

# STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT

## Effective Practices Review – South Central High School

Academic Performance	Learning Environment	Organizational Effectiveness
<p><b>Standard 1: Curriculum</b></p> <p>1.1a The adopted curriculum is aligned with the Colorado Model Content Standards, grade level expectations, and assessment frameworks.</p> <p>1.1b School leadership initiates and facilitates articulation of curriculum standards across all levels and programs within the school.</p> <p>1.1c School leadership initiates and facilitates articulation of curriculum standards with other schools with an intentional focus on key curriculum transition points.</p> <p>1.1d The curriculum provides specific links to post-secondary education, life, and/ career options.</p> <p>1.1e The school provides access to a curriculum that emphasizes a challenging academic core for all students.</p> <p>1.1f Information literacy and technology are integrated into content curricula.</p>	<p><b>Standard 4: School Culture</b></p> <p>4.1a There is a safe, orderly, and equitable learning environment.</p> <p>4.1b School staff members create experiences that demonstrate the belief that all children can learn at high levels and they facilitate continuous improvement in student learning.</p> <p>4.1c Teachers and non-teaching staff are involved in formal and informal decision-making regarding teaching and learning.</p> <p>4.1d Teachers recognize and accept their professional role in student success and failure.</p> <p>4.1e Students recognize and accept their roles and responsibilities for their own learning.</p> <p>4.1f Teachers regularly communicate with families about each student's progress.</p> <p>4.1fg Teachers and staff care about students and inspire their best efforts.</p> <p>4.1h Student achievement is highly valued and publicly celebrated.</p> <p>4.1i Support for the physical, cultural, socio-economic, and intellectual needs of all students reflects the school's commitment to equity and appreciation of diversity.</p> <p>4.1j The school and classroom environments are culturally responsive.</p> <p>4.1k All school staff members actively support the school's equity efforts.</p>	<p><b>Standard 7: Leadership</b></p> <p>7.1a Leadership develops and sustains a shared vision and mission.</p> <p>7.1b School leadership incorporates information from disaggregated data into the school improvement plan.</p> <p>7.1c Leadership ensures that all instructional staff members have access to resources related to the Colorado Standards.</p> <p>7.1d Leadership protects instructional time.</p> <p>7.1e Leadership allocates and monitors the use of resources.</p> <p>7.1f Leadership ensures a safe and effective learning and work environment.</p> <p>7.1g The School Accountability Committee provides input into the school improvement plan.</p> <p>7.1h The principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.</p> <p>7.1i School leadership promotes and supports a diverse educational environment.</p>
<p><b>Standard 2 : Classroom Assessment &amp; Evaluation</b></p> <p>2.1a Classroom assessments are frequent, rigorous, and aligned with standards.</p> <p>2.1b Teachers collaborate in the design or selection of assessment tasks.</p> <p>2.1c Performance standards are clearly communicated, evident in classrooms, and observable in student work.</p> <p>2.1d Students can articulate academic expectations and know what is required to be proficient.</p> <p>2.1e Students have varied opportunities to demonstrate proficiency and receive meaningful feedback on their learning.</p> <p>2.1f Teachers use a body of evidence to obtain information on student learning, achievement gaps, and instruction.</p> <p>2.1g Teachers analyze student work as well as test results to assess student progress and achievement, identify achievement gaps, and make changes to instruction.</p>	<p><b>Standard 5: Student, Family and Community Support</b></p> <p>5.1a Families and the community are active partners in the educational process and work with the school staff to promote programs and services for all students.</p> <p>5.1b Support structures and programs help reduce barriers to learning for all students.</p> <p>5.1c The school maintains an accurate, accessible student record system.</p> <p>5.1d Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.</p>	<p><b>Standard 8: Organization and Allocation of Resources</b></p> <p><b>Organization of school resources</b></p> <p>8.1a The school maximizes the use of resources to support achievement.</p> <p>8.1b The master schedule provides access to the full curriculum to all students.</p> <p>8.1c Staff members are efficiently allocated and organized to support learning.</p> <p>8.1d Staff makes efficient use of instructional time to maximize learning.</p> <p>8.1e Procedures promote vertical and horizontal team planning.</p> <p>8.1f The schedule is designed to provide quality instructional time.</p> <p><b>Resource allocation and integration</b></p> <p>8.2a A clearly defined process provides equitable allocation of resources.</p> <p>8.2b Resources are allocated based on data and improvement priorities.</p> <p>8.2c State/Federal funds are allocated and integrated to address student needs.</p>
<p><b>Standard 3: Instruction</b></p> <p>3.1a Effective and varied instructional strategies are used in all classrooms.</p> <p>3.1b Instructional strategies / activities are meaningful and designed to help students master content standards and meet performance expectations.</p> <p>3.1c Instructional strategies are planned, delivered, and monitored to meet the changing needs of a diverse student population.</p> <p>3.1d Teachers and students incorporate the use of technology in teaching and learning.</p> <p>3.1e Instructional resources are sufficient to support the effective delivery of the curriculum.</p> <p>3.1f Homework is monitored and linked to learning targets.</p> <p>3.1g Instructional services are provided to students to address individual needs and to close learning gaps.</p>	<p><b>Standard 6: Professional Growth, Development &amp; Evaluation</b></p> <p><b>Professional development</b></p> <p>6.1a The school recruits and supports teachers who demonstrate the content knowledge and instructional skills necessary to challenge and motivate students to high levels of learning.</p> <p>6.1b Professional development opportunities are selected based on a range of criteria and data.</p> <p>6.1c Professional development opportunities impact classroom practices, staff efficiency, and school functioning.</p> <p>6.1d Professional development is implemented and evaluated for effectiveness.</p> <p>6.1e The school allocates fiscal resources for professional development.</p> <p><b>Professional growth and evaluation</b></p> <p>6.2a A clearly defined evaluation process is implemented in the school.</p> <p>6.2b The employee evaluation process is used to improve staff proficiency.</p> <p>6.2c Leadership uses the evaluation process to provide follow-up and support to improve professional and instructional practices.</p>	<p><b>Standard 9: Comprehensive and Effective Planning</b></p> <p>9.1a A collaborative process is used to develop the school's vision, mission, and goals and guide decision-making.</p> <p>9.1b The improvement planning process involves collecting, managing, and analyzing data.</p> <p>9.1c The school uses a variety of data to set goals for school improvement.</p> <p>9.1d School improvement plans reflect current research and established performance expectations for student learning.</p> <p>9.1e School goals for student learning are clearly defined.</p> <p>9.1f Methods to achieve goals are identified in clear, specific action steps.</p> <p>9.1g The means for evaluating the effectiveness of the plan are established.</p> <p>9.1h The school improvement plan is implemented as developed.</p> <p>9.1i The degree to which the school achieves its improvement goals is monitored and evaluated.</p> <p>9.1j The school sustains a commitment to continuous improvement.</p>