

STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT: CHARTER SCHOOL

<p><u>Standard 1 - Academic Performance - Curriculum</u></p> <p>1.1a Curriculum is rigorous and is aligned with Colorado Standards and assessment frameworks.</p> <p>1.1b Leadership facilitates articulation of curriculum within the school.</p> <p>1.1c Leadership facilitates articulation of curriculum with other schools to focus on key transition points.</p> <p>1.1d There are curricular links to continuing education, life, and career options.</p> <p>1.1e The curriculum provides access to a common academic core for all.</p> <p>1.1f Information literacy is integrated into content curricula.</p>	<p><u>Standard 5 - Learning Environment - Student, Family and Community Support</u></p> <p>5.1a Families, community, and the school work to remove barriers to learning.</p> <p>5.1b Support structures and programs help reduce barriers to learning.</p> <p>5.1c The school maintains an accurate, accessible student record system.</p> <p><u>Standard 6 - Learning Environment - Professional Growth, Development and Evaluation</u></p> <p>Professional development</p> <p>6.1a Effective teachers are recruited and supported.</p> <p>6.1b Professional development opportunities are selected based on a range of criteria and data.</p> <p>6.1c Professional development opportunities impact classroom practices, staff efficiency, and school functioning.</p> <p>6.1d Professional development is implemented and evaluated for effectiveness.</p> <p>6.1e The school provides fiscal resources for professional development.</p> <p>Professional growth and evaluation</p> <p>6.2a A clearly defined evaluation process is implemented in the school.</p> <p>6.2b The employee evaluation process is used to improve staff proficiency.</p> <p>6.2c Leadership uses the evaluation process to provide teachers with follow-up and support to improve professional and instructional practices.</p>	<p><u>Standard 9 – Organizational Effectiveness - Comprehensive and Effective Planning</u></p> <p>9.1a A collaborative process is used to develop the school's vision, mission, and goals and guide decision-making.</p> <p>9.1b The planning process involves collecting, managing, and analyzing data.</p> <p>9.1c The school uses data to set goals for school improvement.</p> <p>9.1d Plans reflect current research and performance expectations.</p> <p>9.1e School goals for student learning are clearly defined.</p> <p>9.1f Methods to achieve school goals are identified in clear action steps.</p> <p>9.1g The means for evaluating the effectiveness of the plan are established.</p> <p>9.1h The school improvement plan is implemented as developed.</p> <p>9.1i The degree to which the school achieves its improvement goals is monitored and evaluated.</p> <p>9.1j The school sustains a commitment to continuous improvement.</p>
<p><u>Standard 2 - Academic Performance – Classroom Evaluation/Assessment</u></p> <p>2.1a Classroom assessments are frequent, rigorous, and aligned to standards.</p> <p>2.1b Teachers collaborate in the design or selection of assessment tasks.</p> <p>2.1c Students can articulate academic expectations, and know what is required to be proficient.</p> <p>2.1d Tests and assessment results are used to identify achievement and curricular gaps and to refine instruction.</p> <p>2.1e Multiple assessments provide feedback on learning.</p> <p>2.1f Performance standards are communicated, evident in classrooms, and observable in student work.</p> <p>2.1g Student work is analyzed to obtain information on student learning, identify gaps, and to refine instruction.</p>	<p><u>Standard 7 – Organizational Effectiveness- Leadership</u></p> <p>7.1a Leadership develops and sustains a shared vision and mission.</p> <p>7.1b School leadership incorporates information from disaggregated data into the school improvement plan.</p> <p>7.1c Leadership ensures that all instructional staff has access to resources related to the Colorado Model Content Standards.</p> <p>7.1d Leadership protects instructional time.</p> <p>7.1e Leadership allocates and monitors the use of resources.</p> <p>7.1f Leadership ensures a safe and effective learning and work environment.</p> <p>7.1g The School Accountability Committee provides input into the school improvement plan.</p> <p>7.1h The principal demonstrates leadership skills in the areas of academic performance, learning environment, and efficiency.</p>	<p><u>Standard 10 – Strong Board Governance- Quality Leadership</u></p> <p>10.1a The governing board promotes the vision and mission of the school through strong governance structure.</p> <p>10.1b The governing board promotes the vision of the school through strategic planning.</p> <p>10.1c The governing board has adopted policies in alignment with state laws, state rules, and district policies (unless waived) that promote consistency for how the school's vision is implemented.</p> <p>10.1d Governing board members are well informed on legislative and legal issues that affect charter schools.</p> <p>10.1e The governing board models quality and needs-based professional development.</p> <p>10.1f The governing board provides guidance in program assessment and renewal processes.</p> <p>10.1g The governing board assists in fulfilling its mission by securing adequate resources for programming.</p> <p>10.1h The governing board has a clear plan for hiring, retaining, supporting and evaluating the school administrator.</p> <p>10.1i The governing board provides strong guidance to the school through the use of effective committees.</p> <p>10.1j The governing board supports the mission/vision of the school by securing strong relationships within the school & with outside agencies.</p>
<p><u>Standard 3 - Academic Performance - Instruction</u></p> <p>3.1a Effective and varied instructional strategies are used in all classrooms.</p> <p>3.1b Instructional strategies/activities are designed to promote mastery of standards and performance expectations.</p> <p>3.1c Instructional strategies are planned, delivered, and monitored to meet the changing needs of a diverse student population.</p> <p>3.1d Teachers and students incorporate the use of technology in teaching and learning.</p> <p>3.1e Instructional resources are sufficient to effectively deliver the curriculum.</p> <p>3.1f Homework is monitored and linked to learning targets.</p>	<p><u>Standard 8 – Organizational Effectiveness - Organizational Structure and Resources</u></p> <p>Organization of school resources</p> <p>8.1a The school maximizes the use of resources to support achievement.</p> <p>8.1b The master schedule provides all students access to curriculum.</p> <p>8.1c Staff members are efficiently allocated and organized.</p> <p>8.1d Staff makes efficient use of instructional time to maximize learning.</p> <p>8.1e Procedures promote vertical and horizontal team planning.</p> <p>8.1f The schedule is designed to provide quality instructional time.</p> <p>Resource allocation and integration</p> <p>8.2a A clearly defined process provides equitable allocation of resources.</p> <p>8.2b Discretionary funds are allocated based on analysis of data.</p> <p>8.2c State/Federal funds are allocated and integrated to address student needs.</p>	<p><u>Standard 11 – Sound Fiscal Management</u></p> <p>11.a School leadership collaboratively develops short-term and long-term budgets, makes effective use of sound budgeting practices.</p> <p>11.b School leadership uses realistic revenue and program costs in the budget.</p> <p>11.c The school has enough revenue to ensure stable programming.</p> <p>11.d The school has developed other resources to augment per pupil revenue and can increase revenue if a shortfall occurs.</p> <p>11.e School programs do not exceed their assets. Programs operate on a modest surplus and the school makes adjustments to reduce operating costs to cover any deficit.</p> <p>11.f The school has access to reserves or can raise cash if a budget shortfall occurs or to finance growth.</p> <p>11.g The governing board and administrators hold themselves responsible for the school's financial stability and integrity.</p> <p>11.h The governing board has adopted policies that ensure financial health and a strong system for the timely, accurate tracking and recording of all financial data and transactions.</p>
<p><u>Standard 4 - Learning Environment - School Culture</u></p> <p>4.1a There is a safe, orderly, and equitable learning environment.</p> <p>4.1b Teachers hold high academic and behavioral expectations for all students.</p> <p>4.1c School staff demonstrates the belief that all children can learn at high levels and facilitates continuous improvement in student learning.</p> <p>4.1d Teachers and non-teaching staff are involved in decision making.</p> <p>4.1e Teachers recognize and accept their role in student success and failure.</p> <p>4.1f Staff assignments maximize instructional strengths.</p> <p>4.1g Teachers regularly communicate about each student's progress.</p> <p>4.1h Teachers and staff care about students and inspire their best efforts.</p> <p>4.1i Multiple communication strategies are used to disseminate information.</p> <p>4.1j Student achievement is valued and publicly celebrated.</p> <p>4.1k Support for the physical, cultural, socio-economic, and intellectual needs of all students reflects the school's commitment to equity and appreciation of diversity.</p>		