

CRITERION A-3: Based on student achievement data, the school leadership makes decisions and initiates activities that focus on all students achieving the expected schoolwide learning results and the academic standards. The school leadership and staff annually monitor and refine the single schoolwide action plan based on analysis of data to ensure alignment with student needs.

STAGES

4	3	2	1
<p>A formalized governance system at the school is representative of the broad learning community in which the principal serves as leader and facilitator.</p> <p>The school's leadership consists of administrators, faculty, students, staff, and community members who work together to shape and promote the culture of the school; celebrate excellence, improvement, and learning; and make sound decisions and resource allocations to ensure that the established expected schoolwide learning results and academic standards are achieved.</p> <p>Ideas, innovation, and input from all members of the school community are actively sought and highly valued, and both administrative and educational policies and procedures are systematically reviewed and revised. The entire school community is actively involved in all major decisions and actions related to common goals.</p>	<p>The school's leadership team works closely with key members of various shareholder groups to shape and promote the school's culture and vision.</p> <p>The leadership team communicates regularly with members of the school community, encourages and celebrates excellence, and makes decisions and allocates resources in order to support the expected learning results.</p> <p>Ideas, innovation, and input from the school community are valued; are considered in the review and revision of administrative and educational policies and procedures; and are linked to school goals, the schoolwide learning results, academic standards, and program improvements.</p>	<p>The principal serves as the manager of the school, conveying district and school policy and goals to the staff and ensuring compliance.</p> <p>A council of key staff members meets regularly with the principal to advise on matters related to curriculum and instruction. The principal led council promotes the culture and vision of the school; communicates regularly with faculty, students, staff, and parents; makes decisions; and allocates resources.</p> <p>Ideas, innovation, and input from selected members of the school community are accepted, and, when necessary, administrative and/or educational policies and procedures are revised.</p> <p>The school community is made aware of the vision for the school, and everyone in the school community is encouraged to help students achieve the vision.</p>	<p>The principal is the decision maker, reacting to school problems and/or district, state, or federal mandates independently. He or she independently plans for school change, receiving permission or direction from the district and considering recommendations from school staff at his/her discretion. While often working in isolation, he or she delegates tasks to others in the school as the need arises.</p> <p>The principal's primary goal is to have a well-managed, orderly, functioning plant. Although ideas and input from other designated leaders, e.g., vice principals, are considered, a hierarchical structure dominates both the school's leadership and relationships between teachers and students.</p> <p>Ideas from the school community are regularly expressed through special interest groups. Such groups frequently compete with other groups for policy consideration, program needs and resource allocation.</p> <p>The principal receives input from the school-site council on the school plans to satisfy legal requirements. The principal submits the plan to the district and board for approval or modification.</p>

CRITERION A-4: A qualified staff facilitates achievement of the academic standards and the expected schoolwide learning results through a system of preparation, induction, and ongoing professional development.

CRITERION A-5: Leadership and staff are involved in ongoing professional development that focuses on identified student learning needs.

STAGES

4	3	2	1
<p>Teachers and paraprofessionals are fully qualified for assigned areas based on district certification requirements.</p> <p>The purpose of the professional development program is to improve student learning by engaging teachers in a rigorous and challenging curriculum.</p> <p>The district/school professional development design focuses on all students achieving the expected schoolwide learning results and academic standards, i.e., participation in modifications in teaching/learning based on critical review of data. The design is collaboratively developed and supported by all professional staff. The design promotes both formal and informal interdisciplinary discussions regarding educational research.</p> <p>The professional development fosters a community of learners, building knowledge, skills, processes, attitudes and leadership which facilitates student learning. The board, district and school publicly recognize the critical importance of this ongoing improvement effort, and provide sufficient time and resources for successful implementation.</p>	<p>Every attempt to have teachers fully qualified for assigned areas.</p> <p>Generally, the results of analyzed student data drive the decisions regarding staff needed.</p> <p>Teacher monitoring includes formal evaluation as well as routine ongoing informal observation. Generally the staff considers monitoring supportive and a vehicle for further professional development. Monitoring may also include peer support systems to identify needs for ongoing professional development.</p> <p>Coaching and mentoring are encouraged and practiced. Current educational theory is integrated into professional development and discussions.</p> <p>The district/school schoolwide professional development design is developed based upon identified needs, school-based data, and current research. Staff members engage in both short-term and long-term planning relating professional development. The school and district foster a culture for collegial sharing and mentoring by providing adequate time and resources for professional development.</p> <p>The professional development program is developed and implemented by a cross-disciplinary team. The effect of the plan is observable, measurable improvement in effective teaching and student learning across the entire program.</p>	<p>The school attempts to have most teachers qualified for assigned areas. There are a few emergency credentialed teachers. Usually, the results of analyzed student data drive the decisions regarding staff needed.</p> <p>Teacher monitoring is based on the teacher evaluation system required by the district. The follow up with staff is used primarily to correct deficiencies of the individual teacher.</p> <p>Coaching, mentoring, and other forms of staff support are limited by resources, time, and workload.</p> <p>In the absence of a comprehensive design the school meets departmental or individual teacher goals, but these are generally unrelated to improving schoolwide learning for students. The activities are ad hoc and tend to focus exclusively on the act of teaching rather than the activity of student learning.</p>	<p>The school has a high number of emergency credentialed teachers. Student needs are not necessarily verified by the disaggregated data and hiring of appropriate staff is therefore not consistent with student needs. Coaching, mentoring, and other forms of staff support rarely occur.</p> <p>Teacher monitoring is done to meet minimum state and district requirements for teacher evaluation.</p> <p>While professional development activities meet the needs of the individual staff members they are not related specifically to the district, school or departmental.</p> <p>Professional development activities are isolated and not part of an organized design; these activities are selected to meet individual teacher needs and appear random and fragmented.</p> <p>Staff members are sent to off-site professional development for reasons that have little or no linkage to an overall school professional development design. When they return to work, information from the workshop is shared within a narrow circle of colleagues.</p>