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District: Wood Dale SD 7

School: Wood Dale Jr High School (ES)

RCDTS: 19-022-0070-02-1004

Standard I Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning for all students.

Purpose setting questions:

1. How do we embody collaborative problem solving?
2. How do we effectively plan for continuous improvement?
3. What evidence do we have supporting a continuous improvement model that provides equitable opportunities for all to learn?
4. What are the monitoring, accountability and follow-up measures established to address the opportunity gaps and achievement gaps that exist?

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Overall Rating: Accomplished

If District Leadership Team has been established, Select "Yes" to continue Indicator A. If "No" you will be redirected to Indicator B.

Indicator A: Focused and Coherent Direction The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.

| Ineffective | Emerging | Accomplished | Exemplary |
|---|--|---|---|
| Element Number: 1 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests the district Leadership Team is established in the documentation but does not meet/has not yet met. | Evidence suggests district Leadership Team meets on an inconsistent basis. | Evidence suggests the district Leadership Team meets consistently. | Evidence suggests district Leadership Team regularly meets at scheduled times |
| Element Number: 2 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district Leadership Team does not use a process | Evidence suggests district Leadership Team inconsistently uses processes systematically to achieve goals | Evidence suggests district Leadership Team consistently uses systematic processes to achieve goals | Evidence suggests district Leadership Team almost always uses systematic processes to achieve goals |
| Element Number: 3 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district Leadership Team does not use data. | Evidence suggests district Leadership Team inconsistently uses data. | Evidence suggests district Leadership Team consistently uses data to identify strengths and areas of improvement. | Evidence suggests district Leadership Team almost always uses multiple data sets including student data to identify strengths and areas of improvement. |

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| Element Number: 4 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district leadership team includes few members with similar roles. | Evidence suggests district leadership team includes membership that is not representative. | Evidence suggests district leadership team includes many stakeholders. | Evidence suggests district leadership team includes multiple and representative stakeholders |
| Element Number: 5 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district Leadership Team meetings are not structured to support collaborative problem solving. | Evidence suggests district Leadership Team meetings are sometimes structured to support collaborative problem solving. | Evidence suggests district Leadership Team meetings are consistently structured to support collaborative problem solving. | Evidence suggests district Leadership Team meetings are almost always structured to support collaborative problem solving. |
| Element Number: 6 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district does not have vision and goals articulated. | Evidence suggests district written vision and goals articulated. | Evidence suggests district vision and goals align with work of District Leadership Team. | Evidence suggests district vision and goals guide and support work of District Leadership Team. |
| Element Number: 7 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district does not have documented board policies and procedures to guide continuous improvement process. | Evidence suggests district has some documented board policies and procedures to guide some continuous improvement process. | Evidence suggests district has documented board policies and procedures to guide most aspects of continuous improvement process. | Evidence suggests district has well-documented board policies and procedures to guide virtually all aspects of continuous improvement process. |
| Element Number: 8 Please make a selection that best describes your District / School. | | | |
| Evidence suggests no goals for continuous improvement are written. | Evidence suggests goals for continuous improvement are written with no targets based on minimal data. | Evidence suggests actionable goals with specified targets are written based on data. | Evidence suggests actionable goals with specified targets are written based on a thorough analysis of all data sources including student performance data. |

Standard I Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning for all students.

Purpose setting questions:

1. How do we embody collaborative problem solving?
2. How do we effectively plan for continuous improvement?
3. What evidence do we have supporting a continuous improvement model that provides equitable opportunities for all to learn?
4. What are the monitoring, accountability and follow-up measures established to address the opportunity gaps and achievement gaps that exist?

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Overall Rating: Accomplished

If School Leadership Team has been established, Select "Yes" to continue Indicator B. If "No" you will be redirected to Indicator C.

Indicator B: Processes and Structures

The school(s) leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.

| Ineffective | Emerging | Accomplished | Exemplary |
|---|---|--|---|
| <div>Element Number: 1</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests school leadership team is established in documentation but does not meet/has not yet met. | Evidence suggests school leadership team meets on an inconsistent basis. | Evidence suggests school leadership team meets consistently. | Evidence suggests school leadership team regularly meets at scheduled times. |
| <div>Element Number: 2</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests school leadership team does not utilize collaborative structures. | Evidence suggests school leadership team inconsistently utilizes collaborative structures. | Evidence suggests school leadership team consistently utilizes collaborative structures. | Evidence suggests school leadership team almost always utilizes collaborative structures. |
| <div>Element Number: 3</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests school leadership team includes few members with similar roles. | Evidence suggests school leadership team includes limited stakeholder membership. | Evidence suggests school leadership team includes many stakeholders. | Evidence suggests school leadership team includes multiple representative stakeholders. |
| <div>Element Number: 4</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests school Leadership Team does not use collaborative problem solving. | Evidence suggests school Leadership Team inconsistently uses collaborative problem solving. | Evidence suggests school Leadership Team often uses collaborative problem solving. | Evidence suggests school Leadership Team almost always uses collaborative problem solving. |
| <div>Element Number: 5</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests school leadership team does not use a continuous improvement process. | Evidence suggests school leadership team inconsistently uses a continuous improvement process. | Evidence suggests school leadership team consistently uses a continuous improvement process. | Evidence suggests school leadership team almost always uses a systematic continuous improvement process. |
| <div>Element Number: 6</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests there is no consistent focus of continuous improvement. | Evidence suggests focus of continuous improvement is inconsistently on an increase in student learning. | Evidence suggests focus of continuous improvement is consistently on an increase in student learning most of the time. | Evidence suggests focus of continuous improvement process is almost always on an increase in student learning. |

Standard I Continuous Improvement

In successful districts and schools, there is a collective commitment to collaboratively identify, plan, implement, monitor, evaluate, and communicate the changes necessary to continuously improve student learning for all students.

Purpose setting questions:

1. How do we embody collaborative problem solving?
2. How do we effectively plan for continuous improvement?
3. What evidence do we have supporting a continuous improvement model that provides equitable opportunities for all to learn?
4. What are the monitoring, accountability and follow-up measures established to address the opportunity gaps and achievement gaps that exist?

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Overall Rating: Accomplished

| Indicator C: Monitoring for Results The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning for all groups of students, and communicate the progress to all stakeholders. (Equity connects to Standard IV/ Indicator C) | | | |
|---|--|---|---|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district Leadership Teams and School Leadership Teams do not monitor improvement goal implementation. | Evidence suggests district Leadership Teams and School Leadership Teams inconsistently monitor improvement goal implementation. | Evidence suggests district Leadership Teams and School Leadership Teams consistently monitor improvement goal implementation. | Evidence suggests district Leadership Teams and School Leadership Teams almost always monitor improvement goal implementation. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district Leadership Teams and School Leadership Teams do not adjust practice based on monitoring data. | Evidence suggests district Leadership Teams and School Leadership Teams inconsistently adjust educational practice based on monitoring data. | Evidence suggests district Leadership Teams and School Leadership Teams consistently adjust educational practice based on monitoring data. | Evidence suggests district Leadership Teams and School Leadership Teams almost always adjust educational practice based on monitoring data. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district Leadership Teams and School Leadership Teams do not communicate with each other (two-way communication). | Evidence suggests district Leadership Teams and School Leadership Teams inconsistently communicate with each other (two-way communication). | Evidence suggests district Leadership Teams and School Leadership Teams consistently communicate with each other (two-way communication). | Evidence suggests district Leadership Teams and School Leadership Teams almost always communicate with each other (two-way communication). |
| Element Number: 4 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district Leadership Teams and School Leadership Teams do not communicate progress to stakeholders. | Evidence suggests district Leadership Teams and School Leadership Teams inconsistently communicate progress to stakeholders. | Evidence suggests district Leadership Teams and School Leadership Teams communicate progress to stakeholders. | Evidence suggests district Leadership Teams and School Leadership Teams regularly communicate progress to stakeholders. |

Standard II Culture and Climate

In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.

Purpose setting questions:

1. How do we establish and communicate the vision for our district and schools
2. What is the alignment between our district/school vision and our goals?
3. What evidence do we have supporting our vision for a safe learning environment?
4. How does our school culture provide support for effective and responsive instruction?
5. How does our district and school climate support all students and staff members?
6. What is the evidence that the district/school create learning environments that are inclusive and responsive to all students?

Uploaded Files

Overall Rating: Exemplary

| Is a district and school vision statement established? If vision statements have been established please continue Indicator A. If no vision statements have been established please move to Indicator B. | | | |
|---|--|---|--|
| Indicator A: Shared Vision and Goals The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district and school vision statements are not aligned. | Evidence suggests district and school vision statements are minimally aligned. | Evidence suggests district and school vision statements are closely aligned. | Evidence suggests district and school vision statements are fully aligned. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district and school goals are not aligned to vision statement. | Evidence suggests district and school goals are minimally aligned to the vision statement. | Evidence suggests district and school goals are closely aligned to the vision statement. | Evidence suggests district and school goals are fully aligned to the vision statement. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district and school vision do not address support for safe environment. | Evidence suggests district and school vision minimally address support for safe environment. | Evidence suggests district and school vision closely address support for safe learning environment. | Evidence suggests district and school vision fully address support for safe learning environment. |

Standard II Culture and Climate

In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.

Purpose setting questions:

1. How do we establish and communicate the vision for our district and schools
2. What is the alignment between our district/school vision and our goals?
3. What evidence do we have supporting our vision for a safe learning environment?
4. How does our school culture provide support for effective and responsive instruction?
5. How does our district and school climate support all students and staff members?
6. What is the evidence that the district/school create learning environments that are inclusive and responsive to all students?

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Overall Rating: Accomplished

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|---|---|---|--|
| Indicator B: High Expectations for All The school culture supports educators in practicing effective and responsive instruction to meet the needs of the whole child and promotes the celebration of district, school, and student improvement. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school culture does not support evidence-based instruction to meet the needs of the whole child. | Evidence suggests school culture inconsistently supports evidence-based instruction to meet the needs of the whole child. | Evidence suggests school culture consistently supports evidence-based instruction to meet the needs of the whole child. | Evidence suggests school culture almost always supports evidence-based instruction to meet the needs of whole child. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school culture does not support instruction to responsively meet multiple cultural, learning and linguistic needs. | Evidence suggests school culture inconsistently supports instruction to responsively meet multiple cultural, learning and linguistic needs. | Evidence suggests school culture consistently supports instruction to responsively meet multiple cultural, learning and linguistic needs. | Evidence suggests school culture almost always supports instruction to responsively meet multiple cultural, learning and linguistic needs. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school culture does not promote meaningful celebrations of district, school, and student improvement. | Evidence suggests school culture inconsistently promotes meaningful celebrations of district, school, and student improvement. | Evidence suggests school culture consistently promotes meaningful celebrations of district, school, and student improvement. | Evidence suggests school culture almost always promotes meaningful celebrations of district, school, and student improvement. |

Standard II Culture and Climate

In order to ensure desired results of improved teaching and learning, successful districts and schools must cultivate safe and stabilized learning environments.

Purpose setting questions:

1. How do we establish and communicate the vision for our district and schools
2. What is the alignment between our district/school vision and our goals?
3. What evidence do we have supporting our vision for a safe learning environment?
4. How does our school culture provide support for effective and responsive instruction?
5. How does our district and school climate support all students and staff members?
6. What is the evidence that the district/school create learning environments that are inclusive and responsive to all students?

Uploaded Files

Overall Rating: Accomplished

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| Indicator C: Safe and Engaging Environments The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district and school climate does not support the physical, cultural, and socio-economic needs of all students and staff. | Evidence suggests district and school climate inconsistently supports the physical, cultural, and socio-economic needs of all students and staff. | Evidence suggests district and school climate consistently supports the physical, cultural, and socio-economic needs of all students and staff. | Evidence suggests district and school climate almost always supports the physical, cultural, and socio-economic needs of all students and staff. |
| Element Number: 2 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district and school climate do not contribute to an engaging learning community. | Evidence suggests district and school climate inconsistently contribute to an engaging learning community. | Evidence suggests district and school climate consistently contribute to an engaging learning community. | Evidence suggests district and school climate almost always contribute to an engaging learning community. |
| Element Number: 3 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district and school climate do not contribute to an inclusive learning community. | Evidence suggests district and school climate inconsistently contribute to an inclusive learning community. | Evidence suggests district and school climate consistently contribute to an inclusive learning community. | Evidence suggests district and school climate almost always contribute to an inclusive learning community. |

Standard III Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

Purpose setting questions:

1. How do members of school staff perceive our learning environment?
2. What evidence do we have to support a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?
6. If in a district represented by multiple races and ethnicity, what is the makeup of students in various clubs, committees, etc., and is it proportionate and representative of the student body, regardless of learner characteristics?
7. In what ways does the staff reflect and/or support the ethnic, linguistic, cultural and economic diversity represented by the students and community?

Uploaded Files

Overall Rating: Accomplished

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| Indicator A: Administrative Leadership The administration actively models and fosters a positive learning environment in which staff members feel valued and are challenged to be engaged and grow professionally. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 | | | |
| Please make a selection that best describes your District / School. | | | |

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|---|--|---|--|
| Evidence suggests staff members perceive that administrators provide a school learning environment that is not positive and not supportive. | Evidence suggests staff members perceive that administrators provide a school learning environment that is somewhat positive and sometimes supportive. | Evidence suggests staff members perceive that administrators provide a school learning environment that is mostly positive and supportive. | Evidence suggests staff members perceive that administrators provide a school learning environment that is highly positive and very supportive. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests administrators do not support staff members. | Evidence suggests administrators inconsistently support staff members. | Evidence suggests administrators consistently support virtually all staff members. | Evidence suggests administrators almost always and actively support virtually all staff members. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests administrators do not support professional learning opportunities for staff members. | Evidence suggests administrators inconsistently support professional learning opportunities for staff members. | Evidence suggests administrators consistently support some types of professional learning opportunities for most staff members. | Evidence suggests administrators almost always support many types of professional learning opportunities for virtually all staff members. |
| Element Number: 4 Please make a selection that best describes your District / School. | | | |
| Evidence suggests administrators do not provide positive acknowledgement of staff members. | Evidence suggests administrators inconsistently provide positive acknowledgement of staff members. | Evidence suggests administrators consistently provide positive acknowledgment of most staff members. | Evidence suggests administrators almost always provide positive acknowledgment of virtually all staff members. |
| Element Number: 5 Please make a selection that best describes your District / School. | | | |
| Evidence suggests administrators do not demonstrate respect for staff members. | Evidence suggests administrators inconsistently demonstrate respect for staff members. | Evidence suggests administrators consistently demonstrate respect for staff members. | Evidence suggests administrators almost always demonstrate respect for all staff members. |

Standard III Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

Purpose setting questions:

1. How do members of school staff perceive our learning environment?
2. What evidence do we have to support a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?
6. If in a district represented by multiple races and ethnicity, what is the makeup of students in various clubs, committees, etc., and is it proportionate and representative of the student body, regardless of learner characteristics?
7. In what ways does the staff reflect and/or support the ethnic, linguistic, cultural and economic diversity represented by the students and community?

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Overall Rating: Accomplished

| Indicator B: District and School Level Teams The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning. | | | |
|--|---|--|---|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district- and school-level teams do not collect and analyze student learning data. | Evidence suggests district- and school-level teams infrequently collect and analyze student learning data. | Evidence suggests district- and school-level teams periodically collect and analyze student learning data. | Evidence suggests district- and school-level teams continuously collect and analyze student learning data. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district- and school-level teams do not apply/use data to support student learning. | Evidence suggests district- and school-level infrequently apply/use data to support student learning. | Evidence suggests district- and school-level teams periodically apply/use data to support student learning. | Evidence suggests district- and school-level teams systematically and continuously apply/use data to support student learning. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district- and school-level teams do not use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources. | Evidence suggests district- and school-level teams infrequently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources. | Evidence suggests district- and school-level teams most of the time use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources. | Evidence suggests district- and school-level teams consistently use all available data, including comparison and trend data, to analyze student learning, instruction, program evaluation, organizational conditions, and fiscal resources. |

Standard III Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

Purpose setting questions:

1. How do members of school staff perceive our learning environment?
2. What evidence do we have to support a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?
6. If in a district represented by multiple races and ethnicity, what is the makeup of students in various clubs, committees, etc., and is it proportionate and representative of the student body, regardless of learner characteristics?
7. In what ways does the staff reflect and/or support the ethnic, linguistic, cultural and economic diversity represented by the students and community?

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Overall Rating: Accomplished

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| Indicator C: Teacher Leadership The teachers actively model and foster a positive school environment in which educators and all students feel valued and are challenged to be engaged and grow. |
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| Ineffective | Emerging | Accomplished | Exemplary |
|--|--|---|---|
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests many teachers do not promote positive classroom and school environments. | Evidence suggests some teachers promote partially positive classroom and school environments. | Evidence suggests most teachers promote positive classroom and school environments. | Evidence suggests virtually all teachers promote highly positive classroom and school environments. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests many teachers do not demonstrate respect for students. | Evidence suggests some teachers inconsistently demonstrate respect for some students. | Evidence suggests most teachers consistently demonstrate respect for most students. | Evidence suggests all teachers almost always demonstrate respect for all students. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests many teachers do not challenge the student to achieve high expectations. | Evidence suggests some teachers inconsistently challenge some students to achieve high expectations. | Evidence suggests most teachers consistently challenge most students to achieve high expectations. | Evidence suggests virtually all teachers almost always challenge all students to achieve high expectations. |

Standard III Shared Leadership

In successful districts and schools, leaders create and sustain organizational direction, expectations, and a system that promotes excellence, efficiency, and leadership from within.

Purpose setting questions:

1. How do members of school staff perceive our learning environment?
2. What evidence do we have to support a positive and supportive learning environment?
3. How is student learning data used in the district and in schools?
4. How do students perceive their classroom learning environment?
5. At what level and in what ways are students involved in leadership opportunities?
6. If in a district represented by multiple races and ethnicity, what is the makeup of students in various clubs, committees, etc., and is it proportionate and representative of the student body, regardless of learner characteristics?
7. In what ways does the staff reflect and/or support the ethnic, linguistic, cultural and economic diversity represented by the students and community?

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Overall Rating: Emerging

| Indicator D: Student Leadership The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community. | | | |
|---|--|---|--|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests students do not participate in age-appropriate leadership opportunities. | Evidence suggests some students infrequently participate in age-appropriate leadership opportunities. | Evidence suggests most students periodically participate in age-appropriate leadership opportunities. | Evidence suggests virtually all students frequently participate in age-appropriate leadership opportunities. |

Standard IV Governance, Management, and Operations

In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.

Purpose setting questions:

1. What is board policy and procedure relating to personnel recruitment, development, and evaluation and retention?
2. What is board policy and procedures relating to equitable resource allocation?
3. How do the board and superintendent monitor continuous improvement?
4. What district/school policies, practices and procedures are in place to ensure the school’s commitment to equity and diversity?

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Overall Rating: Accomplished

| Indicator B: Personnel The district has school board policies and administrative procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified personnel. | | | |
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| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school board policies and administrative procedures related to personnel are not documented. | Evidence suggests school board policies and administrative procedures related to personnel are minimally documented or are documented but not implemented. | Evidence suggests school board policies and administrative procedures related to personnel are documented and implemented. | Evidence suggests school board policies and administrative procedures related to personnel are well-documented and implemented with consistent and strategic approach. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school board policies and administrative procedures relating to personnel are not documented nor implemented. | Evidence suggests school board policies and administrative procedures relating to personnel include minimal documentation for recruiting processes, with no partnering with outside organizations are inconsistently implemented. | Evidence suggests school board policies and administrative procedures relating to personnel include documented provisions for recruiting processes, with some partnering with outside organizations are consistently implemented. | Evidence suggests school board policies and administrative procedures relating to personnel include well-documented provisions for recruiting processes, including partnering with outside organizations and recruiting to enhance district/school capacity are almost always consistently implemented. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school board policies and administrative procedures do not include documented provisions to ensure personnel are qualified. | Evidence suggests school board policies and administrative procedures include minimal provisions to ensure personnel are qualified, minimally meeting licensure requirements. | Evidence suggests school board policies and administrative procedures include documented provisions to ensure personnel are qualified, meeting licensure requirements. | Evidence suggests school board policies and administrative procedures include well-documented provisions to ensure personnel are highly qualified, meeting or exceeding licensure requirements. |

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| Element Number: 4 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school board policies and administrative procedures do not include documented provisions for evaluation of personnel. | Evidence suggests school board policies and administrative procedures include minimally documented provisions for evaluation of some personnel. | Evidence suggests school board policies and administrative procedures include documented provisions for evaluation of most personnel. | Evidence suggests school board policies and administrative procedures include well-documented provisions for evaluation of virtually all personnel. |
| Element Number: 5 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school board policies and administrative procedures do not include provisions for mentoring and induction of new staff. | Evidence suggests school board policies and administrative procedures include minimally documented provisions for mentoring and induction of new staff. | Evidence suggests school board policies and administrative procedures include documented provisions for mentoring and induction of new staff. | Evidence suggests school board policies and administrative procedures include well-documented provisions for systematic mentoring and induction of new staff. |
| Element Number: 6 Please make a selection that best describes your District / School. | | | |
| Evidence suggests school board policies and administrative procedures are not accessible to stakeholders. | Evidence suggests school board policies and administrative procedures are easily accessible to some stakeholders. | Evidence suggests school board policies and administrative procedures are easily accessible to most stakeholders. | Evidence suggests school board policies and administrative procedures are easily accessible to virtually all stakeholders. |

Standard IV Governance, Management, and Operations

In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.

Purpose setting questions:

1. What is board policy and procedure relating to personnel recruitment, development, and evaluation and retention?
2. What is board policy and procedures relating to equitable resource allocation?
3. How do the board and superintendent monitor continuous improvement?
4. What district/school policies, practices and procedures are in place to ensure the school’s commitment to equity and diversity?

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Overall Rating: Accomplished

| Indicator C: Equitable Resource Distribution The school board and superintendent work collaboratively to identify and allocate/reallocate fiscal resources needed for effective implementation of a comprehensive system of continuous improvement; including qualified staff equitably and appropriately assigned; appropriate facilities and other environmental learning spaces; quality instructional technology and infrastructure; appropriate instructional materials and equipment, and all other instructional supports for learning that are also distributed in the manner required to allow all learners to achieve high academic expectations. | | | |
|--|----------|--------------|-----------|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |

| | | | |
|--|--|--|--|
| Evidence suggests neither the school board nor the superintendent develops policies and procedures to allocate resources. | Evidence suggests the school board or superintendent independently develop policies and procedures to allocate resources in minimal alignment with district goals. | Evidence suggests the school board and superintendent develop policies and procedures to allocate resources in alignment with district goals. | Evidence suggests the school board and superintendent collaboratively develop policies and procedures to allocate resources in close alignment with district goals. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests policies and procedures related to resource allocation are not transparent and are not communicated to stakeholders. | Evidence suggests policies and procedures related to resource allocation are minimally transparent (available to stakeholders) and are minimally communicated to stakeholders. | Evidence suggests policies and procedures related to resource allocation are somewhat transparent (available to stakeholders) and are communicated to stakeholders. | Evidence suggests policies and procedures related to resource allocation are fully transparent (available to stakeholders) and regularly communicated to stakeholders. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests the school board and superintendent do not use data to determine resource allocation. | Evidence suggests the school board and superintendent use minimal data sources to determine resource allocation that may not support continuous improvement. | Evidence suggests the school board and superintendent use some data sources to determine resource allocation in support of continuous improvement. | Evidence suggests the school board and superintendent use multiple data sources to determine resource allocation in support of continuous improvement. |

Standard IV Governance, Management, and Operations

In successful districts and schools, efficient and effective governance policies and administrative procedures assure that personnel, fiscal resources, and data/technology systems promote and support student performance and school effectiveness.

Purpose setting questions:

1. What is board policy and procedure relating to personnel recruitment, development, and evaluation and retention?
2. What is board policy and procedures relating to equitable resource allocation?
3. How do the board and superintendent monitor continuous improvement?
4. What district/school policies, practices and procedures are in place to ensure the school’s commitment to equity and diversity?

Uploaded Files

Overall Rating: Accomplished

| Indicator D: Data Collection and Technology Tools The school board and superintendent work collaboratively to monitor and evaluate the implementation of the continuous improvement process through an ongoing data collection system supported by an effective technology infrastructure; that effectively measures academic achievement, physical, social emotional, behavioral and other student outcomes for all its diverse learners. | | | |
|---|---|--|---|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests the school board and superintendent do not work together and do not communicate to monitor the implementation of a systematic continuous improvement process. | Evidence suggests the school board and superintendent work independently and communicate inconsistently to monitor the implementation of a systematic continuous improvement process. | Evidence suggests the school board and superintendent consistently work together and periodically communicate to monitor the implementation of a systematic continuous improvement process. | Evidence suggests the school board and superintendent frequently work together and communicate frequently to monitor the implementation of a systematic continuous improvement process. |

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| <div>Element Number: 2</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests the school board and superintendent do not use data sources to monitor continuous improvement processes. | Evidence suggests the school board and superintendent use minimal data sources on an infrequent basis to monitor continuous improvement processes. | Evidence suggests the school board and superintendent use some data sources on a sporadic basis to monitor continuous improvement processes. | Evidence suggests the school board and superintendent use multiple data sources in an ongoing basis to monitor continuous improvement processes. |
| <div>Element Number: 3</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests the school board and superintendent do not monitor continuous improvement. | Evidence suggests the school board and superintendent inconsistently monitor continuous improvement. | Evidence suggests the school board and superintendent often analyze data to monitor continuous improvement. | Evidence suggests the school board and superintendent often analyze data in multiple ways (e.g., trend data, comparison data) to systematically monitor continuous improvement. |
| <div>Element Number: 4</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests the district has no technology infrastructure. | Evidence suggests the district has a technology infrastructure including minimal personnel support. | Evidence suggests the district has a somewhat effective and somewhat efficient technology infrastructure including some personnel support. | Evidence suggests the district has an effective and efficient technology infrastructure including personnel support. |

Standard V Educator and Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.

Purpose setting questions:

1. How do we structure professional learning opportunities for all staff members so that the needs of all diverse learners are met?
2. How do we determine what professional learning opportunities will be provided to staff members?
3. How do we evaluate our professional learning opportunities?
4. In what ways do we collaborate?
5. What is the focus of staff collaboration?
6. How do we evaluate our educational practice?

Uploaded Files

Overall Rating: Emerging

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| <div>Indicator A: Professional Development All educators engage in continuous learning opportunities for professional growth designed to improve school and classroom practice as defined by the academic, physical, social, emotional, diverse, linguistic and behavioral programming needs.</div> | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| <div>Element Number: 1</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests educators do not participate in professional learning opportunities. | Evidence suggests few educators participate in professional learning opportunities. | Evidence suggests most educators participate in some job-embedded professional learning opportunities. | Evidence suggests virtually all educators participate in job-embedded professional learning opportunities. |

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| <div>Element Number: 2</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests professional growth opportunities do not provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests professional growth opportunities inconsistently provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests professional growth opportunities consistently provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests professional growth opportunities almost always provide targeted knowledge and skills to address areas of improvement in classroom practice identified through data relating to the academic, physical, social, emotional, and behavioral programming needs. |
| <div>Element Number: 3</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests professional learning opportunities are not coordinated to improve academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests some professional learning opportunities are coordinated to improve academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests most professional learning opportunities are moderately coordinated to improve academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests virtually all professional learning opportunities are highly coordinated to improve academic, physical, social, emotional, and behavioural programming needs. |
| <div>Element Number: 4</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests professional learning opportunities are not monitored for effectiveness of outcomes. | Evidence suggests some professional learning opportunities are monitored for effectiveness of outcomes. | Evidence suggests most professional learning opportunities are consistently monitored for effectiveness of outcomes. | Evidence suggests virtually all professional learning opportunities are systematically monitored for effectiveness of outcomes. |
| <div>Element Number: 5</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests opportunities for professional learning are not individualized based on educator needs. | Evidence suggests some opportunities for professional learning are individualized based on educator needs. | Evidence suggests most opportunities for professional learning are individualized based on educator needs. | Evidence suggests virtually all opportunities for professional learning are individualized based on educator needs. |

Standard V Educator and Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.

Purpose setting questions:

1. How do we structure professional learning opportunities for all staff members so that the needs of all diverse learners are met?
2. How do we determine what professional learning opportunities will be provided to staff members?
3. How do we evaluate our professional learning opportunities?
4. In what ways do we collaborate?
5. What is the focus of staff collaboration?
6. How do we evaluate our educational practice?

Uploaded Files

Overall Rating: Accomplished

| Indicator B: Professional Collaboration All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district. | | | |
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| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests educators do not engage in collaborative inquiry and reflective practice. | Evidence suggests some educators infrequently engage in collaborative inquiry and reflective practice including problem analysis, solution generation, and outcome evaluation. | Evidence suggests most educators occasionally engage in collaborative inquiry and reflective practice including problem analysis, solution generation, and outcome evaluation. | Evidence suggests virtually all educators consistently foster a culture of collaboration, inquiry, and reflective practice including problem analysis, solution generation, and outcome evaluation. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests time is not devoted to educator collaboration. | Evidence suggests time is periodically devoted to educator collaboration. | Evidence suggests structured time is frequently devoted to effective educator collaboration. | Evidence suggests structured time is continuously devoted to effective educator collaboration. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests collaborative inquiry does not lead to implementation of effective strategies. | Evidence suggests collaborative inquiry infrequently leads to the implementation of effective strategies leading to improved student outcomes. | Evidence suggests collaborative inquiry frequently leads to the implementation of effective strategies leading to improved student outcomes. | Evidence suggests collaborative inquiry consistently leads to the implementation of effective strategies leading to improved student outcomes. |

Standard V Educator and Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.

Purpose setting questions:

1. How do we structure professional learning opportunities for all staff members so that the needs of all diverse learners are met?
2. How do we determine what professional learning opportunities will be provided to staff members?
3. How do we evaluate our professional learning opportunities?
4. In what ways do we collaborate?
5. What is the focus of staff collaboration?
6. How do we evaluate our educational practice?

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Overall Rating: Accomplished

| Indicator C: Support Personnel Professional Development Support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance. | | | |
|--|----------|--------------|-----------|
| Ineffective | Emerging | Accomplished | Exemplary |

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| <div>Element Number: 1</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests educators do not participate in professional learning opportunities. | Evidence suggests few educators participate in professional learning opportunities. | Evidence suggests most educators participate in some job-embedded professional learning opportunities. | Evidence suggests virtually all educators participate in job-embedded professional learning opportunities. |
| <div>Element Number: 2</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests professional learning opportunities do not provide targeted knowledge and skills to improve professional practice. | Evidence suggests some professional learning opportunities inconsistently provide targeted knowledge to improve professional practice. | Evidence suggests most professional learning opportunities consistently provide targeted knowledge and skills to improve professional practice. | Evidence suggests virtually all professional learning opportunities almost always provide targeted knowledge and skills to significantly improve professional practice. |
| <div>Element Number: 3</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests professional learning opportunities are not coordinated to improve academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests some professional learning opportunities are coordinated to improve academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests most professional learning opportunities are moderately coordinated to improve academic, physical, social, emotional, and behavioural programming needs. | Evidence suggests virtually all professional learning opportunities are highly coordinated to improve academic, physical, social, emotional, and behavioural programming needs. |

Standard V Educator and Employee Quality

In successful districts and schools, all personnel participate in processes of self-reflection, collaboration, and evaluation that lead to professional growth and development in order to create and maintain a high-quality learning community.

Purpose setting questions:

1. How do we structure professional learning opportunities for all staff members so that the needs of all diverse learners are met?
2. How do we determine what professional learning opportunities will be provided to staff members?
3. How do we evaluate our professional learning opportunities?
4. In what ways do we collaborate?
5. What is the focus of staff collaboration?
6. How do we evaluate our educational practice?

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Overall Rating: Exemplary

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| Indicator D: Evaluation, Feedback, and Support All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| <div>Element Number: 1</div> <div>Please make a selection that best describes your District / School.</div> | | | |

| | | | |
|---|---|---|---|
| Evidence suggests an evaluation process is not implemented. | Evidence suggests an evaluation process is implemented with some personnel. | Evidence suggests a comprehensive evaluation process is consistently implemented with most personnel. | Evidence suggests a comprehensive evaluation process is consistently implemented with all personnel. |
| <div>Element Number: 2</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests personnel evaluation systems are not reviewed to monitor the effectiveness of the system. | Evidence suggests personnel evaluation systems are periodically reviewed to monitor the effectiveness of the system. | Evidence suggests personnel evaluation systems are frequently reviewed and analyzed to monitor the effectiveness of the system. | Evidence suggests personnel evaluation systems are continuously reviewed and analyzed to monitor the effectiveness of the system. |
| <div>Element Number: 3</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests licensed personnel do not individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes. | Evidence suggests some licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes. | Evidence suggests most licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes. | Evidence suggests virtually all licensed personnel individually collaborate with administrators [school leaders] in an evaluation process to improve professional practice and ensure improved student outcomes. |
| <div>Element Number: 4</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests licensed personnel do not individually collaborate with administrators [school leaders] in the development of professional goals based on evaluation results. | Evidence suggests some licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results. | Evidence suggests most licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results. | Evidence suggests virtually all licensed personnel individually collaborate with administrators [school leaders] in development of professional goals based on evaluation results. |
| <div>Element Number: 5</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests licensed personnel do not receive feedback for reflection on professional practice and to inform professional goals. | Evidence suggests some licensed personnel receive targeted feedback for reflection on professional practice and to inform professional goals. | Evidence suggests most licensed personnel receive periodic and targeted feedback for reflection on professional practice and to inform professional goals. | Evidence suggests virtually all licensed personnel receive frequent and targeted feedback for reflection on professional practice and to inform professional goals. |
| <div>Element Number: 6</div> <div>Please make a selection that best describes your District / School.</div> | | | |

12/12/2018

https://sec.isbe.net/IBAM/Home/Preview

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| Evidence suggests licensed personnel evaluations are not based on data sources aligned to student outcomes. | Evidence suggests some licensed personnel evaluations are based on data sources aligned to student outcomes. | Evidence suggests most licensed personnel evaluations are based on multiple data sources aligned to student outcomes. | Evidence suggests virtually all licensed personnel evaluations are based on multiple relevant data sources aligned to student outcomes. |
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Standard VI Family and Community Engagement

In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, linguistic, if applicable, and academic growth.

Purpose setting questions:

1. How does the district/school communicate with primary caregivers? (If multiple languages are present, do we communicate in those languages?)
2. How are primary caregivers involved with the educational process?
3. How does the district/school communicate with community stakeholders? (If multiple languages are present, do we communicate in those languages?)
4. How are community stakeholders involved with the educational process?
5. How does the district/school collaborate with primary caregivers and community stakeholders?

Uploaded Files

Overall Rating: Accomplished

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| Indicator A: School-to-home Connections District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district and school structures have not been implemented to support ongoing communication with primary caregivers as allowed by law. | Evidence suggests district and school structures have sometimes been implemented to support ongoing communication with some primary caregivers as allowed by law. | Evidence suggests district and school structures have been frequently implemented to support ongoing communication with most primary caregivers as allowed by law. | Evidence suggests district and school structures have been consistently implemented to support ongoing communication with virtually all primary caregivers as allowed by law. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/school personnel and primary caregivers do not utilize a variety of communication strategies that take into account the diversity of the district/school population. | Evidence suggests district/school personnel and primary caregivers sometimes utilize a variety of communication strategies that take into account the diversity of the district/school population. | Evidence suggests district/school personnel and primary caregivers frequently utilize a variety of communication strategies that take into account the diversity of the district/school population. | Evidence suggests district/school personnel and primary caregivers almost always utilize a variety of communication strategies that take into account the diversity of the district/ school population. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |

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| Evidence suggests district/ school personnel do not utilize two-way communication with primary caregivers to provide mutual support and guidance as allowed by law. | Evidence suggests district/ school personnel sometimes utilize two-way communication with primary caregivers to provide mutual support and guidance as allowed by law. | Evidence suggests district/ school personnel frequently utilize two-way communication with primary caregivers to provide mutual support and guidance as allowed by law. | Evidence suggests district/ school personnel almost always utilize two-way communication with primary caregivers to provide mutual support and guidance as allowed by law. |
| Element Number: 4 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/ school personnel do not provide meaningful information for primary caregivers on aspects of student learning. | Evidence suggests district/ school personnel sometimes provide meaningful information for primary caregivers on some aspects of student learning. | Evidence suggests district/ school personnel frequently provide meaningful information for primary caregivers on most aspects of student learning. | Evidence suggests district/ school personnel almost always provide meaningful information for primary caregivers on virtually all aspects of student learning. |
| Element Number: 5 Please make a selection that best describes your District / School. | | | |
| Evidence suggests primary caregivers do not have access to communication strategies to gain knowledge of their student’s learning as allowed by law. | Evidence suggests primary caregivers sometimes have access to a few communication strategies to gain knowledge of some aspects of their student’s learning as allowed by law. | Evidence suggests primary caregivers frequently have access to multiple communication strategies to gain knowledge of most aspects of their student’s learning as allowed by law. | Evidence suggests primary caregivers almost always have access to multiple communication strategies to gain knowledge of virtually all aspects of their student’s learning as allowed by law. |

Standard VI Family and Community Engagement

In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, linguistic, if applicable, and academic growth.

Purpose setting questions:

1. How does the district/school communicate with primary caregivers? (If multiple languages are present, do we communicate in those languages?)
2. How are primary caregivers involved with the educational process?
3. How does the district/school communicate with community stakeholders? (If multiple languages are present, do we communicate in those languages?)
4. How are community stakeholders involved with the educational process?
5. How does the district/school collaborate with primary caregivers and community stakeholders?

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Overall Rating: Emerging

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| Indicator B: Student Personal Development The district and school leverage existing resources to provide a coordinated system of support for the whole child. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/school personnel do not prioritize resources to include a coordinated system of support for the whole child. | Evidence suggests district/school personnel sometimes prioritize resources to include a minimally coordinated system of support for the whole child. | Evidence suggests district/school personnel frequently prioritize resources to include a coordinated system of support for the whole child. | Evidence suggests district/school personnel almost always prioritize resources to include a well-coordinated system of support for the whole child. |

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| Element Number: 2 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/ school personnel do not provide methods for caregivers to develop knowledge and skills linked to learning and healthy development outcomes for students. | Evidence suggests district/ school personnel sometimes provide methods for caregivers to develop knowledge and skills linked to learning and healthy developmental outcomes for students which may include activities, print materials, online resources and direct communication with staff members. | Evidence suggests district/ school personnel frequently provide multiple and diverse methods for caregivers to develop knowledge and skills linked to learning and healthy developmental outcomes for students including activities, print materials, online resources and direct communication with staff members. | Evidence suggests district personnel and educators almost always provide multiple and diverse methods for caregivers to develop knowledge and skills linked to learning and healthy developmental outcomes for students including activities, print materials, online resources and direct communication with staff members. |

Standard VI Family and Community Engagement

In successful districts and schools, stakeholders have significant opportunities to develop, implement and plan parent involvement practices to have ongoing communication regarding student physical, social, emotional, behavioral, linguistic, if applicable, and academic growth.

Purpose setting questions:

1. How does the district/school communicate with primary caregivers? (If multiple languages are present, do we communicate in those languages?)
2. How are primary caregivers involved with the educational process?
3. How does the district/school communicate with community stakeholders? (If multiple languages are present, do we communicate in those languages?)
4. How are community stakeholders involved with the educational process?
5. How does the district/school collaborate with primary caregivers and community stakeholders?

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Overall Rating: Emerging

| Indicator C: Student Advocates Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child. | | | |
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| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/school personnel do not communicate with primary caregivers and some relevant community agencies/partners. | Evidence suggests district/school personnel sometimes communicate with primary caregivers and some relevant community agencies/partners. | Evidence suggests district/school personnel frequently communicate with primary caregivers and most relevant community agencies/partners. | Evidence suggests district/school personnel almost always communicate with primary caregivers and virtually all relevant community agencies/partners. |
| Element Number: 2 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/school personnel do not solicit input from caregivers and/or relevant community agencies in providing supports for the whole child. | Evidence suggests district/school personnel sometimes solicit input from caregivers and some relevant community agencies in providing supports for the whole child. | Evidence suggests district/school personnel frequently solicit input from caregivers and most relevant community agencies in providing supports for the whole child. | Evidence suggests district/school personnel almost always solicit input from caregivers and virtually all relevant community agencies in providing supports for the whole child. |

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| Element Number: 3 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/school personnel do not partner with relevant community agencies to provide supports to meet the needs of the whole child. | Evidence suggests district/school personnel sometimes partner with some relevant community agencies to provide supports to meet the needs of the whole child. | Evidence suggests district/school personnel frequently partner with most relevant community agencies to provide supports to meet the needs of the whole child | Evidence suggests district/school personnel almost always partner with virtually all relevant community agencies to provide supports to meet the needs of the whole child. |

Standard VII Student and Learning Development

In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.

Purpose setting questions:

1. How do districts/schools plan for instruction? (Do silos and/or cultural practices exist that unintentionally separate students and do not allow for access to the core curriculum?
2. What evidence do districts/schools have for alignment of instruction (vertical, horizontal and with standards/frameworks)? Is there alignment between programs (Special education, English learners, etc.?
3. What supports does a district/school provide for instructional planning?
4. How does the district/school evaluate the effectiveness of our instructional environment?
5. How does the district/school’s evaluation system support effective instruction?
6. How does the district/school meet the needs of all students (ethnicity, linguistic ability, etc.)?

Uploaded Files

Overall Rating: Accomplished

| Indicator A: Instructional Planning and Preparation Instructional staff and district/school leadership ensure that instructional planning is based on the district’s curriculum as aligned with established learning standards and as supported by appropriate resources, funding sources, program collaboration and professional development. | | | |
|---|--|--|--|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff do not document instructional planning [such as the use of curriculum maps] and planning is not based on district curriculum. | Evidence suggests instructional staff sometimes documents instructional planning [such as the use of curriculum maps] and that planning is sometimes based on district curriculum. | Evidence suggests instructional staff consistently documents instructional planning [such as the use of curriculum maps] and that planning is consistently based on district curriculum. | Evidence suggests instructional staff almost always documents instructional planning [such as the use of curriculum maps] and that planning is always based on district curriculum. |
| Element Number: 2 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests district/ school leadership do not ensure that instructional planning documents are based on district curriculum. | Evidence suggests district/ school leadership ensure that instructional planning documents are sometimes based on district curriculum. | Evidence suggests district/ school leadership ensure that instructional planning documents are consistently based on district curriculum. | Evidence suggests district/ school leadership ensure that instructional planning documents are almost always based on district curriculum. |

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| <div>Element Number: 3</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests instructional staff and district/ school leadership do not ensure that the district curriculum is aligned with appropriate learning standards and frameworks. | Evidence suggests instructional staff and district/ school leadership ensure that district curriculum is minimally aligned with appropriate learning standards and frameworks. | Evidence suggests instructional staff and district/ school leadership ensure that district curriculum is closely aligned with appropriate learning standards and frameworks. | Evidence suggests instructional staff and district/ school leadership ensure that district curriculum is fully aligned with appropriate learning standards and frameworks. |
| <div>Element Number: 4</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests instructional staff and district/ school leadership do not utilize vertically and horizontally aligned curriculum in planning and monitoring instruction. | Evidence suggests instructional staff and district/ school leadership sometimes utilize vertically and horizontally aligned curriculum in planning and monitoring instruction. | Evidence suggests instructional staff and district/ school leadership consistently utilize vertically and horizontally aligned curriculum in planning and monitoring instruction. | Evidence suggests instructional staff and district/ school leadership almost always utilize vertically and horizontally aligned curriculum in planning and monitoring instruction. |
| <div>Element Number: 5</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests instructional staff and district/ school leadership do not ensure that the district curriculum is rigorous and emphasizes high-level thinking/reasoning. | Evidence suggests instructional staff and district/ school leadership sometimes ensure that district curriculum is rigorous and emphasizes high-level thinking/reasoning. | Evidence suggests instructional staff and district/ school leadership consistently ensure that district curriculum is rigorous and emphasizes high-level thinking/reasoning. | Evidence suggests instructional staff and district/ school leadership almost always ensure that the district curriculum is rigorous and emphasizes high-level thinking/reasoning. |
| <div>Element Number: 6</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests instructional staff and district/ school leadership do not ensure support of instructional planning through the allocation of appropriate resources. | Evidence suggests instructional staff and district/ school leadership ensure limited support of instructional planning through the allocation of appropriate resources. | Evidence suggests instructional staff and district/ school leadership ensure moderate support of instructional planning through the allocation of appropriate resources. | Evidence suggests instructional staff and district/ school leadership ensure support of instructional planning through the allocation of appropriate resources [materials, time, etc.]. |
| <div>Element Number: 7</div> <div>Please make a selection that best describes your District / School.</div> | | | |
| Evidence suggests instructional staff and district/ school leadership do not ensure support of instructional planning through appropriate professional development. | Evidence suggests instructional staff and district/ school leadership ensure limited support of instructional planning through appropriate professional development. | Evidence suggests instructional staff and district/ school leadership ensure moderate support of instructional planning through appropriate professional development. | Evidence suggests instructional staff and district/ school leadership ensure support of instructional planning through appropriate professional development. |

Standard VII Student and Learning Development

In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.

Purpose setting questions:

1. How do districts/schools plan for instruction? (Do silos and/or cultural practices exist that unintentionally separate students and do not allow for access to the core curriculum?
2. What evidence do districts/schools have for alignment of instruction (vertical, horizontal and with standards/frameworks)? Is there alignment between programs (Special education, English learners, etc.?
3. What supports does a district/school provide for instructional planning?
4. How does the district/school evaluate the effectiveness of our instructional environment?
5. How does the district/school’s evaluation system support effective instruction?
6. How does the district/school meet the needs of all students (ethnicity, linguistic ability, etc.)?

Uploaded Files

Overall Rating: Accomplished

| Indicator B: Classroom Environment Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning. | | | |
|---|---|---|--|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff and district/school leadership do not collaborate in planning and reviewing relevant aspects of the instructional environment. | Evidence suggests instructional staff and district/school leadership sometimes collaborate in planning and reviewing relevant aspects of the instructional environment. | Evidence suggests instructional staff and district/school leadership consistently collaborate in planning and reviewing relevant aspects of the instructional environment. | Evidence suggests instructional staff and district/school leadership almost always collaborate in planning and reviewing relevant aspects of the instructional environment. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff and district/school leadership do not ensure that instruction actively engages students. | Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction actively engages some students. | Evidence suggests instructional staff and district/school leadership consistently ensure that instruction actively engages students. | Evidence suggests instructional staff and district/school leadership almost always ensure that instruction actively engages virtually all students. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff and district/school leadership do not ensure that instruction is effective and utilizes research-based practices. | Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction is effective and utilizes research-based practices. | Evidence suggests instructional staff and district/school leadership consistently ensure that instruction is effective and utilizes research-based practices. | Evidence suggests instructional staff and district/school leadership almost always ensure that virtually all instruction is effective and utilizes research-based practices. |

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| Element Number: 4 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff and district/school leadership do not ensure that instruction addresses the academic and social-emotional needs of students. | Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction addresses the academic and social-emotional needs of students. | Evidence suggests instructional staff and district/school leadership consistently ensure that instruction addresses the academic and social-emotional needs of students. | Evidence suggests instructional staff and district/school leadership almost always ensure that instruction addresses the academic and social-emotional needs of students. |
| Element Number: 5 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff and district/school leadership do not ensure that instruction empowers students to take responsibility for their own learning. | Evidence suggests instructional staff and district/school leadership sometimes ensure that instruction empowers students to take responsibility for their own learning. | Evidence suggests instructional staff and district/school leadership consistently ensure that instruction empowers students to take responsibility for their own learning. | Evidence suggests instructional staff and district/school leadership almost always ensure that instruction empowers students to take responsibility for their own learning. |

Standard VII Student and Learning Development

In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.

Purpose setting questions:

1. How do districts/schools plan for instruction? (Do silos and/or cultural practices exist that unintentionally separate students and do not allow for access to the core curriculum?)
2. What evidence do districts/schools have for alignment of instruction (vertical, horizontal and with standards/frameworks)? Is there alignment between programs (Special education, English learners, etc.)?
3. What supports does a district/school provide for instructional planning?
4. How does the district/school evaluate the effectiveness of our instructional environment?
5. How does the district/school’s evaluation system support effective instruction?
6. How does the district/school meet the needs of all students (ethnicity, linguistic ability, etc.)?

Uploaded Files

Overall Rating: Accomplished

| Indicator C: Delivery of Instruction Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child. | | | |
|--|---|---|--|
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff are not supported by district/school leadership to utilize research-based strategies. | Evidence suggests instructional staff are minimally supported by district/school leadership to utilize research-based strategies. | Evidence suggests instructional staff are supported by district/school leadership to utilize research-based strategies. | Evidence suggests instructional staff are fully supported by district/school leadership to utilize research-based strategies. |
| Element Number: 2 Please make a selection that best describes your District / School. | | | |

| | | | |
|--|---|--|---|
| Evidence suggests instructional staff do not utilize research-based strategies for instruction, evaluation, and assessment. | Evidence suggests instructional staff sometimes utilize research-based strategies for instruction, evaluation, and assessment. | Evidence suggests instructional staff often utilize research-based strategies for instruction, evaluation, and assessment. | Evidence suggests instructional staff almost always utilize research-based strategies for instruction, evaluation, and assessment. |
| Element Number: 3 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff do not use strategies to continuously monitor instruction. | Evidence suggests instructional staff sometimes use strategies to continuously monitor instruction. | Evidence suggests instructional staff often use strategies to continuously monitor instruction. | Evidence suggests instructional staff almost always use strategies to continuously monitor instruction. |
| Element Number: 4 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff do not utilize instructional data to adjust strategies to meet the needs of the whole child. | Evidence suggests instructional staff sometimes utilize instructional data to adjust strategies to meet the needs of the whole child. | Evidence suggests instructional staff often utilize instructional data to adjust strategies to meet the needs of the whole child. | Evidence suggests instructional staff almost always utilize multiple sources of data to adjust strategies to meet the needs of the whole child. |

Standard VII Student and Learning Development

In successful districts and schools, curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning, an examination of professional practice, and analysis of learning conditions to continuously improve student growth.

Purpose setting questions:

1. How do districts/schools plan for instruction? (Do silos and/or cultural practices exist that unintentionally separate students and do not allow for access to the core curriculum?)
2. What evidence do districts/schools have for alignment of instruction (vertical, horizontal and with standards/frameworks)? Is there alignment between programs (Special education, English learners, etc.)?
3. What supports does a district/school provide for instructional planning?
4. How does the district/school evaluate the effectiveness of our instructional environment?
5. How does the district/school’s evaluation system support effective instruction?
6. How does the district/school meet the needs of all students (ethnicity, linguistic ability, etc.)?

Uploaded Files

Overall Rating: Accomplished

| | | | |
|--|---|---|--|
| Indicator D: Professional Responsibilities Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the school/district to improve teaching and learning. | | | |
| Ineffective | Emerging | Accomplished | Exemplary |
| Element Number: 1 Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff and district/ school leadership do not monitor the entire teacher evaluation system for consistent implementation. | Evidence suggests instructional staff and district/ school leadership sometimes monitor the entire teacher evaluation system for consistent implementation. | Evidence suggests instructional staff and district/ school leadership consistently and collaboratively monitor the entire teacher evaluation system for consistent implementation. | Evidence suggests instructional staff and district/ school leadership almost always systematically and collaboratively monitor the entire teacher evaluation system for consistent implementation. |

| | | | |
|---|--|--|---|
| Element Number: 2 | | | |
| Please make a selection that best describes your District / School. | | | |
| Evidence suggests instructional staff and district/ school leadership do not monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance. | Evidence suggests instructional staff and district/ school leadership sometimes monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance. | Evidence suggests instructional staff and district/ school leadership consistently and collaboratively monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance. | Evidence suggests instructional staff and district/ school leadership almost always systematically and collaboratively monitor the teacher evaluation system to ensure improvements in teaching and learning and student performance. |