a process to evaluate the appropriateness of the professional development allocation based on the identified school/district needs.** • **The local board/SBDM Council has a written policy to ensure equitable allocation of professional development resources among schools/teachers.** • **The school/district allocates resources (e.g., release time, substitute teachers, professional training programs) to meet identified needs.**	• Limited fiscal resources are available for professional growth and little attempt is made to acquire other sources of funding. • The district/school has a limited process to evaluate the appropriateness of the professional development allocation based on the identified school/district needs**.** • The local board/SBDM Council has a policy regarding the equitable allocation of professional development funds, but the policy is not always fully implemented. • The school/district allocates limited resources to meet some identified needs.	• Inadequate fiscal resources are available to support professional growth. • The district/school does not have a process to adequately evaluate the allocation of professional development funds. • No plan exists for the equitable allocation of resources. • The school/district does not allocate adequate resources to meet identified needs.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.2.c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.** **<u>Samples of Supporting Evidence</u>:** • Individual Growth Plans • Sample evaluation forms • Administrator and teacher interviews • Comprehensive School Improvement Plan • Evaluation plan	• The components of all employee evaluations and individual growth plans correlate with the school's instructional needs and staff needs.	• **The components of employee evaluations and individual growth plans correlate with the school's instructional needs and staff needs.**	• Some components of employee evaluations and individual growth plans are connected with the areas of the school's instructional needs or staff needs.	• The components of few employee evaluations and individual growth plans reflect the areas of the school's instructional needs or staff needs.
	• The individual growth plan is developed collaboratively with the evaluator and is directly aligned with the needs identified on the employee evaluation. Leadership and staff collaboratively and continuously review, revise and update individual growth plans.	• **The individual growth plan is developed collaboratively from the needs identified on the employee evaluation.**	• The individual growth plan is developed with limited connections to the identified needs.	• Few individual growth plans are developed from the needs identified on the employee evaluation.
	• The individual growth plan fosters purposeful and continuous reflection and deliberate refinement of practice.	• **The individual growth plan fosters purposeful reflection and refinement of practice.**	• The individual growth plan leads to reflection and refinement of practice in some areas.	• The individual growth plan does not foster reflection or refinement of practice.
	• Evaluation is viewed by both the evaluator and evaluated as an important part of individual staff growth and is supported by all staff members.	• **Evaluation is viewed as a reflective process supported by mutual respect between the evaluator and the evaluated.**	• The evaluation process is not mutually respected or valued by evaluator and evaluated.	• Most employees view evaluation only as a mandatory requirement for the purpose of making personal decisions.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.2.d Leadership provides and implements a process of personnel evaluations, which meets or exceeds standards set in statute and regulation.** **<u>Samples of Supporting Evidence</u>:** • Evaluation forms and identified process • Multiple forms of documentation of growth (e.g., written plan, professional portfolio, peer review) • State & ISLLC requirements • Evaluation plan	• Personnel evaluations exceed the requirements of state statute and regulations. Growth plans and summative evaluations are completed annually on all staff, multiple forms of documentation of performance effectiveness are used. (e.g., portfolios, peer review, product or performance tasks/activities).	• **Personnel evaluations meet the requirements of state statutes and regulations and are administered fairly and consistently.**	• Personnel evaluations meet the state law and regulations for most personnel.	• Personnel evaluations do not meet the state law and regulations.
	• School administrators implement an extensive personnel evaluation system that fosters ongoing observations of staff, providing multiple opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.	• **School administrators implement a personnel evaluation system that fosters multiple observations of staff, providing opportunities for coaching and feedback to improve effective teaching practices and improve student achievement.**	• School administrators implement a personnel evaluation system that includes observation and feedback, but has limited connections to student achievement or effective teaching practices.	• School administrators implement a very limited evaluation system that does not provide consistent observation or feed back.
	• The district supports school administrators in the implementation of a quality personnel evaluation system. (e.g., financial support, release time to teachers who are seeking national board certification, etc).	• **The district supports school administrators in the implementation of a quality personnel evaluation system.**	• The district provides limited support for a school-based evaluation system.	• The district does not provide support for a school-based evaluation system.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.2.e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the effective instructional leadership act requirements as a resource to accomplish these goals.** **<u>Samples of Supporting Evidence:</u>** • Comprehensive School Improvement Plan • ISLLC standards • District and school budgets	• The school's/district's Comprehensive School Improvement Plan is based on analysis of multiple forms of data, includes an action plan to address the needs, and seeks additional resources to assist in addressing the instructional leadership needs. • The leadership applies the district's approved administrator standards, and they are used as part of the administrator evaluation process. • School leadership demonstrates a comprehensive understanding of the relationship between requirements of the Effective Instructional Leadership Act and the individual growth of school administrators and assists staff in meeting goals of each.	• **The school's/district's Comprehensive School Improvement Plan is based on analysis of multiple forms of data, includes an action plan to address the needs, and uses the resources available to address the instructional leadership needs.** • **The leadership regularly reviews the district's approved administrator standards to ensure that they are being addressed.** • **School leadership assists school administrators in selecting professional development opportunities that address both individual growth plans and the Effective Instructional Leadership Act requirements.**	• The school's/district's Comprehensive School Improvement Plan is based on the analysis of limited forms of data and has an action plan to address the instructional leadership needs. The school/district veers from the plan frequently. • The leadership occasionally reviews the district's approved administrator standards to ensure that they are being addressed. • School leadership occasionally communicates the relationship between the individual growth of administrators and the Effective Instructional Leadership Act requirements.	• The school's/district's Comprehensive School Improvement Plan does not address instructional leadership needs. • The leadership does not review the district's approved administrator standards to ensure that they are being addressed. • School leadership does not participate in selecting professional development for school administrators.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **6.2.f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.** **<u>Samples of Supporting Evidence</u>:** • Professional Development Plan • List of professional development offerings • Teacher interviews • Evaluation documents • Individual Growth Plans	• The professional growth plan of teachers is based on formal evaluation and teacher self-assessment of needs for professional growth and peer evaluation.	• **The professional growth plan of teachers is based on formal evaluation and teacher self-assessment of needs for professional growth.**	• The professional growth plan for teachers is based on formal evaluation.	• The professional growth for teachers is not directly linked for formal evaluation or self-assessment.
	• Leadership provides assistance in developing teacher individual growth plans and ensures support to accomplish the identified goals.	• **Leadership provides assistance in developing teacher individual growth plans (IGP).**	• The teacher develops and maintains an individual growth plan.	• The teacher does not maintain an individual growth plan, or the plan is simply a paperwork activity providing no direct assistance in improving a teacher's effectiveness.
	• The school/district leadership provides specific, verbal and written feedback on instructional issues to individual staff members on a regular, continuous basis.	• **The school/district leadership provides meaningful feedback on instructional issues to individual staff members on a regular basis.**	• The school/district leadership provides limited feedback on instructional issues.	• The school/district leadership does not provide feedback to teachers on instructional issues.
	• All teachers' individual growth plans are aligned with district and school improvement plans. The individual growth plans are revised/modified in alignment with review/revision of the improvement plans.	• **All teachers' individual growth plans are aligned with the school's improvement plan. These individual growth plans are revised/modified in yearly review/revision of the improvement plans.**	• Individual growth plans are only partially connected with the improvement plan.	• Few or no connections to the school's improvement plan are identified in the individual growth plans.
	• Teachers are continuously and consistently provided with professional development, resources and various avenues of support based on evaluations and individual needs for professional growth.	• **Teachers are provided with professional development, resources and various avenues of support based on evaluations and individual needs for professional growth.**	• Teachers are provided with professional development activities that match a majority of the growth needs of the staff.	• Teachers are not provided professional development opportunities based on evaluations or individual needs.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

EFFICIENCY STANDARD 7 - LEADERSHIP

Standard 7: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1 LEADERSHIP **DA** **7.1.a Leadership has developed and sustained a shared vision.** **<u>Samples of Supporting Evidence</u>:** • Visual displays of the mission and belief statements • SBDM policies and operational procedures • Local board policies • School/district publications • Comprehensive School Improvement Plan, Implementation and Impact Checks • Minutes of development meeting for mission/belief statements • Meeting announcements, copies of communication seeking input	• The leadership collaborates with the school community (teachers, parents, and students) and the larger community in the development of the mission and belief statements that support the identified vision.	• **The leadership involves the school community (teachers, parents, and students) in the development of mission and belief statements that support the identified vision.**	• The leadership asks for limited input, mainly from the teaching staff, in the development of the mission and belief statement	• The leadership obtains little or no input into the development of the mission and belief statements.
	• The leadership communicates the mission and belief statements to the parents, students, and community.	• **The leadership communicates the mission and belief statements to the staff and students of the school**	• The leadership distributes the mission and belief statements to the staff of the school.	• The leadership rarely communicates the mission and belief statements to the staff.
	• The leadership in the school/district applies the mission and belief statements in all decisions and work concerned with the school/district.	• **The leadership in the school/district supports the mission and belief statements and uses them to guide decision-making.**	• The leadership in the school/district understands the mission and belief statements, but the statements do not guide decisions.	• The leadership provides little or no support or use the mission and belief statements and to guide decision-making.
	• The leadership focuses the staff and larger community by connecting the mission and belief statements in the design of instructional programs.	• **The leadership focuses the staff on implementing the mission and belief statements by using them as a base for designing instructional programs.**	• The leadership occasionally refers to mission and belief statements when designing instructional programs.	• The leadership seldom refers to the mission and belief statements when designing instructional programs.
	• The leadership provides frequent updates to the staff, parents, and community on the progress toward accomplishing the vision and mission statement.	• **The leadership provides updates to the staff on the progress toward accomplishing the mission and belief statements.**	• The leadership occasionally provides updates on the progress toward accomplishing the mission and belief statements.	• The leadership does not provide updates on the progress toward accomplishing the mission and belief statements.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **7.1.b Leadership decisions are focused on student academic performance and are data-driven and collaborative.** **<u>Samples of Supporting Evidence</u>:** • Records of analyses of assessment data (e.g.,, CATS, CTBS, National Assessment of Educational Progress [NAEP], college entrance exams, district tests, classroom tests, writing portfolios). • Records of analyses of other indicators (e.g., KELP, review of graduation records, post secondary transition data) • Student surveys • Kentucky Performance Report	• School/district leadership, with other school and community stakeholders, analyzes the state assessment data and makes decisions focused on academic performance. • Decisions on student academic performance are based on the ongoing analysis of assessment data and other indicators of student performance. • An entensive variety of sources of information and data are used to consistently evaluate programs and make instructional decisions.	• **School/district leadership, in collaboration with the staff and SBDM Council, analyzes state assessment data and makes decisions focused on academic performance.** • **Decisions on student academic performance are based on analysis of assessment data and other indicators of student performance.** • **A variety of sources of information and data are used to evaluate programs and make instructional decisions.**	• School/district leadership occasionally analyzes the state assessment data and makes an effort to use the information to make decisions about academic performance. • School/district leadership conducts analysis of data, but this effort does not always inform decisions regarding student performance. • A limited source of information or data is used to evaluate programs.	• School/district leadership does not analyze assessment data as a basis for academic performance decisions. • School/district leadership uses little or no analysis of data to inform decisions regarding student performance. • Little or no data are used to evaluate programs.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **7.1.c There is evidence that all administrators have a growth plan focused on the development of effective leadership skills.** **<u>Samples of Supporting Evidence</u>:** • Individual Growth Plans of administrators • Needs assessment data • Administrator interviews • Comprehensive School Improvement Plan, Effectiveness Instructional Leadership Act • Documentation of review and revision of growth plans	• The individual growth plan of all administrators' focuses on effective leadership skills designed to support student achievement and was developed in collaboration with the evaluator (immediate supervisor).	• **The individual growth plan of all administrators' focuses on effective leadership skills designed to support student achievement.**	• Administrators have an individual growth plan, but it has limited focus on leadership skills designed to promote student achievement.	• The individual growth plan is not clearly focused on leadership skills.
	• The growth plans of all administrators are comprehensive and are linked directly to needs identified by using information from ISLLC standards, the Comprehensive School Improvement Plan, EILA and a variety of needs assessments. Plans are fully implemented and monitored.	• **The growth plans of all administrators are based on needs identified by using information from Interstate School Leaders Licensure Consortium (ISLLC) standards, the Comprehensive School Improvement Plan's needs assessment process, and Effective Instructional Leadership Act (EILA).**	• The growth plans of administrators use information from a needs assessment process but not based upon ISLLC standards.	• The growth plans of administrators were not based on ISLLC standards or a needs assessment process.
	• The growth plans are reviewed and revised consistently, used to guide the administrator in the selection of professional development, and assessed for their level of implementation and impact on the school's instructional program and student achievement.	• **The growth plans are reviewed and revised regularly, used to guide the administrator in the selection of professional development, and assessed for their level of implementation and impact on the school's instructional program and student achievement.**	• The growth plans are occasionally reviewed, but limited attention is given to their impact on the instructional program or student achievement.	• The growth plans are developed but are not reviewed.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **7.1.d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.** **<u>Samples of Supporting Evidence</u>:** • Results of data analysis • Records from staff meetings • SBDM minutes/committee minutes • Comprehensive School Improvement Plan • Staff and SBDM Council member interviews	• School/district leadership consistently and effectively analyzes data comparing academic achievement of diverse populations including income level, ethnicity and gender to inform decision-making and shares information with the community. • Information on disaggregated data for diverse populations is presented to the school staff, SBDM Council, community and stakeholders. • The disaggregated data is incorporated into the school's improvement plan through a collaborative and systematic process.	• **School/district leadership regularly and effectively analyzes data comparing academic achievement of diverse populations including income level, ethnicity and gender to inform decision-making.** • **Information on disaggregated data for diverse populations is presented to the school staff and SBDM Council.** • **The disaggregated data is incorporated into the school's improvement planning process.**	• School/district leadership occasionally analyzes data comparing academic achievement of diverse populations including income level, ethnicity and gender to inform decision-making. • Information on disaggregated data for diverse populations is presented to the school staff. • There is limited effort to incorporate the disaggregated data into the school's improvement planning process.	• School/district leadership does not effectively analyze data comparing diverse populations or use the analysis in decision-making. • Information on disaggregated data is not shared or incorporated into the school's Comprehensive School Improvement Plan. • Disaggregated data is not incorporated into the school's improvement planning process.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **7.1.e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and data resources relating to the learning goals for Kentucky public schools.** **<u>Samples of Supporting Evidence</u>:** • Professional development plan • Documentation of release time for curricular work by staff • Teacher and administrator interviews • Units of study/lesson plans • Comprehensive School Improvement Plan • Professional resources • Curriculum maps	• School/district leadership demonstrates extensive knowledge of Kentucky's standards-based curriculum documents and national standards and provides assistance to the staff in its use.	• **School/district leadership demonstrates knowledge of Kentucky's standards-based curriculum documents and can provide the staff assistance with their uses.**	• School/district leadership knows about Kentucky's standards-based curriculum documents, but does not have enough understanding to be able to assist the staff.	• School/district leadership has little or no knowledge about Kentucky's standards-based curriculum documents.
	• The leadership ensures that staff members have access to and are trained in variety of ways to use Kentucky's curriculum documents, national standards, other curriculum-related materials, and data resources.	• **The leadership ensures that staff members have access to and are trained in ways to use Kentucky's curriculum documents, other curriculum-related materials, and data resources.**	• Some staff members have limited access to Kentucky's curriculum documents and have received little training on ways to use the documents.	• There is little or no training on Kentucky's curriculum documents and access is limited.
	• Leadership consistently shares curriculum information from extensive outside professional sources and facilitates regular opportunities for staff to collaborate on its uses.	• **The leadership shares with staff curriculum information from outside professional sources (central office, KDE, national, regional sources).**	• Leadership occasionally shares curriculum information from outside professional sources.	• Leadership seldom shares curriculum information from outside professional sources.
	• School/district leadership facilitates creation of team leaders in the school and across grade levels. Principals, teachers and staff members are encouraged to take leadership roles in school improvement.	• **School/district leadership facilitates the creation of a team of leaders in the school and supports their leadership roles.**	• School/district leadership assigns a team of leaders in the school.	• School/district leadership neither assigns nor creates leadership teams.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1.f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues. **<u>Samples of Supporting Evidence</u>:** • Staff and master schedules • Minutes from staff meetings • Classroom observations • Student and teacher interviews • SBDM policy	• Leadership facilitates and ensures the staff uses time as a valuable resource to provide quality instruction. • Leadership encourages and provides the necessary support and resources for staff to use instructional time to collaborate, research, plan, and reflect in order to enhance student learning. Leadership monitors implementation. • Leadership, staff, and stakeholders fully implement and monitor policies and operational procedures to ensure minimal disruptions to instructional time.	• **Leadership supports the staff in using time as a valuable resource to provide quality instruction.** • **Leadership encourages and provides the necessary support and resources for staff to use instructional time to collaborate and plan in order to support student learning.** • **The leadership has established policies or operational procedures that are fully implemented to keep disruptions of instructional time to a minimum.**	• Leadership provides limited support to the staff in using time as a valuable resource to provide quality instruction. • Leadership provides limited support and resources for staff members to use instructional time to collaborate and plan in order to support student learning. • Leadership has established policies or operational procedures to keep disruptions of instructional time to a minimum.	• Leadership does not encourage the staff to use time as a resource to provide quality instruction. • Leadership does not encourage the staff to use instructional time to collaborate and plan in order to support student learning. • There are no policies or operational procedures to protect instructional time.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **7.1.g Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • SBDM minutes and policies • School/district budgets • Staff and student interviews • Building inspection • Maintenance reports • Work orders	• School/district leadership allocates resources equitably and finds additional resources or reallocates funds to support the mission and belief statements and support student learning in all areas.	• **School/district leadership allocates resources (fiscal, human, physical, time) to support the mission and belief statements supporting student learning.**	• School/district leadership allocates resources (fiscal, human, physical, time), but the allocation does not always support the mission and belief statements and/or student learning.	• School/district leadership does not adequately allocate resources.
	• The allocated budget effectively supports the learning goals. Leadership demonstrates managerial responsibility and seeks outside resources (e.g., grants), as needed.	• **The allocated budget is sufficient to support the learning goals, and leadership demonstrates managerial responsibility.**	• The allocated budget is insufficient to support the learning goals, or leadership does not demonstrate managerial responsibility.	• The budget is insufficient to support learning goals, and leadership does not demonstrate managerial responsibility.
	• The leadership consistently provides a positive, supportive learning and working environment for both teachers and students in order to sustain continuous school improvement and to ensure that all students achieve at higher levels.	• **The leadership consistently provides a positive, supportive learning and working environment for both teachers and students in order to sustain continuous school improvement.**	• The leadership attempts to provide a positive, supportive learning and working environment for both teachers and students.	• The leadership does not lead the effort to create a supportive learning environment.
	• The instructional and organizational systems are consistently monitored and modified to support student performance. This information is shared with appropriate stakeholders. There is support for necessary and appropriate modifications.	• **The instructional and organizational systems are regularly monitored and modified, as needed, to support student performance.**	• The instructional and organizational systems are occasionally monitored or modified to support student performance.	• The instructional and organizational systems are not monitored or modified to support student performance.
	• The leadership ensures that the building is appropriately maintained and provides a safe and equitable environment for both teachers and students.	• **The leadership works to ensure that the building is appropriately maintained and provides a safe and equitable environment for both teachers and students.**	• The leadership attempts to ensure that the building is appropriately maintained and provides a safe and equitable environment for both teachers and students.	• The leadership rarely attempts to ensure that the building is appropriately maintained or provide a safe and equitable environment for both teachers and students.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **7.1.h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.** **<u>Samples of Supporting Evidence</u>:** • SBDM and local board policies and procedures • Building inspections • Maintenance reports • Staff and administrator interviews • School/district budgets • School facility plan • Equipment inspections	• School/district leadership, with the support of multiple stakeholders, establishes and implements policies or written operational procedures that ensure staff and students a safe, orderly, and equitable learning environment. • The leadership ensures that the building is maintained, and redirects funds as necessary, to support learning goals. • School/district leadership, in collaboration with stakeholders, ensures that sufficient funds are available to provide quality structures and equipment that support an effective learning environment.	• **School/district leadership establishes and implements written operational procedures that ensure staff and students a safe, orderly, and equitable learning environment.** • **The leadership ensures that the building is maintained in a manner that will support learning.** • **School/district leadership ensures that funds are available to provide quality structures and equipment that support an effective learning environment.**	• School/district leadership has written operational procedures, but they are not consistently enforced or implemented. • The leadership makes sure that the building is clean, but routine maintenance is often delayed. • School/district leadership attempts to provide sufficient funds for structures and equipment that support the learning environment; but the efforts are not equitable.	• School/district leadership has written operational procedures but the procedures are unclear, not communicated or not implemented. • The leadership does not ensure the appropriate maintenance of the building. • School/district leadership does not provide sufficient funds for structures or equipment to support the learning environment.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1.i Leadership provides a process for the development and the implementation of council policy based on anticipated needs. **<u>Samples of Supporting Evidence</u>:** • SBDM policy manual • SBDM minutes • SBDM members, staff, and parent interviews • Staff and parent surveys	• The leadership has led the SBDM Council in the formation and implementation of the required policies and developed other policies as needed.	• **The leadership has led the SBDM Council in the formation and implementation of policies in all areas required by KRS 160.345 (2)(i).**	• The leadership has met regularly with the SBDM Council during attempts to address the policies required.	• The leadership and the SBDM Council have not been effective in making policies.
	• Policies are reviewed and revised annually based on anticipated and data-driven needs.	• **Policies are reviewed and revised regularly based on anticipated needs.**	• Policies are insufficiently reviewed and revised.	• Policies are not reviewed or revised.
	• The policies are distributed and discussed with staff members and stakeholders.	• **The policies are discussed, evaluated and distributed to staff members and SBDM Council, and made available to the public upon request.**	• The policies are provided to staff, if requested.	• The policies are not readily available for staff or stakeholders.
	• SBDM Council members have an extensive knowledge of all policies and are familiar with the resulting actions.	• **SBDM Council members are familiar with and have a working knowledge of all existing policies.**	• SBDM Council members have limited knowledge of existing policies.	• SBDM Council members make little effort to be familiar with policies.
	• Administrator and staff evaluation criteria require the consistent and effective implementation of SBDM Council policies.	• **Administrator and staff evaluation criteria relate to the appropriate implementation of SBDM policies.**	• Administrator evaluation criteria generally relate to SBDM policies, but may not directly address implementation.	• Evaluation criteria do not address the implementation of SBDM policies.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1.j There is evidence that the SBDM council has an intentional focus on student academic performance. **<u>Samples of Supporting Evidence</u>:** • SBDM minutes and policy • Comprehensive School Improvement Plan/Implementation and Impact Checks • Mission and belief statements • Documentation of school data analysis	• The SBDM Council emphasizes student academic performance and clearly focuses on the school's mission and belief statements, using them to guide discussion and decision-making. • The SBDM Council consistently reviews and analyzes school data in order to focus their actions on improving student academic performance. • The SBDM Council ensures that the Comprehensive School Improvement Plan supports the school's mission and belief statements and consistently focuses on the academic performance of all students in all areas.	• **The SBDM Council is guided by the school's mission and belief statements in their actions to improve student academic performance.** • **The SBDM Council regularly reviews school data to focus their actions on improving student academic performance.** • **The SBDM Council ensures that the Comprehensive School Improvement Plan is based on the school's mission and belief statements and focused on student academic performance.**	• The SBDM Council reviews the school's mission and belief statements, but does not always use them in actions regarding improving student performance. • The SBDM Council reviews school data, but does not use the information to focus on improving student academic performance. • The SBDM Council does not fully ensure that all components of the Comprehensive School Improvement Plan are based on the school's mission and belief statements and focused on student academic performance**.**	• The SBDM Council has little or no focus on the mission and belief statements of the school. • The SBDM Council does not review school data. • The SBDM Council does not ensure that the consolidated plan is based on the school's mission and belief statements and focused on student academic performance.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
7.1.k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency. **<u>Samples of Supporting Evidence</u>:** • Staff, student, and parent interviews • Documentation of professional development in curriculum, instruction, and assessment • SBDM minutes • Results of school climate survey • Faculty meetings minutes • Assessment data analysis reports	• The school staff and all stakeholders recognize the principal as the instructional leader of the school and consistently seek his/her input on a variety of instructional issues.	• **The school staff views the principal as the instructional leader of the school and seeks his/her input on instructional issues.**	• The principal attempts to be an instructional leader, but the majority of the staff does not seek advice from him/her on instructional matters.	• The principal does not demonstrate instructional leadership in the school.
	• The principal engages staff and other stakeholders in frequent and regular conversations about student academic performance.	• **The principal engages staff in regular conversations about student academic performance.**	• The principal occasionally engages staff in discussions about student academic performance.	• The principal rarely discusses student academic performance.
	• Strategies to improve student academic performance are always the focus of faculty meetings in the school. Opportunities are provided and staff members are encouraged to share ideas, research, instructional strategies, and learning experiences.	• **Strategies to improve student academic performance are regularly addressed at faculty meetings.**	• Strategies to improve student academic performance are sometimes addressed at faculty meetings, but not in a planned, consistent manner.	• Strategies to improve student academic performance are seldom addressed at faculty meetings.
	• The principal regularly leads the staff members and other stakeholders in reviews of curriculum documents and assessment results. Implications for their work are discussed.	• **The principal regularly leads the staff members in reviews of school curriculum documents and assessment results.**	• The principal occasionally leads staff members in reviews of school curriculum documents and assessment results.	• The principal seldom leads staff members in reviews of school curriculum documents and assessment results.
	• The principal is frequently a participant in classroom activities and provides input on the instructional strategies being used.	• **The principal frequently conducts formal and informal observations of the classroom and provides input on the instructional strategies being used.**	• The principal occasionally conducts formal and informal observations of the classroom and provides limited input on the instructional strategies being used.	• The principal seldom conducts formal and informal observations of the classroom and provides little or no input on the instructional strategies being used.
	• The principal consistently provides a positive, supportive learning and working environment for both teachers and students.	• **The principal creates a positive, learning environment for teachers to focus on students.**	• The principal attempts to create a positive learning environment, but is not always successful.	• The principal does not create a positive learning environment.

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EFFICIENCY STANDARD 8 – ORGANIZATIONAL STRUCTURE AND RESOURCES

Standard 8: There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1 ORGANIZATION OF THE SCHOOL **8.1a There is evidence that the school is organized to maximize use of all available resources to support high student and staff performance** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • SBDM minutes and policies • Master schedule • School budget • Teacher interviews • Extended opportunities (e.g., mentoring, job shadowing, college courses, telecommunication courses) • Committee meeting minutes	• The school allocates resources equitably and finds additional resources that support the vision and mission statements and encourage high student and staff performance.	• **The school allocates resources (fiscal, human, physical, time) equitably to support the vision and mission statements and encourage high student and staff performance.**	• The school allocates resources, but there is not direct support of the vision and mission statements and/or high student and staff performance is not viewed as a concern. Resources are not equitably allocated.	• The school does not allocate adequate resources.
	• The school encourages all students to use the resources extended outside the confines of the school campus.	• **The school has expanded its resources by taking advantage of opportunities outside the confines of the campus (e.g., use local artists to teach students specialized skills, use community or university library, secure surplus materials from local industries).**	• The school occasionally takes advantages of resources outside the confines of the campus.	• The school seldom takes advantage of resources outside the confines of the campus.
	• There is a comprehensive budgeting process that addresses the use of fiscal resource, involves staff members, and is communicated to relevant stakeholders.	• **There is a budgeting process that addresses the use of fiscal resources and involves staff members.**	• There is a budgeting process that addresses the use of fiscal resources, but staff members are not involved.	• There is no budgeting process that addresses the use of fiscal resources, or existing procedures are not used.
	• There are specific policies regarding resource management that are clearly communicated and implemented. Staff and stakeholders are involved in the development and ongoing review/revision of policies.	• **There are policies regarding resource management; staff was involved in the development of the policies, and policies are implemented and reviewed periodically for appropriateness.**	• There are policies regarding resource management, but policies are not fully implemented and staff members were not involved in their development.	• There are no policies regarding resource management.
	• The schedule is designed to facilitate collaboration among teachers and students in all subject areas.	• **The schedule is designed to allow for collaboration among teachers.**	• The schedule allows for some collaboration among teachers, but it is not specifically designed to do so.	• The schedule does not allow for collaboration among teachers.
	• There are active standing and ad hoc committees to address resource usage and other issues. These committees are fully functioning, comprehensive and collaborative.	• **There are active standing committees to address resource usage and they are fully functional (e.g., textbook committee, technology, budget, time usage committee).**	• There are standing committees to address resource usage, but they are limited and may not be active.	• There are no standing committees to address resource usage.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1.b The master class schedule reflects all students have access to all of the curriculum. **<u>Samples of Supporting Evidence</u>:** • Master schedule • Individual student schedules • Student surveys and needs assessments	• The master schedule offers high levels of flexibility so all students can access any course, and the schedule extends course offerings outside the confines of the school. Partnerships, such as those with colleges and universities to offer courses for credit, are extensive.	• **The master schedule offers the flexibility for all students to access any course. Specialized courses are scheduled during different time periods to ensure students have access to all courses. (e.g., Virtual High School, KTLN, electronic fieldtrips).**	• The master schedule offers some flexibility for students to access courses.	• The master schedule offers little or no flexibility for students to access all courses.
	• All students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual status.	• **Students have equal access to all classes regardless of cultural background, physical abilities, socio-economic status, and intellectual status.**	• Students have equal access to most courses; however, some students are prevented from accessing all courses.	• Students do not have access to all courses.
	• Sufficient course offerings are provided for all students to address Kentucky's Academic Expectations, Program of Studies, and Core Content. Additions or adjustments are made as necessary.	• **Sufficient course offerings are provided for all students to address Kentucky's Academic Expectations, Program of Studies, and Core Content for Assessment.**	• Course offerings are sufficient for most students to access Kentucky's Academic Expectations, Program of Studies, and Core Content; however, courses are insufficient in some areas.	• Course offerings are insufficient for significant numbers of students to access Kentucky's Academic Expectations, Program of Studies, and Core Content.
	• SBDM Council policy requires that all students have equal access to the curriculum.	• **SBDM Council policy and operational procedures offer equal access to the curriculum.**	• SBDM Council policy and operational procedures do not consistently offer equal access to the curriculum.	• SBDM council policy does not address the issues of equal access.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **8.1.c The instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.** **<u>Samples of Supporting Evidence</u>:** • SBDM policy on staffing and class size • District staffing policy • PSD forms • Student surveys • Teacher certifications • Building map showing teacher room assignments • Records of assignments of instructional assistants	• The school assigns staff based on analysis of student performance data. All staff assignments are designed to address specific student needs. Assignments are adjusted to meet specific or emerging student needs.	• **The school assigns staff based on analysis of student performance data. All staff assignments are designed to address specific student needs.**	• The school sometimes assigns staff based on analysis of student performance data. Decisions on staff assignments are often determined more by staff preferences, seniority, convenience or other criteria than by student needs.	• Staff assignments are made, but there is no rationale cited or the rationale does not address student-learning needs.
	• All teachers are certified to teach in their assigned areas and grade levels. Several teachers have multiple certifications allowing more flexibility in assignments.	• **All teachers are certified to teach in their assigned areas and/or grade levels.**	• Most teachers are certified to teach in their assigned areas or levels.	• Several teachers are not certified to teach in their assigned areas and grade levels.
	• Student/teacher ratios are lower than the policies developed by the SBDM Council.	• **Student/teacher ratios reflect the policies developed by the SBDM Council.**	• Student/teacher ratios are occasionally higher than the policies developed by the SBDM Council in some subject areas or classes.	• Student/teacher ratios are consistently higher than identified in the SBDM Council policies.
	• Staff room assignments maximize opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels and subject areas. The building was designed or renovated to facilitate this work.	• **Staff room assignments maximize opportunities for sharing resources, mentoring, and collaborating with teachers and students of similar grade levels or subject areas.**	• Staff room assignments may support sharing resources, mentoring, and collaborating by teachers and students, but these arrangements are generally not planned.	• Staff room assignments provide little or no support for sharing resources, mentoring, or collaborating by teachers or students.
	• Instructional assistants are assigned and reassigned in numbers to maximize program implementation and student learning needs.	• **Sufficient instructional assistants are assigned to effectively meet program and student learning needs.**	• Instructional assistants are provided in some areas, but the numbers are not sufficient to meet needs.	• Instructional assistants, except at the kindergarten level, are not provided.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** *Fully functioning and operational level of development and implementation*	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1.d There is evidence that the staff makes efficient use of instructional time to maximize student learning. **<u>Samples of Supporting Evidence</u>:** • SBDM policies on instructional time • Master schedule, teacher schedules • Documentation of flexible scheduling involving length of time • Student interviews • Discipline logs • ISS • Suspension logs	• The school and stakeholders have established policies to protect instructional time. • The staff always adjusts the schedule to meet specific instructional and student learning needs. • Programs that occur during instructional time enhance specific learning goals, extend classroom instruction, and are scheduled to correspond with current instruction and curricular implementation. • Classroom management and organizational structures assure that maximum levels of the scheduled time are available for instruction.	• **The school has established policies to protect instructional time.** • **The staff regularly adjusts the schedule based on instructional needs (e.g., varying class length, allowing additional time for project development).** • **Programs that occur during instructional time (e.g., assembly programs) are connected to the learning goals.** • **Classroom management and organizational structure assure that scheduled time is available for instruction.**	• The school has identified policies to protect instructional time, but they are not routinely followed. • Staff members occasionally adapt the schedule to address student learning and instructional needs. • Programs that occur during instructional time occasionally relate to the learning goals. • Classroom management and organizational structure occasionally interfere with and subtract from instructional time.	• The school has not established policies to protect instructional time. • The staff makes few adjustments to the schedule to meet learning or instructional needs. • Programs that occur during instructional time rarely relate to the learning goals. • Classroom management and organizational structure often interfere with and subtract from instructional time.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1.e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives, and strategies in the improvement plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time, and integrated units). **<u>Samples of Supporting Evidence</u>:** • Master schedules • Teacher interviews • Comprehensive School Improvement Plan • Documentation from units of study, lesson plans • Professional resource material • Minutes from planning meetings	• The school schedule by design provides time for all teachers to regularly collaborate by both content areas and grade levels. Adjustments are made in the schedule, as necessary, to assure effective collaboration. • The school schedule promotes planning by assigning the same students and teachers to collaborative teams for consecutive years. • Resources, including time, are available to support teacher collaboration; teachers have the authority to make schedule adjustments, as necessary, to meet the individual student learning needs or instructional plans.	• **The school schedule by design provides time regularly for teacher collaboration (e.g., common planning time) by either content area or grade level.** • **The school schedule promotes planning by assigning the same students and teachers to collaborative teams (e.g., looping, teaming, families, pods).** • **Resources, including time, are available to support teacher collaboration and student learning needs.**	• The school schedule occasionally provides time for teacher collaboration by either content area or grade level. • The school schedule provides limited planning opportunities by assigning the students and teachers to collaborative groups. • Limited resources, including time, are available to support teacher collaboration and student learning needs.	• The school schedule does not provide time for teacher collaboration. • The school schedule does not promote collaborative planning by teachers. • Little or no resources, including time, are available to support teacher collaboration and student learning needs.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.1.f The schedule is intentionally aligned with the school's mission and designed to ensue that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units). **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • Use of Extended School Services • Use of peer tutors, cooperative learning groups • Kentucky Early Learning Profile (KELP) • Use of student inventories (e.g., learning style, reading, or interest). • Master schedule • Mission and belief statements • SBDM policy	• The schedule directly mirrors the vision and mission statements of the school. • The schedule consistently supports the goals and strategies of the all components within the Comprehensive School Improvement Plan. • The developmental needs and learning styles of individual students are a priority in arranging schedules. • All students are provided with expanded instructional opportunities and time to demonstrate performance in alternative ways in order to be successful.	• **The schedule reflects the vision and mission statements of the school.** • **The schedule supports the goals and strategies of the Comprehensive School Improvement Plan.** • **The developmental needs of students receive a focus in arranging their schedules.** • **Student are provided with expanded instructional opportunities and time to support successful performance (e.g., independent study, additional time to work on a project or assignment).**	• The schedule attempts to reflect the vision and mission statements of the school. • The schedule attempts to support the goals and strategies of the Comprehensive School Improvement Plan. • The developmental needs of students were mentioned in arranging student schedules, but they are not a focus. • Students are occasionally given expanded instructional opportunities to achieve successful performance.	• The schedule seldom reflects the vision and mission statements of the school. • The schedule does not support the goals and strategies of the Comprehensive School Improvement Plan. • The developmental needs of students receive little or no consideration in arranging schedules. • Students are given a single opportunity to complete a successful performance.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
8.2 RESOURCE ALLOCATION AND INTEGRATION **DA** **8.2.a The school/district provides a clearly defined process (in accordance with the school allocation formula) to provide equitable and consistent use of fiscal resources.** **<u>Samples of Supporting Evidence</u>:** • School and district budgets • SBDM minutes and policies on finances • Financial reports • Teacher interviews • SBDM council member interviews • Budgetary policy and procedural manuals	• The school/district has clearly defined policies and budgetary procedures that are implemented to ensure the allocation of funds in order to meet the individual needs of students. Multiple stakeholder groups are involved in budget development.	• **The school/district has clearly defined policies and budgetary procedures that are implemented to ensure the allocation of funds in order to meet the identified needs of students.**	• The school/district has limited policies and budgetary procedures to ensure the allocation of funds in order to meet the identified needs of students.	• The school/district has budgetary procedures that are cumbersome and ambiguous.
	• The school/district has a clearly defined, accessible process for supporting staff in procuring resources from external sources.	• **The school/district supports staff in procuring resources from external sources (e.g., grants, instructional materials).**	• The staff occasionally procures resources from external sources.	• There is little or no attempt to procure resources from external sources.
	• The SBDM Council manages the allocated resources in a prudent, equitable manner, making changes as necessary to address the needs of students.	• **The SBDM Council manages the allocated resources in an equitable manner while consistently focusing on the needs of the students.**	• The SBDM Council allocates funds, but randomly changes allocations to address issues that may not address student-learning needs, or the allocations may not be equitable.	• The SBDM Council approves the allocation of funds, but the allocations are inequitable and do not focus on the needs of students.
	• Published financial records are available and understandable by the school staff and the public.	• **Published financial records are available and understandable by the school staff.**	• Financial records are difficult to obtain or are not fully understandable by the school staff.	• Financial records are not available or are not understood by the school staff.
	• The district provides schools with budget estimates for planning purposes and funding allocations in a timely manner and provides assistance to the SBDM Council.	• **The district provides schools with funding allocations in a timely manner.**	• The district occasionally provides schools with funding allocations in an untimely manner.	• The district does not provide funding allocations to the schools in a timely manner.
	• All teachers have equal access to fiscal resources and are encouraged to participate in decision-making regarding their use. They are encouraged to explore formal avenues for additional revenues that support student achievement and school initiatives (i.e., grants, partnerships).	• Teachers have equal access to fiscal resources and are encouraged to participate in decision-making regarding their use.	• Teachers occasionally have equal access to some fiscal resources, or they perceive an inequity.	• Teachers do not have equal access to fiscal resources.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **8.2.b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.** **<u>Samples of Supporting Evidence:</u>** • School and district budgets • Records on use of discretionary funds • Budgetary policy and procedural manuals • SBDM minutes and policies on finances • Copies of needs assessments • Comprehensive School Improvement Plan • Mission and beliefs statements	• Expenditures of discretionary funds enhance the mission and vision statements of the school/district. • Specific policies and operational procedures are developed for budget planning and distribution; input was obtained from staff and stakeholders. • The SBDM Council conducts an extensive needs assessment for budget planning purposes, involving all staff and stakeholders. • Expenditures of discretionary funds relate directly to an identified school need and meet the operational procedures established for fund distribution. • Multiple and appropriate data are used in making funding decisions.	• **Expenditures of discretionary funds support the mission and vision statements of the school/district.** • **Policies and/or operational procedures are developed for budget planning and discretionary fund distribution.** • **The SBDM Council conducts a needs assessment for budget planning purposes with all staff members.** • **Expenditures of discretionary funds relate directly to an identified school need and meet the operational procedures established for fund distribution.** • **Appropriate data are used in making funding decisions.**	• Expenditures of discretionary funds may support the mission and vision statements of the school/district, but the match is accidental. • General procedures are available for discretionary fund distribution, but they may not be followed. • The SBDM Council conducts a needs assessment for budget planning purposes, but the assessment is limited in scope and/or involves few people beyond the council members. • Expenditures of discretionary funds may relate to an identified school need or may meet the operational procedures established for fund distribution, but the match is accidental. • Data are used in making funding decisions, but the data are limited, inappropriate, or irrelevant.	• Expenditures of discretionary funds provide little or no support the mission and vision statements of the school/district. • There are little or no specific policies or operational procedures for budget planning and fund distribution. • The SBDM Council conducts a limited needs assessment for budget planning purposes. • Expenditures of discretionary funds have a limited relationship to identified needs. • Data are not used in making funding decisions, or they are used ineffectively.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
DA **8.2.c School council and school board analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.** **Samples of Supporting Evidence:** • SBDM and district operational procedures relating to budgets • Comprehensive School Improvement Plan • District and school budgets • Grant applications and Requests for Proposals (RFP) • SBDM and school board minutes	• The school/district has operational and review procedures to ensure that funding requests support the plans and identified priorities. Procedures are reviewed annually, or as necessary, to assure requirements are met. • Budget decisions are intentional, aligned, and reflected in the action component of the Comprehensive School Improvement Plan. The district provides timely assistance to the SBDM Council. • Funds are expended in accordance with the Comprehensive School Improvement Plan and grant requirements; expenditures are monitored regularly. Adjustments are made to meet the changing student needs.	• **The school/district has operational and review procedures to ensure that funding requests are aligned with policies, plans and priorities.** • **Budget decisions are intentional, aligned and reflected in the action component of the Comprehensive School Improvement Plan.** • **Funds are expended in accordance with the Comprehensive School Improvement Plan and grant requirements; expenditures are monitored regularly**.	• The school/district has operational and review procedures to ensure that funding requests support the plans and identified priorities, but these procedures are vague or often changed. • Some, but not all, of the budget decisions are reflected in the action component of the Comprehensive School Improvement Plan. • Funds are inconsistently expended in accordance with the Comprehensive School Improvement Plan and grant applications.	• The school/district has no procedures to ensure that the funding requests support the plans and identified priorities. • Budget decisions are seldom reflected in the action component of the Comprehensive School Improvement Plan. • Funds are generally not expended in accordance with the Comprehensive School Improvement Plan and grant applications.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 *Fully functioning and operational level of development and implementation*	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
DA **8.2.d State and Federal Program Resources are allocated and integrated (Safe Schools, Title I, IDEA, FRYSC's, ESS) to address student needs identified by the school/district.** **Samples of Supporting Evidence:** • School/district budgets • Comprehensive School Improvement Plan • Financial records and reports for categorical programs • SBDM minutes	• All categorical funds are aligned with student performance as identified by the school and are reallocated as necessary to support specific student needs. All stakeholders are involved in allocation decisions. • The effectiveness of categorical funding programs is monitored and analyzed frequently for program effectiveness. Programs are revised based on the evaluation of specific student needs. • Revenue from multiple sources are consistently integrated to maximize and sustain the effect on student achievement.	• **All categorical funds are aligned and allocated to support specific student needs as identified by the school per categorical funding guidelines. All SBDM Council members and staff are involved in allocation decisions.** • **The effectiveness of categorical funding programs is frequently evaluated.** • **Revenue from various sources are integrated, where possible, in order to maximize the effect on student achievement.**	• Categorical funding from state and federal program resources is generally allocated for the appropriate program, but its use to support specific student needs is insufficient and unintentional. • The categorical programs are monitored but their effectiveness is not evaluated. • Revenue from various sources are occasionally integrated, but generally the funds are not co-mingled. The effect on student achievement is not closely monitored.	• Categorical funding from state and federal program resources is generally allocated for the appropriate program, but its use to support specific student needs is cursory. • The categorical funding programs are not monitored or evaluated for effectiveness. • Revenue from various sources are rarely integrated.

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EFFICIENCY STANDARD 9 – COMPREHENSIVE AND EFFECTIVE PLANNING

Standard 9: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.1 DEFINING THE SCHOOL'S VISION, MISSION, BELIEFS **DA** **9.1.a There is evidence that a collaborative process was used to develop this vision, beliefs, mission, and goals that engaged the school community as a community of learners.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan (Executive Summary) • Copy of mission and beliefs • SBDM meeting minutes • Mission and beliefs development meeting minutes • Administrator and teacher interviews • Parent and community interviews	• A comprehensive consensus-building process is established that involves representatives from all stakeholders working together as a learning community in defining the school's vision, beliefs, mission, and goals. • Study teams composed of representatives of all stakeholder groups' work together to develop executive summaries from the school profile data and important information sources (e.g., research findings, future trends) that impact student learning. • A variety of means was used to obtain input from the school's stakeholders on the initial drafts of the mission and belief statements, including community forums, newsletters, and other media. • All stakeholder groups were actively involved in finalizing the mission, belief statements, and goals.	• **A consensus-building process is established that involves all stakeholders in the development and implementation of the school's vision, beliefs, mission, and goals.** • **Study teams are appointed to work together to review school profile data and important information sources (e.g., research, identifying future trends) that impact student learning.** • **The initial drafts of the school's mission and belief statements are distributed for review and feedback to gain consensus.** • **The mission, belief statements, and goals were finalized based on the input from stakeholder groups.**	• A consensus-building process is established that involves teachers and administrators in defining the school's vision, beliefs, mission, and goals; but it provides a limited role for other stakeholders (e.g., students, parents, community members). • The school's profile data and limited findings on educational research or future trends are examined or considered. • Some effort is made to distribute an initial draft of the mission and belief statements to school staff and parents for the purpose of obtaining input. • The mission, belief statements, and goals were finalized with little input from all stakeholders.	• Little or no effort is made to establish a collaborative process to define the school's vision, beliefs, and mission, and goals. • There is little or no review of important information or data that impact student learning. • Feedback is seldom requested from the school's stakeholders on the initial draft of the school's mission and belief statements. • Feedback is not requested from the school's stakeholders on the final version of the school's mission, and belief statements.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.2 DEVELOPMENT OF THE PROFILE **DA** **9.2.a There is evidence the school/district planning process involves collecting, managing, and analyzing data.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • Implementation and Impact Check • SBDM meeting minutes • Staff, parent, and community interviews • Copies of survey results, test scores, student work, and other data • Data sets (e.g. test, demographic, non-academic) • Charts and graphs of data • Meeting agendas or professional development programs reflecting discussion of data • Data analysis reports • Needs assessment for Comprehensive School Improvement Plan	• The data collection process is comprehensive and designed to collect a variety of data from all relevant data sources.	• **There is a systematic process for collecting and managing pertinent data to guide decision-making at the school and classroom level.**	• A process has been planned for collecting data, but the plan is not thorough.	• There is no identified plan for collecting data.
	• The collection of data addresses all pertinent areas and provides a comprehensive and accurate reflection of school performance, allowing the school to clearly describe its strengths and limitations.	• **The collection of data provides an accurate reflection of overall school performance and enables the school to determine areas of strength, as well as limitations.**	• The collection of data is insufficient in one or more critical areas, preventing the school from accurately identifying its limitations and strengths.	• Little or no data are collected, and there is no disaggregated data.
	• Data collected for the profile are disaggregated and analyzed by appropriate subgroups (e.g. gender, race/ethnic group, economic level).	• **Data collected for the profile are disaggregated by appropriate subgroups, (e.g. gender, race/ethnic group, economic level).**	• Some data are disaggregated in appropriate subgroups.	• Little or no data are disaggregated in appropriate subgroups.
	• An extensive technology-based system is in place to manage the data and allow for the easy use of data in decision-making.	• **A management system is in place to readily access and retain the school's profile data for updating or developing a longitudinal analysis.**	• There is a limited system for managing data, or the system is under development and not fully operational.	• There is no system for managing data.
	• Analysis of the data includes the identification of trends, projections, and correlations of data, as well as the identification of the school's strengths, limitations, and emerging issues.	• **Data are analyzed to gain an understanding of the overall school program, and analysis leads to identification of the school's strengths, limitations, and/or emerging issues.**	• The analysis of data is incomplete (e.g., some categories of data are not analyzed, the analysis of the data is too narrowly defined).	• There is little or no systematic review or analysis of the data, beyond any initial collection.
	• The sets of data collected are integrated and analyzed from a systems perspective, determining potential cause and effect relationships.	• **The sets of data collected in each area of the profile are integrated and analyzed from a systems perspective.**	• There is little evidence of the integration and synthesis of data.	• There is no integration of data.
	• The school's analysis of the data includes comparisons to similar, successful schools and benchmarking studies.	• **The school's analysis of the data includes comparisons to similar and successful schools.**	• The school's analysis of the data includes some comparisons to similar schools.	• The school's analysis of the data does not include comparisons to other schools.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.2.b The school/district uses data for school improvement planning.** **<u>Samples of Supporting Evidence:</u>** • Student achievement data • Comprehensive School Improvement Plan (Executive Summary) • Written and graphical data analyses and summaries • Staff, parent, and community interviews • KPR • CTB reports • Perceptive surveys • Profiles • Financial comparison data	• A thorough review of the analysis of collected data and trend data is conducted and is reflected in the objectives of the Comprehensive School Improvement Plan. The data are viewed as a stimulus for improvement, rather than merely a snapshot of current conditions. • Written and graphical data summaries and longitudinal studies are analyzed, studied and used by the school improvement planning groups. • The collected data are used to identify and prioritize areas of need for the Comprehensive School Improvement Plan and to anticipate and proactively address future needs. Student achievement data are a major part of the data used to identify and prioritize needs.	• **The analysis of the data contained in the school's profile guides the school improvement planning process and is reflected in the objectives of the Comprehensive School Improvement Plan.** • **Written and graphical data summaries are analyzed and studied by school improvement planning groups.** • **The collected data are used to identify and prioritize areas of need for the Comprehensive School Improvement Plan. Student achievement data are a major part of the data used to identify and prioritize needs.**	• There is some analysis of the data to guide school improvement; however, the implications are not fully explored. The analysis is partially reflected in the objectives of the Comprehensive School Improvement Plan. • Written and graphical data summaries are developed but not universally used by school improvement planning groups. • The collected data are used to identify areas of need for the Comprehensive School Improvement Plan. Student achievement data are sometimes used to identify and prioritize needs, but they are not used in a consistent and deliberate manner.	• The profile data are rarely used for school improvement planning and are not reflected in the objectives of the Comprehensive School Improvement Plan. • Written and graphical data summaries are not developed, or if developed, they are not shared with or studied by school improvement planning groups. • The collected data are rarely used to identify and prioritize areas of need for the Comprehensive School Improvement Plan. Student achievement data are seldom used to identify and prioritize needs.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.3 DEFINING DESIRED RESULTS FOR STUDENT LEARNING **DA** **9.3.a School and district plans reflect learning research and current local, state, and national expectations for student learning and are reviewed by the planning team.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • Reports from component managers of Comprehensive School Improvement Plan • Staff, parent, and community interviews • SBDM meeting agenda and minutes • Copies of local, state, and national standards-based documents • Comprehensive District Improvement Plans • Local board meeting minutes and agenda • Executive summaries • Current educational research findings and trends	• The planning team conducts an extensive review and produces executive summaries of the latest educational research findings and future trends that have implications for defining the desired results for student learning and communicates their findings to stakeholders.	• **The planning team conducts a review of the latest educational research findings and future trends that have implications for defining the desired results for student learning and communicates its findings to SBDM Council members and staff.**	• The planning team conducts a limited review of educational research findings and future trends. The implications of this information for defining desired results for student learning are not fully considered.	• The school planning team does not review educational research findings or future trends that have implications for defining the desired results for student learning.
	• The school planning team conducts an extensive review of district, state, and national learning standards and analyzes the implications of these combined sets of standards for defining goals for student learning.	• **The planning team reviews district, state, and national learning standards as they determine goals for student learning and uses them in all planning initiatives.**	• The planning team partially reviews district, state, or national learning standards as they determine goals for student learning.	• The school planning team does not review district, state, or national standards as they determine goals for student learning.
	• The planning team includes comprehensive, sustained, interdisciplinary, school-wide goals for student learning.	• **The planning team includes interdisciplinary, school-wide goals for student learning.**	• The planning team occasionally considers interdisciplinary, school-wide goals for student learning.	• The planning team seldom considers interdisciplinary, school-wide goals for student learning.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.3.b The school/district analyzes their students' unique learning needs.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • Reports from component managers for Comprehensive School Improvement Plan • Surveys on perspectives of strengths or limitations of student learning • Needs assessment data • Staff, parent, and community interviews • Data analysis reports, including disaggregated data • School improvement planning team member interviews • School profile	• The school improvement team conducts a thorough analysis of survey results of stakeholders' perspectives on the strengths and limitations of student learning and priorities for improvement. In those cases where there is a wide variance in the extent of agreement among stakeholder groups, additional data are collected (e.g., disaggregated data) to determine the probable reasons for the differences in opinion.	• **The school improvement team conducts an analysis of survey results of stakeholders' perspectives on the strengths and limitations of student learning and priorities for improvement.**	• The school improvement team makes a limited effort to determine stakeholders' perspectives on the strengths and limitations of student learning, but the results are not thoroughly analyzed or consistently used as a basis for planning.	• The school improvement team gives limited consideration stakeholder perspectives on student learning.
	• A comprehensive data collection process is used to verify strengths and to establish baseline data on areas identified as limitations so that improvements in student learning can be monitored over time. Written and graphical summaries are developed and shared with stakeholder groups.	• **Data are collected to verify strengths and to establish baseline data on areas identified as limitations so that improvements in student learning can be monitored over time.**	• Data are collected to verify strengths and areas of limitation, but full analysis of their implications are not carried out.	• An insufficient amount of data is collected to verify strengths or establish baseline data for areas of limitation.
	• The analysis of student learning needs includes an in-depth review of the profile data and other related assessment and evaluation measures of student learning, resulting in a comprehensive description of current levels of student achievement.	• **The analysis of student learning needs takes into account the profile data and other related assessment and evaluation measures of student learning.**	• A limited review of current sets of student assessment data is conducted. Some additional information from the school profile may be included.	• There is no analysis of school profile data or other related assessment and evaluation measures of student learning.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.3.c The desired results for student learning are defined.** **<u>Samples of Supporting Evidence:</u>** • Comprehensive School Improvement Plan • Interviews with component managers for the Comprehensive School Improvement Plan • List of identified goals for student learning and performance-based indicators • Staff, parent, and community interviews • SBDM minutes	• The desired results for student learning reflect worthwhile, challenging, and meaningful goals for student learning, and all stakeholders share a sense of responsibility for achieving the goals.	• **The desired results for student learning reflect worthwhile, challenging, and meaningful goals for student learning, reflecting a school-wide vision. Staff members share a sense of responsibility for achieving the goals.**	• Some of the desired results for student learning are not sufficiently challenging, and meaningful, or they do not reflect a school-wide vision.	• The desired results for student learning have not been adequately defined. Limited effort has been invested to develop a school-wide vision for student learning.
	• The desired results for student learning are stated in clear, concise, and measurable terms, and are understood and internalized by teachers, students and parents.	• **The desired results for student learning are stated in clear, concise, and measurable terms.**	• The desired results for student learning are clearly stated, but they are not defined in terms of measurable goals.	• The desired results for student learning are not stated.
	• Performance-based indicators and standards for each of the desired results for student learning are defined. These describe the type of evidence and the critical attributes and expected level of quality of students' achievement of the goals.	• **Performance-based indicators for each of the desired results for student learning are defined. These describe the type of evidence and the critical attributes of students' achievement of the goals and are understood by all teachers and students.**	• A limited effort is made to define performance-based indicators for each of the desired results for student learning.	• Performance-based indicators are not defined.
	• The school has identified 2 – 3 goals for student learning as priorities for the school improvement plan, based on a systematic data-driven decision making process and a comprehensive and thorough analysis of student learning needs.	• **The school has identified 2 – 3 goals for student learning as priorities for the school improvement plan, based on a data-driven decision making process and an analysis of student learning needs.**	• The school has identified goals for student learning as priorities for the school improvement plan, but it was only partially guided by the analysis of student learning needs.	• The school has not identified goals for student learning as priorities for school improvement.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.4 ANALYZING INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS **DA** **9.4.a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.** **<u>Samples of Supporting Evidence:</u>** • Comprehensive School Improvement Plan • List of perceived strengths and limitations of the school's instructional and organizational effectiveness • Data reports • Notes/minutes from meetings analyzing data • Staff interviews • SBDM minutes	• A systematic and thorough analysis of perceived strengths and limitations of the school's instructional and organizational effectiveness is conducted using research-based principles. • Each member of the faculty, instructional support staff, and administration is involved in the identification, review, and analysis of perceived strengths or limitations. Other stakeholders are encouraged and provided opportunities to participate in the exercise. • The school uses a comprehensive and thorough data collection process related to areas of the work of the school. Data are collected to verify areas of perceived strengths and to establish baseline measures of areas identified as perceived limitations. • Data are collected related to the areas of perceived limitations to establish baseline measures so that improvement trends can be monitored over time. The school has a highly effective and efficient management system in place to organize data and track longitudinal analyses of trends.	• **An analysis of perceived strengths and limitations of the school's instructional and organizational effectiveness is conducted using research-based principles.** • **Each member of the faculty, instructional support staff, and administration is involved in the identification and review of perceived strengths or limitations. Other stakeholders are offered an opportunity to participate in the exercise.** • **The school uses a data collection process related to areas of the work of the school. Data are collected to verify areas of perceived strengths and to establish baseline measures of areas identified as perceived limitations.** • **Data are collected related to the areas of perceived limitations to establish baseline measures so that improvement trends can be monitored over time.**	• An incomplete analysis of the perceptions of instructional and organizational effectiveness is conducted, and the analysis is either incomplete or not fully supported by research-based principles. • Most of the members of the faculty and administration are involved in reviewing the perceived strengths and limitations. • An insufficient amount of data is collected related to the perceived strengths and limitations of the school's instructional and organizational effectiveness. • The set of data that are collected are utilized as snapshots of current conditions at the school, rather than as a stimulus for improvement.	• No analysis of instructional and organizational effectiveness of the work of the school on behalf of student learning has been attempted. • Few members of the faculty and administration participated in a review of data related to the strengths or limitations of the work of the school. • Little or no data are collected related to the perceived strengths and limitations of the work of the school. • Little or no data are collected to establish baseline measures for the purposes of monitoring improvements.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.4.b The school/district goals for building and strengthening the capacity of the school/district instructional and organizational effectiveness are defined.** **<u>Samples of Supporting Evidence:</u>** • Comprehensive School Improvement Plan • Reports of component managers of Comprehensive School Improvement Plan • Staff, parent, and community interviews • SBDM agenda and minutes	• A comprehensive, consensus-building process is used to define priorities for improvement. These are based on an analysis of the perceived strengths and limitations of the work of the school and on a review of evidence collected pertaining to effective instructional practices and organizational conditions.	• **Priorities for improvement (goals) are defined based on an analysis of the perceived strengths and limitations of the work of the school and a review of data/evidence collected pertaining to the critical dimensions of effective instructional practices and organizational conditions.**	• Priorities for improvement are defined based on an incomplete analysis of the perceived strengths and limitations of the work of the school. A limited review of data/evidence pertaining to the instructional practices and organizational conditions of the school is conducted.	• Priorities for improvement are not stated, or they are not defined on the basis of analysis of perceived strengths and limitations of the work of the school and do not take into account any data/evidence pertaining to instructional practices or organizational conditions.
	• School improvement goals related to instructional and organizational effectiveness are stated in clear, concise, and measurable terms and are communicated to and understood by all stakeholder groups.	• **School improvement goals related to instructional and organizational effectiveness are stated in clear, concise, and measurable terms.**	• School goals related to the instructional and organization effectiveness are generally stated in clear and concise terms, but they are not in measurable terms.	• School goals related to instructional and organizational effectiveness are not stated in clear, concise, or measurable terms.
	• Priorities for improvement are focused on research-based strategies that are directly aligned with the goals for building and strengthening the capacity of the school's instructional and/or organizational effectiveness. All goals and activities are research-based.	• **Priorities for improvement are focused on research-based strategies that are directly aligned with the goals for building and strengthening the capacity of the school's instructional and/or organizational effectiveness.**	• Some of the priorities for improvement include research-based strategies to build on the strengths of the work of the school and to address the limitations of the school's effectiveness.	• Rarely do the priorities for improvement incorporate research-based strategies.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
9.5 DEVELOPMENT OF THE IMPROVEMENT PLAN **DA** **9.5.a The action steps for school improvement are aligned with the school improvement goals and objectives.** **<u>Samples of Supporting Evidence:</u>** • Comprehensive School Improvement Plan (Action Plans) • Interviews with component managers and review team members of the Comprehensive School Improvement Plan • SBDM agenda and minutes	• Action steps in the Comprehensive School Improvement Plan are comprehensive and tightly aligned with the goals and objectives for school improvement. • Strategies for improvement are directly aligned with the goals for improvement and are validated, research-based principles for high-performing systems of teaching and learning.	• **Action steps in the Comprehensive School Improvement Plan are tightly aligned with the goals and objectives for school improvement.** • **The action steps are validated, research-based strategies that address the goals for improvement.**	• Action steps in the Comprehensive School Improvement Plan are partially aligned with the goals for improvement. • Some of the action steps are based on validated, research-based strategies for improvement.	• Action steps in the Comprehensive School Improvement Plan are not aligned with the goals for improvement. • There is little or no basis of validated, research-based strategies for improvement.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.5.b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan (Action Plans and Funding Application) • Interviews with component managers and review team members of the Comprehensive School Improvement Plan • Staff surveys • SBDM meeting agenda and minutes	• The timelines established for the action plans in the Comprehensive School Improvement Plan are realistic, rigorous and adjusted through a formal process to fully achieve the goals of the plan. • Comprehensive resources are identified for all activities in the Comprehensive School Improvement Plan, including financial resources, materials, and professional development. The financial resources show integration of all funding sources, including both categorical and discretionary funding, to support the plan. • The person(s) responsible for leading and implementing the action components of the Comprehensive School Improvement Plan are identified and trained. The assignment of accountability and definition of responsibilities are clear. Those assigned with leadership responsibilities provide a model of exemplary leadership and represent or include all stakeholder groups.	• **The timelines established for the action plans in the Comprehensive School Improvement Plan are realistic and adjusted to have maximum influence on student performance.** • **Adequate resources are identified for all activities in the Comprehensive School Improvement Plan, including financial resources, materials, and professional development. Use of categorical funds is documented and supports the plan.** • **The person(s) responsible for leading and implementing the action components of the Comprehensive School Improvement Plan are identified. The assignment of accountability and definition of responsibilities are clear. A variety of school staff members have been selected for these leadership responsibilities.**	• The timelines established for the action plans in the Comprehensive School Improvement Plan are unrealistic in some areas. • Limited resources are provided for the activities in the Comprehensive School Improvement Plan. • The assignment of persons responsible for leading and implementing the action components of the Comprehensive School Improvement Plan is incomplete, limited, or vague.	• The timelines for the action plan in the Comprehensive School Improvement Plan have not been established or are unrealistic. • Resources are not identified for the activities in the Comprehensive School Improvement Plan. • Few persons, or a single individual, have been identified for leading and implementing the action components of the Comprehensive School Improvement Plan.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.5.c The means for evaluating the effectiveness of the improvement plan are established.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan (Executive Summary) • Implementation and Impact Checks • School improvement committee meeting agendas and minutes • SBDM meeting minutes • Baseline information • Teacher interviews	• The evaluation process is comprehensive and includes documentation of the extent of implementation and effectiveness of the action steps. The process provides for formal monitoring over time. • A process for completing the Implementation and Impact check is established and fully implemented and provides for reflection. • The school has a highly effective and efficient assessment system and data collection process that provides a record of baseline measures and tracks longitudinal analyses of trends. • A systematic and comprehensive assessment plan for documenting student growth on selected target goals is established and models the principles of sound assessment.	• **The evaluation process includes regular documentation of monitoring and follow-up, including the extent of implementation and effectiveness of the action steps.** • **A process for conducting the Implementation and Impact check is established and fully implemented.** • **Appropriate baseline measures are determined, collected, reviewed, and evaluated regularly.** • **An assessment plan for documenting student growth on the selected target goals is established and reflects the principles of sound assessment.**	• The identified evaluation process is incomplete. Some documentation is collected, but the implications for student achievement are rarely considered. • A process for completing the Implementation and Impact Check is established and partially implemented. • Baseline measures are determined, but limited use is made of the data and they are not regularly reviewed. • A limited assessment plan for documenting student growth is established.	• An evaluation plan has not been established or it does not include documentation of the extent of implementation and effectiveness of the action steps. • A process for completing the Implementation and Impact Check is not established. • A baseline measure is established but limited to the Kentucky Performance Report. • An assessment plan for documenting student growth is not established.

DA – Denotes standards and indicators used for assessing district accountability (703 KAR 5:130).

Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.5.d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan • Interviews with review team for Comprehensive School Improvement Plan • Staff surveys • School profile • School's mission and belief statements • SBDM meeting minutes	• The action components in the Comprehensive School Improvement Plan are tightly aligned with the school's beliefs, mission, and appropriate parts of the school profile. Those action components that are not directly aligned are quickly identified and revised. • All action components in the Comprehensive School Improvement Plan directly support the desired results for student learning and instructional and organizational effectiveness. Action components that do not directly support these desired results are quickly identified and revised.	• **The action components in the Comprehensive School Improvement Plan are aligned with the school's beliefs and mission.** • **The action components in the Comprehensive School Improvement Plan support the desired results for student learning and instructional and organizational effectiveness as reflected in the school's beliefs and mission.**	• The action components in the Comprehensive School Improvement Plan are somewhat aligned with the school's beliefs and mission. • The action components in the Comprehensive School Improvement Plan are only somewhat support the desired learning and instructional and organizational effectiveness. (e.g., some action components are not aligned).	• The school's beliefs and mission were not considered or did not guide the action components of the Comprehensive School Improvement Plan. • The action components in the Comprehensive School Improvement Plan provide little or no support for the desired results for student learning or instructional and organizational effectiveness.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	3 ***Fully functioning and operational level of development and implementation***	2 *Limited development or partial implementation*	1 *Little or no development and implementation*
9.6 IMPLEMENTATION AND DOCUMENTATION **DA** **9.6.a The plan is implemented as developed.** **<u>Samples of Supporting Evidence:</u>** • Comprehensive School Improvement Plan • Implementation and Impact Checks • Interviews with district personnel • Staff interviews • SBDM meeting minutes • School Improvement and/or Instructional Team members and minutes • Comprehensive School Improvement Planning Committees, agenda and minutes	• A formal school improvement team is established and functions effectively to provide ongoing leadership, direction and support for the implementation of the plan. The team models the collaborative process for all stakeholders. • All stakeholders are actively involved in implementing the Comprehensive School Improvement Plan and know its goals. • School/district leadership anticipates and promptly provides comprehensive follow-up support and resources for implementing the Comprehensive School Improvement Plan.	• **The school improvement team is established and functions effectively to provide ongoing leadership, direction and support for the implementation of the plan.** • **All staff members are involved in implementing the Comprehensive School Improvement Plan and know its goals.** • **School/district leadership provides regular follow-up support and resources for implementing the Comprehensive School Improvement Plan.**	• The school improvement team is established but provides limited direction and support for the implementation of the plan. • Most staff members are aware of the Comprehensive School Improvement Plan, but few are actively involved in its implementation. • School/district leadership provides limited support for implementing of the Comprehensive School Improvement Plan.	• The school improvement team is not established or does not provide direction or support for the implementation of the plan. • There is little or no evidence of the implementation of the Comprehensive School Improvement Plan. • School/district leadership does not provide adequate follow-up support or resources for implementing the Comprehensive School Improvement Plan.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.6.b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.**	• A systematic and ongoing process for collecting data/evidence of students' levels of performance in the target goal areas is formalized, developed and implemented.	• **Data/evidence of students' improved levels of performance in the target goal areas is collected and analyzed.**	• Some data/evidence of students' improved levels of performance in the target goal areas is collected and analyzed.	• Little or no data/evidence of student performance in the target goal areas is collected.
<u>Samples of Supporting Evidence</u>: • Comprehensive School Improvement Plan • Implementation and Impact Checks • Staff and administrator interviews • SBDM meeting minutes • Data reports and summaries • Comparison reports	• Comprehensive summaries of the student assessment data are provided in the documentation.	• **Summaries of the most recent student assessment data are provided in the documentation and correlated with resource allocation.**	• Summaries of the student assessment data are limited and poorly organized.	• Little or no appropriate data/evidence has been collected
	• Comprehensive comparisons of student achievement prior to and following the implementation of the Comprehensive School Improvement Plan are completed and analyzed. Graphic overviews are provided.	• **Comparisons of student achievement prior to and following the implementation of the Comprehensive School Improvement Plan are completed.**	• Comparisons of student achievement data prior to and following the implementation of the Comprehensive School Improvement Plan are attempted but do not accurately reflect the results.	• Little or no appropriate data/evidence has been collected

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.6.c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.**	• A systematic and ongoing process for collecting data/evidence pertaining to the degree of impact of the action steps on classroom practice and student performance is collected and documented.	• **A variety of data/evidence pertaining to the degree of impact of the action steps on classroom practice and student performance is collected and documented.**	• Some data/evidence related to the degree of impact of the action steps on classroom practice and student performance is collected and documented.	• Little or no data/evidence pertaining to the degree of impact of the action steps on classroom practice and student performance is collected or documented.
<u>Samples of Supporting Evidence</u>: • Comprehensive School Improvement Plan • Implementation and Impact Checks • Staff and administrator interviews • SBDM meeting minutes • Data and evidence collected • Data reports	• A comprehensive analysis and comparison of the school's progress building and strengthening the instructional program, prior to and following the implementation of the Comprehensive School Improvement Plan, is conducted and graphic overviews are provided. • The expected impact, as specified in the plan, is exceeded.	• **Evidence of the school's progress in building and strengthening its instructional program is documented, summarized and analyzed.** • **The expected impact, as specified in the plan, is met.**	• A partial attempt is made to summarize the data related to the school's progress in building and strengthening the instructional program. • The expected impact, as specified in the plan, is not met but improvement was shown.	• Little or no appropriate data/evidence related to the school's progress in building and strengthening the instructional program is collected. • The expected impact, as specified in the plan, is not met or little improvement was shown.

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Indicator	Performance Levels			
	4 *Exemplary level of development and implementation*	**3** ***Fully functioning and operational level of development and implementation***	**2** *Limited development or partial implementation*	**1** *Little or no development and implementation*
DA **9.6.d There is evidence of attempts to sustain the commitment to continuous improvement.** **<u>Samples of Supporting Evidence</u>:** • Comprehensive School Improvement Plan (Executive Summary) • Implementation and Impact Checks • Staff, parent, and community interviews • SBDM meeting minutes • Communications to staff and stakeholders regarding the results of the Comprehensive School Improvement Plan • Identified new goals or targets for improvement	• The school improvement team conducts ongoing and comprehensive analysis of the school's progress in achieving the goals of the Comprehensive School Improvement Plan. Accomplishments are formally recognized and celebrated, and progress reports are shared with the school's stakeholders.	• **The school improvement team reviews and analyzes significant turning points or progress in achieving the goals of the Comprehensive School Improvement Plan. The school formally recognizes and celebrates these accomplishments.**	• The school improvement team conducts a partial review of the school's progress in achieving the goals of the Comprehensive School Improvement Plan. Accomplishments may be noted on an informal basis.	• Little or no efforts are made to sustain the school's commitment to continuous improvement; or analysis of the school's progress in achieving the goals of the Comprehensive School Improvement Plan does not occur.
	• Regular reports are given to the SBDM Council and all stakeholder groups.	• **Regular reports are given to the SBDM Council.**	• Sporadic and incomplete reports are given to the SBDM Council.	• Progress reports are rarely given to the SBDM Council.
	• Data/evidence of achievement is collected, and ongoing, data-driven adjustments are made to the action steps to help the school more successfully achieve the target goals and objectives.	• **Data/evidence of achievement is collected, and adjustments are made to the action steps to help the school more successfully achieve the target goals and objectives.**	• Adjustments are made to the action steps, but they do not always help the school more successfully achieve the target goals and objectives.	• Adjustments are rarely made to the action steps.
	• Feedback is collected from the school's stakeholders on a frequent and ongoing basis. Recommendations are fully considered, and any modifications are reported back to the stakeholders.	• **Feedback is collected from the school's stakeholders, and necessary modifications are made.**	• Feedback is occasionally collected from some of the school's stakeholders.	• Feedback is rarely collected from the school's stakeholders.
	• New or emerging targets for improving student performance are identified, and strategies are selected and implemented to address these target goals. All stakeholders pursue these goals consistently and with a sense of urgency.	• **New or emerging targets for improving student performance are identified, and strategies are selected and implemented to address these target goals.**	• New areas for needed improvement might be identified, but target goals are not specified.	• New or emerging targets for improving student performance are seldom identified.

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SCHOLASTIC AUDIT GLOSSARY

Action Steps – Strategies that are reflected in the Comprehensive School Improvement Plan to address the goals and objectives of the action component**.**

Anecdotal Record – A written record kept in a positive tone of a child's progress based on milestones particular to that child's social, emotional, physical, aesthetic, and cognitive development. Recording happens throughout the day while actual learning occurs. Recordings are made when appropriate and are not forced. This method is informal and encourages the use of a note pad, sticky notes, a checklist with space for notes, etc. Continuous comments are recorded about what a child can do and his/her achievements as opposed to what he/she cannot do.

Articulation - The school/district aligned curriculum must be well articulated to all stakeholders, implemented district/school wide, integrated across disciplines, and connected to real-life situations. Based on analysis of student work, an effective curriculum document requires continuous review, evaluation, and revision.

- **Vertical articulation** or alignment indicates that the curriculum is carefully planned and sequenced from beginning learning and skills to more advanced learning and skills. Vertical articulation speaks to what is taught from pre-school through upper grades and is sometimes noted simply as "K-12 Curriculum."

- **Horizontal Articulation or Coordination** indicates that the curriculum is carefully planned within grade levels. In effect, this would mean that every primary grade throughout the school / district will teach the same curriculum. (also every 6th grade social studies class; every 10th grade health class; every 12th grade physics class and so on).

Assessment – Using various methods to obtain information about student learning that can be used to guide a variety of decisions and actions.

Authentic Assessment –A broad evaluation procedure that includes a student's performance or demonstration of complex cognitive behaviors. Assessment occurs in the context of normal classroom involvement and reflects the actual learning experience (i.e., portfolios, journals, observations, taped readings, videotaping, conferencing, etc.). The products or performances, which are assessed, are like products and performances that occur in the "real world".

Basal Textbook – A book that offers a basis for instruction for a course or grade level that is organized to provide appropriate progression of information on a subject being studied.

Baseline Data – Information collected to comprise a reference set for comparison of a second set of data collected at a later time; used to interpret changes over time usually after some condition has been changed for research purposes that sets the standard for any research that follows in the same project.

Beliefs – A core group or set of guiding principles that serves as a basis for decision-making.

Benchmark – A term used interchangeably with "exemplar." A benchmark is an example of student work that illustrates the qualities of a specific score on a rubric or scoring guide.

Best Practices – Current, national consensus recommendations that consistently offer the full benefit of the latest knowledge, technology, and procedures impacting teaching and learning.

Categorical funding - Sources of revenue that are tied to specific guidelines required by the funding source (i.e., Title programs such as Title I, Title II, Title IV; special education or exceptional children, food services, transportation).

Civic organization – Clubs, fraternal or other community groups that have a knowledge, awareness and experience to make a contribution to the larger community.

Classroom Writing/Working Folder – A collection of student writing in different stages of development from more than one content area.

Co-curricular Activities – Clubs, athletic teams, intramurals or other school-based organizations or activities that provide opportunities for students to participate in the school community.

Collaboration – Evidence of two or more concerned groups, (i.e. teachers, aides, itinerant and resource teachers, parents, community representatives etc.) working together to improve the school program.

Common Items – Items on the assessment taken by all students and on which individual student scores are based.

Comprehensive School Improvement Plan – A school improvement plan organized around priority needs that include financial resources, professional development, equity, and technology to improve the academic environment.

Computer Assisted Instruction – Instruction within a classroom used to enhance the acquisition of knowledge through the use of interactive computer programs that allow students to work at their own pace**.**

Cooperative Learning – A teaching strategy that groups students in structured learning groups requiring that they work together to solve problems by using skills and content. The teacher acts as a facilitator of learning.

Criteria – A standard on which a judgment or decision may be based.

Critical Attributes – Those descriptors that define necessary components of the primary program. They are: developmentally appropriate educational practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent involvement.

Critical Thinking – Application of thinking skills more complicated than simple recall. Critical thinking involves thinking skillfully about causal explanation, prediction, generalization, reasoning by analogy, conditional reasoning, and the reliability of sources of information and then and applying them in evaluative ways.

Curriculum - An organized plan of instruction that engages students in learning the standards that have been identified at the state and local level.

Curriculum Alignment – A curriculum in which what is taught, how it is taught, and how it is assessed is intentionally based on, but not limited to the *Kentucky Program of Studies*, and the *Kentucky Core Content for Assessment.* The sequence of learning in an aligned curriculum is articulated and constantly discussed, monitored and revised.

Curriculum Framework – *Transformations: Kentucky's Curriculum Framework, Volume I & II* provide direction in the development of local curriculum and should serve as a major basis for staff development and the development of instructional units and performance assessments.

Demonstrators – Expansions of the *Academic Expectations* that further define what students should be able to do as found in *Transformations.*

Developmental Appropriateness* - This concept of developmental appropriateness has two dimensions:

-- **Age appropriateness** – Human development research indicates that there are universal, predictable milestones of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social, cognitive, and aesthetic. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

-- **Individual appropriateness** – Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in your children is the result of interaction between the child's thought and experiences with materials, ideas, and people. When these experiences match the child's developing abilities, while also challenging the child's interest and understanding, learning will take place.

Differentiation – A philosophy that involves giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products**.**

Discretionary funding - Sources of revenue whose expenditure is not specified in the guidelines of the allocating source (i.e., Section 7 – or what is left over after Sections 3, 4, 5, and 6 are allocated; some school activity accounts)

Diverse/diversity – The inclusion of differences based on race, gender, disability, age, national origin, color, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, affirmation initiatives, such as recruitment, placement, and retention

Educational Equity Plan – A plan, which addresses equity within the school environment.

Educational Technology – A variety of equipment used to teach pupils, including computers, telecommunication, cable television, interactive video, film, lower-power television, satellite communications, and microwave communications. In the future, special rate funding will provide such equipment.

Empowerment – The process of providing stakeholders with the opportunities to make decisions through a consensus building process.

Equity – A condition that occurs when a community beliefs in an provides access, opportunity, and fairness to all learners as demonstrated by the absence of any form of discrimination.

External Criteria – The list of requirements for judging work (i.e. rubric, scoring guide).

Family Literacy Initiative – A national and state movement involving at-risk children and their families with sufficient intensity and duration to make sustained changes in their lives through the educational process.

Family Resource and Youth Services Centers – Centers established to provide programs and make referrals to service agencies to assist students and families in need.

Flexible Grouping – A strategy that allows students to work in differently mixed groups depending on the goal of the learning task at hand.

Focus groups – *Ad hoc* committees formed to meet a specific purpose or need. They are together long enough to formulate a solution or suggest a strategy.

Formally – Done or carried out in accordance with established or prescribed rules; done in an organized, methodical, precise manner.

Heterogeneous Grouping- The grouping of students in classrooms on the basis of mixed abilities.

Holistic Scoring – A scoring process used to evaluate a student's overall performance or product. One set of criteria is used to assess the quality or overall effectiveness of student work. The criteria are written to include all the *Expectations* or standards that are targeted.

Homogeneous Grouping – The grouping of students based on their similarities, (i.e., chronological age, reading ability, test scores, etc.)

Inclusion – It is both a philosophy and a practice where all students are considered and treated as members of the school community.

Indicator - Within each of the nine standards, specific sub-sections labeled "indicators" more closely describe various aspects and perspectives of the standard in observable terms.

Instructional Materials –Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

Instructional Practices – Methodology used by teachers to engage students in the learning process.

Integrated/Interdisciplinary Curriculum – A curriculum that purposely links disciplines to each other.

Integration of Technology – Incorporating the use of computers or other technical equipment into the curriculum.

KERA Goals – established in partial response to the Kentucky Education Reform Act of 1990

1. Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.
2. Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.
3. Students shall develop their abilities to become self-sufficient individuals.
4. Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.
5. Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.
6. Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter field with what they have previously learned and build on past learning experiences to acquire new information through various media.

Learning Environment – Any setting or location inside or outside the school used to enhance the instruction of students.

Local task group – Similar to a Focus Group in structure and function.

Manipulative – Concrete or hands-on instructional materials and games used in the classroom to introduce and reinforce skills.

Mentoring – Providing support for activities in a learning process by a person who usually has more experience or expertise.

Mission – A statement of purpose to define the goals and direction; a guide for decisions and a set of criteria by which to measure the school's progress toward it's defined purposes. It emphasizes the conditions that must be present in schools where all children succeed.

Modality – The sensory styles through which people receive information.

Model Site – A primary program in completion; one that includes all of the Critical Attributes as outlined by the Kentucky Department of Education.

Modeling – A teaching strategy in which the teacher demonstrates to student/s how to do a task, with the expectation that the student will copy the model. Modeling often involves talking about how to work through a task or "thinking aloud".

Multi-Age – Grouping students of various ages together.

Multicultural Education – (1) interdisciplinary, cross-curricular education that prepares students to live, learn, and work together to achieve common goals in a culturally diverse world. It does this by (a) enabling all students to be aware of and affirmed in their own cultural roots; (b) allowing all students to understand and accept cultural diversity; (c) fostering appreciation, respect, and understanding for persons of different cultural backgrounds; and (d) preparing students to live fruitful lives in an increasingly global society with decreasing borders.

Non-academic Data – formally referenced as non-cognitive indicators of a school's progress (retention rate, dropout rate, attendance and school to work transition) included in the calculation of the school's Academic Index.

On-demand Writing Prompts – Also known as "writing prompt," "prompt," "timed writing," or "directed writing." Interchangeable terms refer to timed, structured, writing assessments that require extended writing, including essays, letters, compositions, etc.

Open-Response Items – Questions that require students to combine content knowledge and application of process skills in order to communicate an answer.

Outcome – Successful demonstration of learning that occurs at the culminating point of a set of learning experiences.

Partnership – Involvement of community groups/members, parents and/or family members and students themselves in a variety of community , home and school-based partnership activities.

Peer Collaboration – Students working together in a group to solve a problem.

Peer and cross-age tutoring – Support in the learning environment provided by same or different aged students.

Performance Assessment – see Authentic Assessment

Portfolio – A purposeful or systematic collection of selected student work and student self- assessments developed over time, gathered to demonstrate and evaluate progress and achievement in learning.

Process – The steps a student takes in reaching the final performance or product.

Professional Development – An intentional, ongoing, systemic process. It is embedded in the process of developing and evaluating curricula and student assessment.

Profile – A set of data that indicates the extent to which something matches tested or standard characteristics; a short account of a student's academic performance over time with the capacity to serve as a foundation for future planning.

Reflective thinking – A process that provides a structured opportunity for students to consider what has taken place and the feelings that have been stimulated through an experience.

Reliability – The accuracy and repeatability of a measurement.

Reliable- The consistency of assessment results from an instrument over time or over a number of trials.

Rubric/Scoring Guide – A set of scoring guidelines to be used in evaluating a student's work.

School Based Decision-Making – A council is typically composed of two parents, three teachers, and an administrator. Councils adopt policies relating to instructional materials, personnel, curriculum, extracurricular programs, and other aspects of school management. Exceptions are: successful schools that request a wavier, districts that have only one school, district-wide operated schools, such as vocational and alternative, and special education schools.

School leadership – While primary leadership at the school level may be considered to be the principal, School Based Decision Making Councils should also be considered when determining levels of school leadership. Organizational structures within the school may also include but not be limited to department chairmen, team leaders, committee chairmen, coordinators of special programs, parent organizations, support centers, the instructional team and the administrative team.

Scrimmage – Practice tests that schools administer to improve student performance on the *Commonwealth Accountability Testing System.*

SEEK - "Support Education Excellence in Kentucky" is the name for the state formula used by the governor and legislature in funding Kentucky's schools. This school aid formula is generally based on per pupil allocations on ADA or Average Daily Attendance. It is through the SEEK formula that schools and districts receive funding for personnel salaries, instructional materials, and other items necessary to provide schooling at the local level.

Self-assessment – A student's evaluation of his/her own work.

Service learning – A teaching methodology that allows students to learn and apply academic, social and personal skills to improve the community, continue individual growth, and become better.

Skills – The ability to do something well; requiring training to do well (i.e., cognitive skills such as comparison, classification, analysis, synthesis, generalization;, metacognitive skills such as self-reflection, self-evaluation, self-correction).

Stakeholder – Any person or group of people associated with the school community that has an interest in the success of the school and its programs.

Standard(s) – Content: A description of what students need to know and be able to do.
Performance: A description of how well students need to perform on various skills and knowledge to be considered proficient.

Standards-based Curriculum Documents – The birth of KERA charged the Kentucky Department of Education with the challenge of developing guidelines to assist schools/districts in addressing the mandate to achieve reform. The following documents are the products that were created as a result of the mandate:

Program of Studies
Transformations
Core Content
Implementation Manual

These documents identify by standards, expectations, methods, processes and strategies that students are expected to learn. Mapping and aligning school/district curriculum identifies what and when students are expected to learn in each academic discipline, 12th grade through the Primary Program.

Strategies – Plans and methods used by both teachers and students to approach a task.

Student Learning Capacities – KRS 158.6451 Schools shall develop their student's ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, honesty, human worth, justice, knowledge, respect, responsibility, and self-discipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

Systems Perspective – Viewing the school as a whole or perceiving the combination of related structures/components of the school and community (i.e., Standards and Indicators for School Improvement, Standards 1-9) organized into a complex whole.

Technology – Includes, but is not limited to, computers, telecommunication, cable television, interactive video, film, television, satellite communication, and microwave communication that are in supplement instruction.

Thematic Approach to Curriculum – An approach based on organizers that motivate students to investigate interesting ideas from multiple perspectives. The central theme becomes the catalyst for developing the concepts, generalizations, skills, attitudes, etc. Themes should encourage integration or correlation of various content areas. The rationale is grounded in a philosophy that students learn most efficiently when subjects are perceived as worthy of their time and attention and when they are activity engaged in inquiry. These themes may be broad-based or narrow in scope; may be used for one class, designated classes, or the whole school; and may last for a few weeks up to several months.

Thematic Units – Units of study built around a particular theme or topic that are examined across some or all of the content areas.

Title I – Federal law and dollars for special help for disadvantaged children, from the federal law Improving America's Schools Act.

Tracking – Grouping students based on their abilities.

Validity- A measurement's ability to actually measure what it purports to measure.

Values – A core belief structure

Vision – A future oriented aspiration for the teaching and learning environment of the school.

Welcoming school environment – An atmosphere/climate created within the school where everyone associated with the educational system is treated in a warm and inviting manner.

Writing Assessment Portfolio – A selection of a student's work that represents his/her best efforts including evidence that the student has evaluated the quality of his/her own work and growth as a writer. The student, in conferences with teachers, chooses the entries for this portfolio from the writing folder, which should contain several drafts of the required pieces. Ideally, the writings will grow naturally out of instruction rather than being created solely for the portfolio.

ACRONYMS

ACT – American College Test

CATS – Commonwealth Accountability Testing System

CSIP – Comprehensive School Improvement Plan

CTBS – Comprehensive Test of Basic Skills

DwoK – Different Ways of Knowing

EILA – Effective Instructional Leadership Act

ESL Class – English as a Second Language Class

ESS – Extended School Services

FRYSC – Family Resource Youth Services Center

GED – General Equivalency Diploma

IEP – Individual Education Program for children with special needs

IGP – Individual Graduation Plan

ISLLC – Interstate School Leaders Licensure Consortium

ISS – In-school Suspension

KDE – Kentucky Department of Education

KELP – Kentucky Early Learning Profile

KERA – Kentucky Education Reform Act of 1990

KETS – Kentucky Educational Technology System

KPR – Kentucky Performance Report

KTLN – Kentucky Technology Learning Network

PD – Professional Development

PSAT – Preliminary Scholastic Achievement Test

PSD – Professional Staff Data

RFP – Request for Proposals

SAT – Scholastic Achievement Test

STI – Software Technology Incorporated

SBDM – School Based Decision Making

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STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT

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

STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT

Leverage Points – School Level

Standard 1 - Academic Performance - Curriculum Rigorous, intentional and aligned… 1.1a Aligned with academic expectation, core content, program of studies 1.1b Discussions among schools regarding curriculum standards 1.1c Discussions among schools to eliminate overlaps, close gaps 1.1d Vertical communication w/focus on key transition points 1.1e Links to continuing education, life and career options 1.1f Process to monitor, evaluate and review curriculum 1.1g Common academic core for all students	**Standard 4 - Learning Environment - School Culture** Effective Learning Community with Climate… 4.1a Leadership support for safe, orderly environment 4.1b Leadership beliefs and practices for high achievement 4.1c Teacher beliefs and practices for high achievement 4.1d Teachers and non-teaching staff involved in decision making 4.1e Teachers accept their role in student success/failure 4.1f Effective assignment and use of staff strengths 4.1g Teachers communicate student progress with parents 4.1h Teachers care about kids and inspire their best efforts 4.1i Multiple communication strategies used to disseminate info 4.1j Student achievement valued and publicly celebrated 4.1k Equity and diversity valued and supported	**Standard 7 - Efficiency - Leadership** **Instructional Decisions Focus On Support for Teaching/Learning, Organizational Direction, High Performance Expectations, Learning Culture, and Developing Leadership Capacity** 7.1a Leadership developed shared vision 7.1b Leadership decisions are collaborative, data driven, performance 7.1c Leadership personal PD plan focused on effective skills 7.1d Leadership disaggregates data 7.1e Leadership provides access to curriculum and data 7.1f Leadership maximizes time effectiveness 7.1g Leadership provides resources, monitors progress, removes barriers to learning 7.1h Leadership ensures safe and effective learning 7.1i Leadership ensures necessary SBDM policies 7.1j SBDM has intentional focus on student academic performance 7.1k Leader has skills in academic performance, learning environment, efficiency
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For Purposes of District Accountability

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