

TEACHING FOR LEARNING

Standard 1: Standards and Instructional Planning. The school implements a curriculum that is aligned to Colorado Academic Standards and ensures rigorous, effective instructional planning.

Indicator 1.a. Standards-Based Focus. Teachers plan instruction based on the district's curriculum aligned with Colorado Academic Standards and grade-level expectations. 2.00

Indicator 1.b. Guaranteed and Viable Curriculum. Teachers consistently plan instruction to ensure a guaranteed and viable curriculum is provided. 1.86

Indicator 1.c. Instructional Planning. Instructional planning is frequently collaborative and leads to instruction that is coherent and focused on student learning. 1.89

Standard 2: Best First Instruction. Instructional staff members provide aligned, integrated, and research-based instruction that engages students cognitively and ensures that students learn to mastery.

Indicator 2.a. Standards-Based Instruction. Instructional staff consistently implements standards-based instructional practices. 1.67

Indicator 2.b. Instructional Context. Instructional practices and resources are in place to facilitate and support effective teaching and learning. 2.00

Indicator 2.c. Instructional Practices. Teachers consistently use instructional strategies informed by current research to raise student achievement and close achievement gaps. 1.50

Indicator 2.d. Meeting Individual Needs. Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students. 1.60

Indicator 2.e. Students as Learners. Teachers empower students to share responsibility for, and be actively engaged in, their learning. 1.38

Standard 3: Assessment of & for Learning. The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.

Indicator 3.a. Use of Assessment and Data. Teachers use multiple sources of data and consistent, high quality assessment practices to guide school, department, grade-level, and classroom decisions. 1.62

Indicator 3.b. Assessment for Learning. Formal and informal assessment data are analyzed during the learning process to modify instructional strategies or content to meet the needs of learners. 1.80

Indicator 3.c. Assessment of Learning. School leadership and instructional staff use multiple sources of summative assessment data to evaluate student learning and instructional effectiveness. 1.50

Standard 4: Tiered Support. The school implements a comprehensive system of tiered academic and behavioral support to enable students to master grade-level expectations.

Indicator 4.a. System of Tiered Supports. The school implements a system of tiered support within the rigorous, standards-based system of teaching and learning. 1.60

Indicator 4.b. Multiple Learning Opportunities. Students who do not learn effectively through best first instruction are provided multiple opportunities to learn, first within their classroom, grade-level team, and/or department, and then beyond the classroom. 2.00

Indicator 4.c. Family and Community Partnerships. The school develops and sustains family and community partnerships to share responsibility for student success. 2.75

ORGANIZING FOR RESULTS

Standard 5: Leadership. School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.a. Expectations for Excellence. School leadership holds and communicates explicit high expectations for the performance of students and adults. 2.00

Indicator 5.b. Instructional Leadership. School leadership focuses on improving and supporting effective teaching and learning. 2.00

Indicator 5.c. School Efficiency and Effectiveness. School administrators develop and align systems, processes, and resources to establish and sustain an effective teaching and learning environment. 2.00

Indicator 5.d. Capacity Building. School leadership continually builds school capacity to impact student and staff success. 2.14

Indicator 5.e. Knowledge and Skills. School leadership demonstrates knowledge and skills in the areas of academic performance, learning environment, and organizational effectiveness. 1.50

Standard 6: Culture and Climate. The school functions as an effective learning community and supports a climate conducive to performance excellence for students and staff.

Indicator 6.a. Academic Expectations. School leadership and staff demonstrate the belief that all students can learn at high levels. 1.14

Indicator 6.b. Inclusive Learning Environment. Support for the physical, cultural, and socio-economic needs of all students reflects a commitment to equity and an appreciation of diversity. 2.00

Indicator 6.c. Safe and Orderly Environment. The physical condition of the school and a school-wide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment. 2.71

Indicator 6.d. Trust and Respect. The school demonstrates an inclusive culture of mutual trust, respect, and positive attitudes that supports the personal growth of students and adults. 2.14

Standard 7: Effective Educator. School leadership actively develops a high quality professional staff through professional learning, supervision, evaluation, and commitment to continuous improvement.

Indicator 7.a. High Quality Staff. The school implements processes that support recruitment and retention of high quality professional staff. 2.25

Indicator 7.b. Supervision and Evaluation. The school implements supervision and evaluation processes designed to improve professional practice, instruction, and student success. 2.25

Indicator 7.c. Professional Learning. Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning. 2.33

Indicator 7.d. Impact of Professional Learning. Professional learning is monitored and evaluated to ensure it supports the work of the school and improves teacher effectiveness. 2.00

Standard 8: Continuous Improvement. The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.a. School Mission and Goals. The school's vision, mission and goals are meaningful, clearly communicated, and used to provide a sense of purpose, direction, and identity for the school community. 3.00

Indicator 8.b. Cycle of Continuous Improvement. The school engages in a sustained cycle of continuous improvement focused on student achievement. 1.20

Indicator 8.c. Improvement Planning. School leadership and staff use an inclusive, thoughtful, and thorough process to write, implement, monitor, evaluate, and adjust the school's Unified Improvement Plan (UIP). 1.17