

Sources of Evidence Standards 1-8				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> District curriculum documents Curriculum guides, scope & sequence Curriculum guides Curriculum maps Lesson planning templates Lesson plan samples Performance descriptors Rubrics Exemplar collections 	<ul style="list-style-type: none"> Student learning plan examples (anonymous) School handbook School and classroom data Team meeting agendas and notes Professional learning calendar and/or topics Course descriptions and similar materials shared with families 	<ul style="list-style-type: none"> Copies of pertinent assessments Student enrollment information Library and/or computer lab schedule Budget 	<ul style="list-style-type: none"> Instructional staff School leadership School administrators District administrators Instructional specialists Coaches and/or mentors CMO Interviews (as applicable) 	<ul style="list-style-type: none"> Classrooms Library/Media Center Grade-level team meetings Staff meetings

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 a curriculum that is aligned to Colorado Academic Standards and grade-level expectations.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



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1.a.1. Teaching/Learning Cycle.	Teachers engage in a continuous standards-based teaching and learning cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No evidence was provided via interviews, documentation, or observations to indicate a teaching and learning cycle has been put in place or discussed with teachers. For example, teachers do not have a clear and common practice for unpacking standards, creating effective lesson plans, and engaging in a data cycle. Teachers mostly use procured programs or other materials such as Teachers pay Teachers.



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1.a.2. Curriculum Analysis.	Teachers analyze and understand the academic standards and expectations for their grade level and/or content area(s), and conduct a gap analysis of instructional programs to ensure coverage of the depth and complexity of state standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most interviewees confirmed there have been no specific trainings or expectations set up for staff to consistently engage in work with standards. Additionally, there has not been a gap analysis (or ongoing practice) conducted between the programs and materials that teachers use and Colorado Academic Standards. Teachers typically look for alignment in content not alignment in depth and complexity.



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1.a.3. Indicators of Mastery.	The school uses indicators of mastery such as evidence outcomes, to describe types and levels of performance expected at each grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The majority of interviewees were unable to provide examples of how the school selects or utilizes mastery indicators to drive performance expectations. There were a few examples given around rubrics and scoring guides, but they are not common and schoolwide; there is not yet an expectation that teaches define mastery commonly.



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1.a.4. Horizontal Articulation.	Teachers participate in horizontal curriculum articulation (within grade level or department/course) to ensure consistency of mastery indicators, planning and practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Documentation and interviewees affirmed the school has not engaged in specific horizontal articulation curriculum work this year. Some grade levels reported that curriculum and instruction is horizontally aligned because of common planning while some grade levels reported that they don't necessary cover the same materials across their classrooms.



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1.a.5. Vertical Articulation within School.	Teachers participate in vertical articulation (cross-grade or content area and key transition points) to ensure there are no gaps or unnecessary overlaps in curriculum, and that there is a staircase of complexity for mastery indicators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Documentation and interviewees affirmed the school has not engaged in specific vertical articulation this year in which teacher teams would align standards, content, and mastery vertically, considering how standards build on each other and stamping what students need to accomplish at the end of one grade to prepare for the next.
1.a.6. Communication with Students and Families.	Standards and grade-level expectations are communicated effectively to students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Several interviewees shared how they communication with parents via email, ClassDojo, and phone. Most also indicated parents have access to the school's social media and webpage. However, the school has not set expectations for consistent and ongoing parent communications.



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Indicator 1.b. Guaranteed and Viable Curriculum Teachers ensure that a standards-aligned guaranteed and viable curriculum is provided to all students.

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1.b.1. Equitable and Challenging.	Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level. These learning experiences are driven by standards-aligned curriculum guides such as curriculum maps, scope and sequences, unit plans, and pacing guides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The majority of interviewees and observations displayed a lack of consistent implementation of practices which provide cognitively challenging learning experiences. The school has not provided educators with guidelines or expectations to create standards aligned curriculum supports.



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1.b.2. 21st Century Skills.	The Colorado Academic Standards' twenty-first century skills (e.g., collaboration, critical thinking, invention, information literacy, research and reasoning, technology and self-direction) are routinely incorporated into instructional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Most observations and interviewees were unable to consistently demonstrate how they encourage students to engage in activities which build 21 st century skills. Observations also displayed an overall lack of collaboration and opportunities for students to engage in critical thinking and problem-solving activities. However, observations did reveal student use in technology and students do engage in project-based learning in STEM/Physics classes.



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1.b.3. Prepared Graduate Competencies.	Instructional planning (P-12) incorporates the Colorado Academic Standards' prepared graduate competencies to ensure student success in postsecondary and workforce settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most interviewees were unable to articulate or provide examples of how the school is meeting this standard and preparing students for postsecondary/workforce settings. Specifically, teachers are not use using the Prepared Graduate Competencies embedded in Colorado Academic Standards to plan courses, curriculum and instruction.
1.b.4. Relevance.	Instructional planning emphasizes the relevance and application of acquired knowledge and skills to real-world situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviews, document review and classroom observations revealed that this is partially in place, some learning is relevant and extended to application while other learning is not. It is not a consistent expectation at this time outside of STEM.



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1.b.5. Resource Allocation.	Planning ensures teachers have sufficient time, materials, and instructional tools to teach the curriculum so students can learn the content and perform at mastery level.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers are allocated appropriate planning time. Most interviewees noted a shortage of materials at the beginning of the school year. Several staff members displayed most classes were not fully equipped, even after the school had put in an order for the majority of the supplies and materials requested. Teachers also reported that they continue to have part of what they need to teach the curriculum or that they have “ran out” for the year so they are utilizing Teachers Pay Teachers.



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1.b.6. Access to Curriculum.	All students have access to the school's guaranteed and viable curriculum regardless of content area, level, course, or teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Access to a guaranteed and viable curriculum is not equitable at this time; teacher interviews revealed that content is not horizontally aligned in most grades; some students may access to a more effective and rigorous curriculum than others.



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

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1.c.1. Collaborative Planning.	Teachers consistently collaborate with their colleagues (grade level and/or department level) to plan and align instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Documentation affirms that time has been put into the schedule to accommodate some grade level planning time. However, this was not extended to all grade levels and no firm planning expectations or guidelines were given to the instructional staff. Nonetheless, a few grade levels are engaging in pacing and limited planning activities as a team.
1.c.2. Backward Design.	Teachers use a backward design process to ensure instructional planning begins with the end in mind, starting with the big ideas, learning targets, and planned criteria to assess mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The majority of interviewees confirmed the school is not using backwards design. The few teachers who are aware of this process noted that they have limited data points and no school focus which makes it difficult to effectively implement. Document review of provided lesson plans did not reveal a backwards design process either.



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1.c.3. Data and Planning.	Teachers use student data and current performance levels when planning instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most interviewees and documentation review display that data is not consistently being utilized to inform instructional planning.
1.c.4. Common Planning.	Teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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1.c.5. Planning Tools.	Teachers use aligned curricular documents and other tools (e.g., curriculum maps, pacing guides) to guide their instructional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The school has not codified curriculum maps; teacher interviews revealed that some teachers are using what is embedded in a curriculum they are using (e.g. Engage New York) while others are not. Mostly teachers are not reviewing to these kinds of curriculum documents when determine what to teach and when to teach it.



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1.c.6. Academic Program Alignment.	Curriculum and instructional planning is coordinated and aligned across academic programs (e.g., special education, gifted education).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Special education primarily pushes into classes to support students. While some teachers reported that they co-plan organically with SPED and exchange emails, there is no specific time or protocol designated for integration and inclusion planning. Interviews also revealed that GT programming and ALPs are not yet implemented in the classroom.



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1.c.7. Curriculum and Materials.	Teachers understand the different purposes of curriculum and instructional programs/materials and use both appropriately in instructional planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most interviewees confirmed minimal curriculum training was provided and it was up to them to research and become proficient in programs the school had acquired. Teacher interviews revealed that teachers are mostly using instructional programs to plan instruction, not curriculum (e.g. bundled standards and a pacing guide).



Sources of Evidence				
Documentation		Interviews		Observations
<ul style="list-style-type: none"> Classrooms Common taxonomy Copies of pertinent assessments Course descriptions and similar materials shared with families Curriculum guides or maps District curriculum documents Exemplar collections Grade-level team meetings Homework policy Individualized student learning plans 	<ul style="list-style-type: none"> Instructional materials Lesson planning templates Library/Media Center Observations Parent/teacher/student conference information Performance descriptors Prepared classroom questions Professional learning calendar and/or list of topics] Rubrics 	<ul style="list-style-type: none"> School and classroom data School handbook Staff meetings Student learning plan examples (anonymous) Student notebooks (anonymous) Team meeting agendas and notes Textbooks, ancillary materials, instructional resource lists School and classroom behavioral expectations 	<ul style="list-style-type: none"> Instructional staff School leadership School administrators District administrators Instructional specialists Coaches and/or mentors Preschool teachers, director 	<ul style="list-style-type: none"> Classrooms Library/Media Center Grade-level team meetings Staff meetings

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.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



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2.a.1. Learning Goals.	Teachers provide precise, standards-aligned and grade-level appropriate learning goals for each lesson and ensure that all students understand the goal of each lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Learning goals were communicated (in writing or verbally) during 42% of instructional observation; however, many objectives were not in alignment with grade level standards and expectations.
2.a.2. Clear Performance Expectations.	Teachers consistently communicate expectations for mastery-level performance using tools such as exemplars, models, rubrics, checklists, and think-alouds. Students know and can articulate what is required to demonstrate mastery of grade-level expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	28% of classrooms referred to or utilized rubrics, checklists, or a verbal set a performance expectations that communicate what mastery of the learning goal should look like.



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2.a.3. Formative Assessment.	Teachers continually monitor students' progress towards mastery and adjust instruction and content based on multiple checks for understanding and formative assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While 52% of the classes were observed implementing checks for understanding or monitoring student work, very few strategies were intentionally being employed to hit most/all students and most monitoring was for compliance and not achievement.



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Indicator 2.b. Instructional Context		Instructional practices and resources are in place to facilitate and support effective teaching and learning.					Comments
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2.b.1. Maximizing Learning Time.	Teachers provide bell-to-bell instruction and implement classroom procedures that reduce interruptions and minimize lost instructional time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49% of classes observed had some sort of routines in place to maximize learning time.
2.b.2. Classroom Management.	Student behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Some classes utilized call and responses and wait time to reinforce behavior expectations. Management was effective in 50% of classrooms. However, in the majority of classes where challenging behaviors presented itself, student behaviors were ignored or allowed to continue until it became disruptive or the teacher was in close proximity of the student misbehaving.



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2.b.3. Homework Practices.	Homework is aligned to previously-taught learning targets, extends student learning, and generates instructional follow-up.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Homework practices are inconsistent and are executed based on the individual philosophy of teachers. This was evidenced via interviews and documentation review.
2.b.4. Instructional Resources.	Instructional resources (e.g., textbooks, supplemental reading, library resources, technology) are sufficient to support effective teaching of the curriculum.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Students had the materials they needed to successfully access the curriculums in 88% of classroom observations.



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Indicator 2.c. Instructional Practices		Teachers consistently use evidenced-based instructional strategies to raise student achievement and close achievement gaps.					Comments
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2.c.1. Gradual Release of Responsibility.	Instructional staff provides an increasing succession of student responsibility by moving from modeling and structured practice to guided and independent practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	While 48% of the classes were observed implementing gradual release practices, most of the classes lacked strong, explicit modeling and consistent scaffolding to support independent practice.
2.c.2. Direct and Explicit.	Instructional staff uses modeling, demonstrations, and multiple examples to teach skills and strategies, and provides frequent opportunities for student practice and response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	56% of classes observed engaged in some form of direct or explicit instructional practices; however, these practices were not always effectively replicable and students struggled during practice.
2.c.3. Review/Re-teach/Revise.	Teachers review learning strengths and errors with students, re-teach as needed, and help students revise their work to achieve mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observations affirmed teachers are providing students with opportunities to review and revise most of their work. However, students are only allowed to take tests once.



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2.c.4. Cognitive Engagement.	Teachers use strategies to ensure students are cognitively engaged (e.g., reciprocal teaching, problem-based learning, cooperative group learning, independent practice).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students were observed participating in a learning activity in 56% of observations; however, students were often “doing” as opposed to “thinking” or grappling. Additionally, several students were observed opting out of instruction without effective redirection in most classrooms.
2.c.5. Skillful Questioning.	Teachers plan classroom questions to help students deepen and revise their thinking and support students in asking questions as an integral part of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Skillful questioning was observed in 36% of classes. When teachers did pose questioning to help students extend or revise their thinking, it was for one or a few students, not most students. Most teachers do not yet use strategies such as turn-and-talks to give all students opportunities to answer questions.



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2.c.6. Integration.	Teachers help students make relevant connections within and between disciplines and present new concepts in multiple contexts to ensure transfer of learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interviewees affirmed there are very few expectations around the implementation of multi discipline practices. Currently no time has been allocated for teachers to consistently develop student activities to promote consistent transference of learning.
2.c.7. Thinking Skills.	Teachers routinely and explicitly model and incorporate higher-order thinking, meta-cognition, and problem solving skills into daily lessons.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Problem solving and higher order thinking activities were observed in 20% of classes.



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Indicator 2.d. Meeting Individual Needs		Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.d.1. Differentiation.	Instructional staff adjusts, clarifies, or re-frames instructional strategies, routines, or content in a timely way to ensure groups of students and individual students are mastering required learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	32% of classes provide evidence of differentiated activities or student work.
2.d.2. Implementation of Plans for Exceptional Children.	Teachers consistently implement IEP accommodations/modifications and ALP strategies in the general education classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The majority of teachers were able to confirm they have received current information for all of their IEP students and how they work with the SPED team to follow accommodations and make modifications. The depth and effectiveness of instruction varies and is inconsistently implemented throughout the school. In many cases, it is the Special Education teacher and para creating the accommodations as opposed to the GENED teacher.



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.d. Meeting Individual Needs		Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.d.3. Learner-Centered Pedagogy.	Classroom instruction provides each student with multiple opportunities to apply background knowledge, correct misconceptions, and engage in deliberate and meaningful practice as new learning is acquired.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most observations and interviewees affirmed an inconsistent implementation of student focused leaning activities. Very few classrooms had student discourse and most students were not engaged in meaningful activities which led to error analysis and misconception correction.
2.d.4. Variety of Resources.	Teachers use a variety of materials, curricula, and academic tasks that are responsive to the range of student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	32% of classes provided evidence of differentiated materials and student work.
2.d.5. Linguistic Strategies.	The school implements a comprehensive and coherent approach to meet the needs of students who are non-English-speaking and/or who have limited English proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	28% of observation noted the presence of linguistic supports within the classroom such as word walls or other vocabulary supports.



Standard 2: Best First Instruction

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Indicator 2.d. Meeting Individual Needs		Instructional staff uses developmentally, culturally, and linguistically appropriate instructional strategies to meet the diverse needs of all students.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.d.6. Enrichment.	Teachers provide opportunities for students performing at grade level and beyond to ensure their learning is challenging, engaging, and sustained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interviewees affirmed the use of enrichment activities are inconsistently being implemented and there is limited access to recourses which challenge students to expand and apply their learning within the current learning contexts.



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.e. Students as Learners		Teachers empower students to share responsibility for, and be actively engaged in, their learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.e.1. Student Engagement.	Student participation is active, purposeful, and thoughtful.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	While 56% of classes were engaging students in purposeful activities, very few were tied to objectives. It was difficult to decipher what was driving the content or how grade level expectations were determined.
2.e.2. Student-Friendly Language.	Teachers share learning targets, performance requirements, and assessment results in student-friendly language.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	80% of observations affirmed the use of student friendly language.
2.e.3. Descriptive Feedback.	Teachers provide students with regular, specific, timely, and descriptive feedback to help them improve their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Feedback and performance supports were noted during 64% of observations. However, most of the dialogue did not appear to be intentional embedded in the lesson or was corrective in nature.



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.e. Students as Learners		Teachers empower students to share responsibility for, and be actively engaged in, their learning.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
2.e.4. Self-Evaluation.	Students learn to evaluate their current performance in relation to expectations for mastery using rubrics, scoring guides, examples, and exemplars to analyze and improve their work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The majority of observations and interviewees confirmed the school has not set clear expectations regarding the use of evaluative materials for students to monitor their work.
2.e.5. Goal-Setting.	Students use feedback and assessment results to set and monitor their learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The majority of interviewees were unable to articulate how data is being shared with students or being used to create learning goals. Most stated data is used inconsistently due to the lack of data teams and expectations.
2.e.6. Efficacy and Perseverance.	Teachers develop student efficacy and help students persist when faced with a challenging task.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Forms of efficacy and perseverance supports were observed in 44% of classroom visits.



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.e. Students as Learners		Teachers empower students to share responsibility for, and be actively engaged in, their learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
2.e.7. Student Reporting.	Teachers involve students (e.g., student led-conferences, journals) in reporting their progress to families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students are currently not involved in conferences or any other form of self-reporting activities.



Sources of Evidence				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> Colorado Growth Model Common assessments Data analysis summaries Data dialogue protocol Data recording forms Data warehouse/data system information Examples and exemplars Examples of student work used by teachers for analysis of student progress Feedback forms for students 	<ul style="list-style-type: none"> Interim assessment data Lesson plans Prepared teacher questions Professional learning calendar and/or list of topics Progress and achievement report forms Progress monitoring data Rubrics School Performance Framework 	<ul style="list-style-type: none"> School schedule School/district assessment schedule School/district curriculum documents State-level or special assessment copies, schedule, and/or data results Student and professional work models Summary assessments Data team schedules 	<ul style="list-style-type: none"> Instructional staff School leadership School administrators District administrators Instructional specialists Coaches and/or mentors 	<ul style="list-style-type: none"> Classroom Grade-level team meetings Vertical or department team meetings Data team meetings Staff meetings

Standard 3: Assessment of and 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.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



Standard 3: Assessment of and 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.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.a.1. Data System Use.	School leadership and instructional staff access and use data systems to efficiently manage, disaggregate, display, and report multiple types and sources of data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leader and teacher interviews revealed that leaders and teachers are not using a specific data system to access student outcome data. For example, the school does use NWEA interim testing; however, leaders and teachers have not received training on the reporting function of the assessment program.
3.a.2. Time Scheduled.	School administrators ensure time is routinely scheduled for teachers and/or teacher teams to engage in data analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers do have common planning time, but leadership has not designated specific times for data analysis, especially among teams. For example, leader and teacher interviews revealed that grade level teams did not have time allocated for reviewing their NWEA data to identify trends, instructional strategies and student needs.
3.a.3. Data Dialogue.	Common processes, protocols, and language for analyzing data are used schoolwide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher interviews and document review displayed that CMA has not adopted formal data driven instructional practices (tools, processes, protocols, etc.).



Standard 3: Assessment of and 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.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.a.4. Student Assessment Practices.	Teachers ensure students understand the purpose of each assessment, acquire test-taking strategies, and use assessment as a tool for learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CMA did not convene student focus groups per the interview schedule; reviews were not able to assess student understanding of assessment.
3.a.5. Assessment Purposes.	School leadership and instructional staff understand the purpose of each assessment (e.g., screening, diagnosing, progress monitoring, measuring achievement).	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.a.6. Common Assessments.	Grade levels and departments use common assessments and scoring guides to ensure consistent performance expectations and fidelity to curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teacher interviews revealed that while the school has adopted specific curriculums (Pearson, Engage New York), most teachers are not using them fidelity. Many interviews indicated that Teachers Pay Teaches is being utilized frequently. Interviews also revealed that a few grade levels are aligned in their instruction but not all. Therefore, it is unknown if equitable assessment practices are occurring.



Standard 3: Assessment of and 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.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.a.7. Review of Classroom Assessments.	Classroom assessments are used consistently in measuring intended outcomes, and are periodically reviewed to ensure alignment to grade-level expectations and learning targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leadership does not monitor the implementation of curriculum at this time; expectations for classroom-based assessment practices have not been provided to teachers and there has not been a review of classroom-based assessments.
3.a.8. Assessment Rigor.	Classroom assessments evaluate student learning at a level of rigor comparable to the cognitive/performance level required by the Colorado standard(s) being assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The level of rigor in classroom-based assessments is unknown to leadership at this time. CSSI interviews revealed that some teachers are using Engage New York and Pearson assessments which are aligned to the rigor of grade level standards; however, teachers are also using assessments they create or get off the internet and, in these cases,, rigor level in unknown.



Standard 3: Assessment of and 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.**

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.a.9. Analysis of Student Work.	Teachers and/or teacher teams frequently analyze student work as an important source of data to both evaluate student learning and effectiveness of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Some teachers consistently described using student work to drive their instruction (e.g. small group instruction, re-teaching, etc.). Some offered clear examples of how they evaluate student learning when analyzing student work. However, interviews also revealed that teachers are not yet using this data source to evaluate and tweak their own instructional effectiveness.
3.a.10. Monitoring Data-Driven Decisions.	Teachers and/or teacher teams routinely evaluate the effectiveness of their data-driven decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CMA does not yet have a structure for evaluating the effectiveness of school wide or classroom-based data-driven decision making.



Standard 3: Assessment of and 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.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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
3.b.1. Progress Monitoring.	Teachers use the results of formal and informal assessments to predict student performance, monitor and adjust curriculum and instructional practices, and identify and address group or individual needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stakeholder interviews, document review and classroom observations provided some evidence of progress monitoring. For example, students receiving intervention in K-2 are being progress monitored. However, there are limited opportunities for accessing tiers of support at this time. Teacher interviews revealed that teachers sometimes use progress monitoring to make instructional decisions, but this is not yet an expected practice or a consistent practice throughout the school.
3.b.2. Interim Assessments.	Interim assessments determine progress over time (e.g., end of unit, quarter) and help guide decisions regarding the need for additional intervention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CMA uses DIBELS and NWEA that go determine progress over time. Leader and teachers reported that DIBELS is being used to guide reading intervention in K-2 and that NWEA is not used being used. There are no other curriculum-based assessments used to guide decisions about interventions at this time.



Standard 3: Assessment of and 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.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.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.b.3. Feedback to Students.	Assessment results are shared with students to help them revise their work and improve their understanding of how they learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CMA did not convene student focus groups per the interview schedule; reviews were not able to assess student understanding of assessment. Unable to triangulate teacher reports.
3.b.4. Data Analysis.	Individual and disaggregated group data are routinely analyzed by leaders and teachers to identify specific student needs, evaluate classroom practices, and modify instruction as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leadership reported they have not analyzed and disaggregated NWEA data for identifying schoolwide trends, evaluate instructional effectiveness or identify major improvement strategies. Teachers also are also not routinely analyzing student data. Teachers have not received any training on analyzing NWEA data.



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

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.c.1. Interim and Summative Data.	Interim and summative assessments provide information on student mastery and help evaluate the effectiveness of instructional practices and programs across content areas and grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DIBELS and NWEA provides some information for how students are performing across grade levels and content areas. However, they are the only interim assessments being collected at this time. Summative assessments aligned to the curriculum are not identified, collected and analyzed for all grade levels and content areas.
3.c.2. External Sources of Data.	School leadership and instructional staff use external assessment results (e.g., Colorado Growth Model, state assessments) to obtain information on student learning, achievement gaps, and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leaders and teacher interviews revealed that CMAS was not analyzed for strengths and trends for improvement or name gaps. It was used in the UIP which was not written in a collaborative manner.
3.c.3. Patterns of Achievement.	School leadership and instructional staff analyze a variety of assessment data to determine patterns of student achievement, growth, and changes in growth gaps across classrooms, grade levels, and content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leadership reported they have not analyzed and disaggregated CMAS or NWEA data for identifying schoolwide trends, evaluate instructional effectiveness or identify major improvement strategies. Teachers also are also not routinely analyzing student data. Teachers have not received any training on analyzing NWEA data.

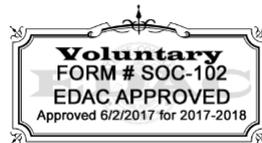


Standard 3: Assessment of and for Learning		The school uses multiple measures and assessment strategies to continuously inform instruction to meet student needs, measure student progress toward and mastery of grade-level expectations, and improve instruction.					
Indicator 3.c. Assessment of Learning		School leadership and instructional staff use multiple sources of summative assessment data to evaluate student learning and instructional effectiveness.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
3.c.4. Reports to Families.	School leadership ensures that summative assessment results are shared in timely, clear, and convenient ways with students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Student focus groups were not convened and not enough parent interviews occurred to create a trend.



Sources of Evidence				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> • Before/after school schedules • Behavioral support program/activity information • Budgets • Meeting agendas and notes • Protocols for problem-solving meetings 	<ul style="list-style-type: none"> • Research/rationale for selection of interventions • School behavioral expectations • Staff assignments (including changes based on student needs) • Student learning (achievement and growth) data 	<ul style="list-style-type: none"> • Summer/Saturday school schedules • Supplementary instructional support program evaluations • Teaching/Learning cycle information, e.g. training materials, teacher handbook • Tier I lesson plan samples • Tier II lesson plan samples • Tier III lesson plan samples 	<ul style="list-style-type: none"> • Coaches and/or mentors • District administrators • Instructional specialists • Instructional staff • School administrators • School leadership 	<ul style="list-style-type: none"> • Classroom • Conferences • Interventions • Observations • Parent meetings • Staff meetings • Teacher consultation meetings • Team meetings

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.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.a.1. Continuum of Supports.	The school provides multiple opportunities to learn that include a comprehensive continuum of evidence-based, supplementary instruction and intervention for academic and social emotional learning that includes at least three tiers encompassing best first instruction, Tier II (targeted/supplemental), and Tier III (intensive) as well as Special Education and Gifted and Talented programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CMA has not yet developed a comprehensive Multi-Tiered System of Support (MTSS) and there has not been not an identified person for facilitation. There are a few opportunities in place that can be built upon. 1) K-2 is implementing reading interventions per The READ Act. 2) There is a school counselor in place that meets with students mostly when they self-select. 3) While IEPs have been out of compliance, stakeholders reported that services (integrated only) have been in place. However, no other interventions for reading or math have been identified for grades 3-8, there is not an MTSS/Child Study process in place to identify and monitor students that are the furthest behind and growing the slowest, and the school has not implemented Gifted and Talented programming.



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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.a.2. Progression of Learning.	Teachers design a progression of learning that leads students to master grade-level expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher interviews and document review revealed that teachers are not yet designing learning progressions for students who are significantly behind grade level; there is not a clear trajectory of intervention that would lead these students to grade-level instruction (outside of K-2 reading).
4.a.3. Integral to Teaching/Learning Cycle.	Tiered support is an integral part of a rigorous, ongoing teaching/learning cycle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	As noted in Standard 1, not all teachers are engaged in a codified standards-based teaching and learning cycle.
4.a.4. Quality of Interventions.	Classroom-level and schoolwide interventions provided for both remediation and advanced needs are systematic, timely, and intentional.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The only interventions that are systemic, timely and intentional are the reading interventions in K-2. Otherwise there is not a system for literacy 3-8, math, or social emotional learning.
4.a.5. Research/Needs Based.	All intervention models, programs, or strategies are research-based and delivered to meet the individual learning needs of students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As noted, interventions at CMA are limited at this time; however, reading interventions in K-2 are consistent and research-based.



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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.a.6. Flexible Resource Allocation.	The school allocates time, materials, and personnel to respond to student learning concerns based on need.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CMA has allocated some human talent to student services: a counselor, 3 special education teachers and 2 paras, and a K-2 reading interventionist.
4.a.7. Ongoing Monitoring.	The school uses ongoing, frequent, and evidenced-based progress monitoring to ensure that academic and behavioral/social-emotional interventions are adjusted and learning is accelerated or enriched as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interviews indicated that students in K-2 receiving interventions are being progress monitored but not as frequent as the program indicates. Also, it is unclear if and how the school identifies students for social emotional interventions and how those are progress monitored.



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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.a.8. Student Participation Criteria.	The school uses clear criteria and processes for making decisions regarding level and length of student participation in tiered supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interviews and document review indicated that CMA has not yet build out an MTSS infrastructure that includes participation criteria (aside from the K-2 DIBELS structure). For example, there is a full time counselor that is working hard to support students that are asking for support; however, her role is not a part of a broader student supports team that uses data to identify students that are in the most need of in school mental health support. Ideally, these students would receive services over time and be progress monitored until exited. The school lacks a structure for math, literacy 3-8 and behavioral/social emotional supports.



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.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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.b.1. Best First Instruction.	Instructional staff places a primary focus on the best first instruction of all students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.b.2. Tier II Interventions.	Tier II targeted academic and social emotional interventions are provided for students performing below mastery to supplement their classroom instruction and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher interviews provided some examples on how teachers use data to identify students who need additional supports within their classrooms. The school has not discussed expectations on providing tiered supports; there is not a structure in place for teachers to equitably identify students for remediation and advancements, provide school approved interventions, and gather data.
4.b.3. Tier II Extended Enrichment.	Tier II extended enrichment opportunities are available for students performing above mastery to supplement their classroom instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teacher interviews provided some examples on how teachers use data to identify students who need additional supports within their classrooms. The school has not discussed expectations on providing tiered supports; there is not a structure in place for teachers to equitably identify students for remediation and advancements, provide school approved interventions, and gather data.



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.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.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.b.4. Tier III Remedial Intervention.	Tier III academic and behavioral/social-emotional interventions are provided with sufficient time, intensity, and frequency to meet individual remedial needs of students at the highest risk of failure or dropping out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CMA is providing tier III small group reading instruction to students not on grade level in K-2.
4.b.5. Special Education.	Special education programming provides a well-developed continuum of academic and social/emotional services that covers mild and moderate needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviews indicated that students are consistently serviced by 2 teachers, 2 para-professionals, and special service providers. Interviews on the role of the 3 rd SPED provider was mixed. CMA received a compliance complaint from their authorizer CSI and have been working to get many IEPs written and provided to parents. Additionally, teacher interviews revealed that the school is not yet providing a continuum of services, indicating that they only provide integrated services due to “the model” and staffing capacity; thus, indicating that service delivery decisions may not always be data-driven.



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.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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
4.b.6. Tier III Advanced Intervention.	Tier III advancements are provided with sufficient time, intensity, and frequency to specifically meet individual student advanced needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	CMA does not yet have formalized advancement courses or opportunities.
4.b.7. Gifted and Talented.	Gifted and Talented programming is well-developed, including non-discriminatory identification practices and embedded Advanced Learning Plans that drive student programming.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leader and teacher interviews revealed that CMA is not yet implementing identification procedures for GT. Additionally, while stakeholders reported completing ALPs, they are not yet implemented.
4.b.8. Integrated Support.	Support structures and programs (e.g., Title I, ESL, Special Education) are integrated into the school's tiered intervention process to provide collaborative support for student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Because there is not yet an MTSS system, we are unable to assess its integration with special programs.



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.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.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.b.9. Extended Learning Opportunities.	The school offers a range of extended learning opportunities within and beyond the school day and the school year.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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.c. Family and Community Partnerships		The school develops and sustains family and community partnerships to share responsibility for student success.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
4.c.1. Partnerships for Student Success.	Collaborative partnerships with community organizations and external stakeholders are cultivated and emphasize student success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.c.2. Active Family Participation.	Families are active participants in the problem-solving model to identify concerns, determine strategies, and implement actions to support positive student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviews revealed that while there is a highly engaged parent organization, the SAC is the only opportunity to engage in deeper problem solving at this time.
4.c.3. Supported Family Partnerships.	The school ensures families are provided opportunities to be partners in supporting student learning (e.g., math nights, parenting classes).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviews revealed that parent teacher conferences are provided and that parents are a part of individual problem solving for their students. Other examples were not provided in interviews.
4.c.4. External Support.	The school communicates timely information to students and families regarding available external support services such as health and social services.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Sources of Evidence				
	Documentation	Interviews	Observations	
<ul style="list-style-type: none"> • Communication plan • Communications to families and community • Evaluation process documents • Information communicated to staff, e.g. beginning of year expectations • Master schedule • Meeting agendas and minutes • Parent surveys • Process notes from school improvement meetings 	<ul style="list-style-type: none"> • Processes and protocols • Professional development materials and media • Professional learning plan, topics, budget • Professional resources • School activity list involving parents • School administrator's schedule • School calendar • School leadership's schedule 	<ul style="list-style-type: none"> • School mission • School policies • School team and committee list • Schoolwide behavior plans • Staff assignment list • Staff handbook • Staff surveys • Student handbook • Teacher handbook • UIP 	<ul style="list-style-type: none"> • Classified staff members • Coaches and/or mentors • District administrators • Instructional specialists • Interviews • School administrators • School leadership • Teachers 	<ul style="list-style-type: none"> • Administrative team meetings • Committee meetings • Observations • Staff meetings • Team meetings

Standard 5: Leadership

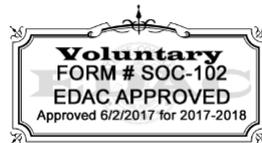
School leadership ensures the school functions as a learning organization focused on shared responsibility for student success and a rigorous cycle of teaching and learning.

Indicator 5.a. Expectations for Excellence

School leadership holds and communicates explicit high expectations for the performance of students and adults.



Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
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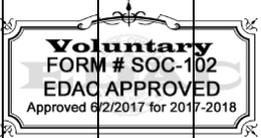
Standard 5: Leadership

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.

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
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5.a.1. Student Expectations.	School leadership effectively communicates a shared vision of high expectations for the academic and behavioral performance of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Multiple changes in leadership (including adding at TOSA Dean of Students mid school year) led to expectations being unclear for students and there is little consistency in academic and behavioral expectations that are communicated from leadership. 10/10 teachers reported creating their own expectations as a team or an individual.</p> <p>Love and logic was a focus for school wide PD; however, little accountability for implementation. It was observed being used in one classroom as students were sent to participate in Recovery in a different room. 4/10 teachers communicated they didn't feel love and logic was successful with upper grades (7-9)</p> <p>Teachers communicated there is a student handbook that all families receive at the beginning of the year to explain our expectations and they sign it.</p> <p>Teachers have seen consequences vary for students from grade to grade. For example, suspensions for older students, but conversations with younger students. Little communication from the Dean to the classroom teacher on the discussion or any next steps. 2/10 teachers communicated consequences were too light for scholars who engaged in unsafe behavior or that it depended on if the student had a family member employed in the building.</p> <p>Inconsistency in behavior ladder as it was observed that classrooms have different methods of tracking (red, yellow, green cards or clip charts, or class dojo)</p> <p>Lesson plans are required to be turned in but were not under previous principal. No template is required and there are no required elements.</p> <p>Teachers are not required by admin to review data from MAPs or DIEBELS. Teachers choose to due so on their own and have grouped students accordingly.</p> <p>Curriculum is minimal and teachers are purchasing TPT</p>
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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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.a.2. Adult Expectations.	School administrators hold staff accountable for standards-based instructional planning, high-quality teaching, evidenced-based assessment practices, and providing a system of tiered support that promote student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There has been no communication around lesson planning, data teams, or professional development. All teachers interviewed reported that there were times in the past under different leadership where lesson plans were required, but no feedback or observations occurred. There was no professional development around planning, teaching, how to use MAP data, or how to support SPED students.
5.a.3. Adult Learning Model.	School administrators intentionally model the importance of continued adult learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Love and Logic PD was provided and followed through during the year. Teachers did receive a certificate for completion of the program. There was no feedback or follow up on actual implementation, which left many teachers feeling it was optional, and they chose to not implement many components at the 7-9 level.
5.a.4. Professionalism.	School leadership models and expects professionalism from all staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers received no guidance on expectations. Teachers noted that they were unclear when meetings were to occur, when changes happened on staff, and who to go to for what when support was needed. They were also unclear on certain professional duties like lesson planning and obtaining a substitute.



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.b. Instructional Leadership		School leadership focuses on improving and supporting effective teaching and learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.b.1. Visible and Accessible in Classrooms.	School administrators are visible and accessible within classrooms and frequently work with teachers to address instructional needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers reported minimal observation. There would be an occasional drop ins to ask them a question but there was no feedback provided to teachers on their instruction or their learning environment. Teachers did not see admin in their rooms unless they were invited to see something and even then, many times they did not show up.
5.b.2. Supervision and Evaluation.	School administrators implement supervision and evaluation processes that develop and sustain the performance of a highly competent staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All teachers reported that there was no evaluation process. Teachers were not observed teaching. A self-evaluation was completed, but teachers did not set goals and there was no follow up on the evaluation. Teachers stated they did receive comments on the scores they gave themselves and many were confused as to why they were nonrenewed as they had not received feedback on their performance all year.



Standard 5: Leadership

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Indicator 5.b. Instructional Leadership		School leadership focuses on improving and supporting effective teaching and learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.b.3. Culture of Collaboration.	School leadership promotes and supports a schoolwide culture of collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers reported the role of grade level lead was assigned by an administrator for some grades and they would go to that person if they had a question. Many were confused as to why that person was selected. Admin did not require collaboration; however, teams took it upon themselves to meet to plan or to analyze data.
5.b.4. Schoolwide Dialogue.	School leadership facilitates ongoing schoolwide dialogue about standards, instruction, and assessment with a focus on integrating the use of research-based practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No teachers reported ever discussing standards or instruction with an admin. There are no structures for PLC, data team meetings, or MTSS meetings. Most teachers were told to look on CDE, find the standards for their grade, and use those to guide what they teach. There was no discussion as a school on MAP testing data.



Standard 5: Leadership

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Indicator 5.b. Instructional Leadership		School leadership focuses on improving and supporting effective teaching and learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.b.5. Teacher Leadership.	School administrators promote teacher leadership capacity within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Some teachers were asked to be grade level leads by an administrator during the 18-19 school year and some were asked to mentor or support teachers in the 19-20 school year. No one was sure why they were asked to step into this role and requirements or an application process were not required. There was also little to no accountability for the person who was grade level lead as many of them were unclear around the responsibilities of the role.



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.c. School Efficiency and Effectiveness		School administrators develop and align systems, processes, and resources to establish and sustain an effective teaching and learning environment.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.c.1. Organizational Direction.	School administrators ensure that the roles and responsibilities (tasks, processes, and relationships) of all staff members are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All teachers interviewed reported that they were confused about who to go to for what during the year due to the many changes in leadership. They were also unclear of the process to check in with an admin if they did have a question or concern. 3 teachers who started mid-year reported feeling no support from admin and 1 reported not knowing the name of many staff members.
5.c.2. Guiding Change.	School leadership facilitates improvement efforts guided by an understanding of the change management process that includes preparation and stakeholder investment, design, resource collection and allocation, execution, and reinforcement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All teachers reported feeling left in the dark around decisions. They were unclear as to when people (teachers and admin) resigned and did not know when new staff started. Communication was limited to email and teachers did not understand the process for hiring new staff as they did not have a role in the hiring process. There was little investment as staff were not part of any decisions nor did they understand or receive clarity on the rationale behind any changes.



Standard 5: Leadership

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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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.c.3. Protecting Time.	School administrators establish parameters and develop schedules that maximize instructional, preparation, and collaborative time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers reported having a common plan time. As of January teachers in 6-9 reported that the implementation of a Dean to support with behavior made it easier for them to maximize their instructional time. There was confusion around the schedule as three teachers reported feeling there was inequity of break time to plan.
5.c.4. School Management.	School administrators ensure a well-organized and efficient environment for staff and students by establishing schoolwide expectations, procedures, and reinforcements for student arrival and dismissal, behavior, attendance, and class/lunch/recess transitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers supported their classes and understood when to report to various duties for safety. Teachers were unclear around discipline policies. They understood they were to implement love and logic; however, there was little communication around what to do when those strategies failed with specific scholars. There was also confusion on how to implement many of the love and logic elements in grades 7-9.



Standard 5: Leadership

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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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.c.5. Decision Making.	School administrators establish, communicate, and implement decision-making processes and protocols, and ensure clarity about the locus of decision making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers were unclear around who to go to for what. There was little to no communication around hiring, firing, discipline decisions, and curriculum. Teachers felt left in the dark and were often told things at the last minute via email. This led to a lot of confusion and frustration among the staff as often things would change at the last minute.
5.c.6. Maximizing Resources.	School leadership aligns available resources (e.g., personnel, fiscal, time, materials) with school priorities to maximize school effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers reported knowing there were some financial concerns in the school, so they never asked for outside professional development or resources as they knew the funding was not available. Teachers were also unclear about the school priorities although all could speak they knew they did exist somewhere (UIP on website was mentioned by most teachers). Teachers reported that they knew there were changes in curriculum coming, but they did not have a part in researching or selecting it.



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.d. Capacity Building		School leadership continually builds school capacity to impact student and staff success.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.d.1. School Focus.	School leadership effectively minimizes factors that distract from the primary purpose of raising student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers in grades 6-9 did feel supported by the dean and felt it made a difference in their ability to teach. Teachers also reported that plan time was rarely touched for PD or coaching. Teachers also reported that they felt elements of Love and Logic did support scholars and there was evidence of it being used (2 scholars sent to recovery in 7 th grade) Many of the 7 th -9 th teachers did feel that Love and Logic was not helpful and that older scholars needed something different to hold them accountable to school expectations. Most teachers reported that while they believed the intentions of the admin were positive, there was confusion on what they needed to do to raise student achievement as there was little communication on student and staff performance.



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.d. Capacity Building		School leadership continually builds school capacity to impact student and staff success.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.d.2. Distributed Leadership.	Leadership is intentionally developed and distributed among individuals and teams (e.g., building leadership team, data teams, teacher leaders) to foster shared ownership of school success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	While there are grade level chairs in some grades that were selected by admin (2 and they were both in the elementary school, other leads were self-appointed or became the de facto lead of the team), all teachers reported that there are no other paths to lead or support school needs despite many teachers stating they would be willing to devote time to help out more. Currently there are no committees and no data teams. Two teachers were asked to mentor another teacher next school year and they were unclear if this would be for a stipend or what the expectations would be (number of teachers, required meetings, observations of mentees, etc).



Standard 5: Leadership

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Indicator 5.d. Capacity Building		School leadership continually builds school capacity to impact student and staff success.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.d.3. Communication.	School leadership supports school change by listening, sharing results and needs, revisiting the school's vision and goals, and cultivating input from staff, students and the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All teachers reported this as the biggest weakness of the leadership team. Communication to staff, families, and students was minimal and if it did occur, it happened via email. There was little to no discussion on school goals and many teachers stated the vision of the school was misunderstood by the greater community as well as by some staff. There was no feedback solicited from teaching staff about culture and climate of the building. Teachers reported that improved communication from admin to staff, families, and students would help them feel more invested and appreciated. This includes communication on staff changes, meetings, curriculum decisions, teacher evaluations, and hiring / firing to name a few areas where teachers would like improved communication.



Standard 5: Leadership

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Indicator 5.d. Capacity Building		School leadership continually builds school capacity to impact student and staff success.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
5.d.4. Motivation/Encouragement.	School leadership motivates and encourages teachers in the challenges of teaching to mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers reported that there were no formal or informal observations and there was no professional development around instruction. Teachers reported leaning on each other for support but not feeling that their leadership team always understood their needs. Many stated this could also have been caused by the many changes in leadership throughout the school year.
5.d.5. Networking.	School leadership networks with colleagues, district leadership, stakeholders, and outside entities to support improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There were limited opportunities to connect with outside entities as leadership changed frequently. Admin reported being new to the building and that their focus was on the upcoming school year.
5.d.6. Family and Community Partnerships.	School leadership initiates and sustains activities which result in meaningful family and community engagement, support, and ownership of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers reported that they hosted parent teacher conferences. There were families who volunteered in the building to support with office tasks. Teachers spoke to one or two family events, but there was little attendance due to poor communication to both staff and families.



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

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.e.1. Rigorous Teaching/Learning Cycle.	School leadership understands what is required to implement a rigorous cycle of teaching and learning, and guides practices and processes for systemic implementation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Staff was unaware of a cycle of teaching and classrooms observed had little rigor. Students were either listening to articles being read aloud, asked to write short summaries, and were completing crafts. Many students (3 of 7 classrooms) were allowed to play games on their computers and most scholars were compliant in all classrooms, but not engaged. There was little guidance of how to utilize curriculum to ensure learning as teachers were using teacher pay teacher work. Half of the interviewed teachers knew how to use MAP data to guide their instruction. Some of the work posted upstairs was below grade level and only 3/8 classrooms had a measurable CLO.



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

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.e.2. Diversity.	School leadership values diversity and demonstrates the knowledge and skills needed to work effectively with staff, students, families, and community members from diverse cultures and ethnicities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers and admin reported they felt this was an area of strength; however, there was no cultural competency professional development and little reflection of data (academic or behavioral) to analyze trends and report next steps to support students from diverse groups. When asked about analyzing trends it was reported that admin were looking to do this next year and were aware that it was important to give time and attention to any trends. Staff mentioned that they appreciated the diversity of the students and the dean mentioned they celebrated Black History Month and were looking to do even more in the upcoming year to celebrate the contributions of other ethnic groups.



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

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.e.3. Systems Thinking.	School leadership applies systems thinking to support school improvement efforts by evaluating and identifying key leverage points for change, creating action plans and implementation strategies. Leadership develops an understanding of the “big picture” by piecing together connections that creates emerging patterns within the system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers reported confusion around the areas of school improvement. They were aware there were many concerns with the school from SPED to budget. One admin identified there was a handbook created by teachers with admin to identify key levers of change. Only one teacher reported being aware of that document although all were aware of the UIP. No one could articulate the goals laid out in the UIP. Many of the new staff (those who were hired mid-year) were unclear about the mission and vision of the school, but understood it was to support military families. Teachers reported not hearing any communication around action plans and goals for the current school year or for the upcoming school year.



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

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
5.e.4. Conflict Resolution.	School leadership uses conflict management and resolution strategies effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers reported leaning on each other for support with resolving any conflicts that arose whether this be with staff or families. There was no system or set protocol for filing a grievance or airing a concern. Teachers were also unclear the process when they disagreed with a next step laid out by a Dean or Principal.
5.e.5 Instructional Coaches.	Coaches have the technical knowledge and skills to work successfully with staff members and use evidenced-based coaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There are currently no instructional coaches in the building. One teacher says she has stepped into the role to fill the gap to support 7 th -9 th grade science staff; however this was not implemented by administration.

Sources of Evidence				
Documentation		Interviews		Observations
<ul style="list-style-type: none"> • “Ladder of consequences” for student misbehavior • Classroom routines and 	<ul style="list-style-type: none"> • Posted behavioral expectations • Posted learning targets 	<ul style="list-style-type: none"> • School vision • Schoolwide expectations for student behavior 	<ul style="list-style-type: none"> • Classified staff members • Coaches and/or mentors • District administrators 	<ul style="list-style-type: none"> • Administrative team meetings • Committee meetings



<p>expectations</p> <ul style="list-style-type: none"> • Communications to families and the community (English and other languages) • Emergency procedures • Extracurricular information (e.g., activity schedule, participation lists, before/after school transportation information) • Instructional materials • Lesson and unit plans • Parent handbook • Parent surveys • Positive behavior reinforcement materials 	<p>Professional development plan, materials</p> <ul style="list-style-type: none"> • Professional learning materials • Rubrics and exemplars • Schedule of school assemblies and celebrations • School attendance data • School building maintenance/safety report • School discipline data • School meeting minutes, agendas, participation lists • School mission • School newsletters • School policies/procedures 	<ul style="list-style-type: none"> • Signs and postings inside and outside school building • Staff excellence celebration information • Staff surveys • Student achievement, growth, and positive behavior celebration information • Student handbook • Student portfolios (anonymous) • Team meeting notes • Translated materials to families • Unified Improvement Plan 	<ul style="list-style-type: none"> • Family members • Instructional specialists • School administrators • School leadership • School translators • Students • Teachers 	<ul style="list-style-type: none"> • Meetings with parents and/or community • Meetings with students • Parent meetings • School activity rehearsals, practices • School performances • Showcased student materials • Staff meetings • Team meetings
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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.					
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



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.					
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
6.a.1. High Expectations.	The school culture reinforces expectations of high academic achievement for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	When asked what classroom and schoolwide practices hold students accountable to high levels of academic achievement, teachers had varied responses. Many teachers mentioned grooming expectations when referring to school wide reinforcement of high expectations, however, there was not an identifiable common school or classroom language nor implementation. There is autonomy for each individual teacher to determine how to uphold expectations, and which expectations to uphold.
6.a.2. Learner-Centered.	School leadership and staff establish and sustain a learning and learner-centered focus among all members of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The school has a stated STEM and Military Sciences learning focus. There was evidence that the CAP program has created elements of learner focused education. However, the CAP program is a contained program that is not implemented schoolwide. School leadership and staff have not clearly defined parameters for learner centered instruction and classroom culture focused on learning K-12.



Standard 6: Culture and Climate

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Indicator 6.a. Academic Expectations		School leadership and staff demonstrate the belief that all students can learn at high levels.					Comments
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.a.3. Urgency/Responsibility.	School leadership and staff demonstrate an understanding of and accept responsibility for the urgent need to improve student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers and leaders consistently reported a need for improvement, but concrete goals and who is responsible for them were not clear. Teachers and leaders have not had clear desired outcomes, nor clear strategies to improve student achievement and development. Furthermore, teachers consistently reported not receiving coaching, observations, nor evaluations from leadership. The desire for improvement was evident among all community members, the understanding and responsibility for improvement were not.



Standard 6: Culture and Climate

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Indicator 6.a. Academic Expectations		School leadership and staff demonstrate the belief that all students can learn at high levels.					Comments
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.a.4. Accountability for Quality Work.	Teachers hold students accountable for producing quality work and provide students with quality criteria (indicators of mastery) and support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interviews revealed that there were no common criteria for mastery throughout the school. There was evidence on some grade level teams of curricular cohesion, but student accountability to quality work was varied. The work that was provided by teachers, was rarely presented with a model or example to demonstrate high quality execution. A few teachers were observed communicating/demonstrating indicators of mastery. Additionally, feedback to students was minimal and not specific when given during observations. Overall, students were not being held accountable to high-quality work during observed instruction.



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Indicator 6.a. Academic Expectations		School leadership and staff demonstrate the belief that all students can learn at high levels.					Comments
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.a.5. Recognition of Quality Work.	School staff members showcase quality student work as exemplars and use examples of student work to celebrate achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student work was displayed in the primary hallway. Although inviting in the hallway, there was no indication of if or how work was high quality. Most teachers reported that they did not know what high quality work was schoolwide, but that they either individually or with their team created criteria for their classrooms. Additionally, the practice of using student exemplars and posting high-quality work was not observed during classroom visits. When students were asked how do you know how you did on the assignment, consistently they responded about task completion, not the quality of work.



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.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.					Comments
Indicator Rating	1.1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.1. Welcoming Environment.	The school demonstrates a welcoming and inviting environment for all students, families, and community members.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interviews and Observations revealed that parents, teachers and students consistently reported the need for the CMA mission to serve students of those who serve in the community. Parents and students reported being pleased with the new, spacious facility. While the physical building is impressive, the morale of staff was reportedly based on fear and confusion. Leadership and staff interviews indicated a culture of distrust and miscommunication. Leadership, staff and students reported being unclear about organizational cultural practices, particularly with hiring and discipline, as well as unclear about roles and responsibilities of leadership positions. The multiple changes in leadership that have occurred have impacted the cultural morale. This inconsistency has created an unwelcoming environment for most staff and some students and families.



Standard 6: Culture and Climate

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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.					Comments
Indicator Rating	1.1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.2. Accessible to Families.	School leadership and staff make themselves available to work with families in addressing student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	During observations and interviews with staff and parents, it was noted that CMA has an open-door policy to families. Administrators are located in their offices most of the day. Teachers and students describe administrators as inconsistent and hard to reach unless for a disciplinary action. Families however, reported that teachers are very accessible and the use of social media (i.e. DOJO, FaceBook, etc.) is effective for communication. Many teachers reported communicating with families often through various forms of communication (i.e. social media, newsletters, planners, etc.).



Standard 6: Culture and Climate

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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.					Comments
Indicator Rating	1.1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.3. Commitment to Equity.	Regardless of culture, ability, life experience, socioeconomic status, or primary language, each student is expected to master grade-level expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interviews revealed that most members of the school community have a superficial understanding of grade level expectations. Teachers reported feeling unprepared and unsupported with academic standards. Although the school has demographics that are reflective of the community, the commitment to all students was varied throughout the building. A few community members were observed demonstrating a commitment to all students. However, there was a schoolwide emphasis on the CAP student expectations as opposed to non-CAP students.
6.b.4. Cultural Awareness.	School staff members promote understanding of and respect for diverse cultural backgrounds as an integral component of the learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	When asked about cultural awareness of staff, leaders and teachers reported that they have students of all backgrounds in their school. When prompted further, teachers and leaders reported the need for more support with cultural awareness. This was not a previous topic of professional development.



Standard 6: Culture and Climate

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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.					Comments
Indicator Rating	1.1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.5. Culturally Responsive Practices.	Leaders and teachers implement culturally responsive teaching and discipline practices that are evidence-based and meet the needs of the school's demographics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	When asked about culturally responsive practices, teachers and leaders reported not having any training nor practices in place. Love and Logic was selected as a schoolwide PD focus for a classroom management focus for teachers. However, there was no focus nor discussion on CRT practices.
6.b.6. Monitoring for Equitable Practices.	Leaders consistently disaggregate achievement and discipline data and employ corrective action when gaps and/or disproportionality are identified (i.e. race/ethnicity, FRL, ELL, and SPED).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leaders and staff reported minimal use of data in classrooms. It was reported that there have been no schoolwide data analysis. Discipline data nor academic data was analyzed for disproportionality, but it was reported consistently that there are disproportionate discipline practices that mirror the nationwide data around boys and students of color being penalized in inconsistent ways.
6.b.7. Culturally Responsive Communication.	Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leader and teacher interviews revealed that there were minimal strategies to communicate with culturally and linguistically diverse stakeholders.



Standard 6: Culture and Climate

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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.					Comments
Indicator Rating	1.1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.b.8. Student Participation.	The school makes an intentional effort to involve students from all sub-groups in academic and extra-curricular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The extracurricular activities that were offered were enrichment for students (i.e. Capoiara, Science Activities, etc.). The extracurricular offerings from the school were primarily for the primary students and the CAP students.
6.b.9. Professional Learning: Diversity.	Staff members participate in professional learning to implement practices that support equity and an understanding of diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Leaders and staff reported there was no focus on diversity and equity in professional learning.



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.c. Safe and Orderly Environment		The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.					Comments
Indicator Rating	1.4	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.c.1. Condition of the School.	The physical structures and condition of the school provide students and staff members with a safe, healthy, and orderly learning environment.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Beautiful, new facility with ample space for offices and intervention. Although there were differences in the maintenance of the upper and lower schools, overall, the building was tidy and there were no safety concerns.
6.c.2. Behavioral Expectations.	Behavioral expectations are well defined, posted in a variety of settings, and clearly communicated to students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The CMA Handbook provided cadets and parents with CMA values, mission and vision. Although, there were a list of rules detailed for cadets in regards to conduct, there was no clear consequence ladder provided. CMA leaders and teachers have expressed a need for a discipline/consequence matrix and leaders have reached out to the Utah Military Academy with the same model for an example of a tiered discipline system to implement. There was evidence of the P.R.I.D.E. values in the primary hallways.
6.c.3. Reinforcing Expectations.	Staff members consistently teach, re-teach, and reinforce behavioral expectations and classroom routines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interviews with community members revealed that behavioral expectations are inconsistent and unclear.



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.c. Safe and Orderly Environment		The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.					Comments
Indicator Rating	1.4	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.c.4. Classroom Consequences.	School leadership ensures that a consistent sequence of consequences for negative student behaviors is equitably applied in classrooms throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interview demonstrated that there was no evidence of consistency between classrooms in regards to consequences. Teachers reported having a focus of Love and Logic in PD, but they were not monitored, nor shown how to apply the theory. It was also consistently reported that disciplinary actions were instituted at the discretion of teachers.
6.c.5. School Consequences.	School leadership enforces schoolwide behavioral expectations and applies consistent and appropriate consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There was no evidence of a consequence system that was consistent throughout the building. Teachers reported consistently that consequences were applied to students and there was no communication with staff about what the consequences were. It was also consistently reported that disciplinary actions were instituted at the discretion of leadership and there was not a discipline ladder applied equitably to all students.



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.c. Safe and Orderly Environment		The physical condition of the school and a schoolwide understanding of behavioral expectations ensure students and staff experience a safe, orderly, and supportive environment.					Comments
Indicator Rating	1.4	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.c.6. Positive Reinforcement.	Staff members use positive reinforcement to motivate students to high levels of behavior and academic performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The evidence collected demonstrates that some teachers were attempting to incorporate positive incentives into their classroom culture. Classrooms that had incentives were more likely to have positive classroom management observed on the Management Indicator in the CVT tool. However, most of the reinforcement provided to students was negative reinforcement or punitive in nature.
6.c.7. Environment Data.	Learning environment data (e.g., culture/climate surveys, opinion surveys, focus groups) are regularly collected and analyzed to help evaluate the effectiveness of school culture and climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There was no evidence of climate data collection.



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.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.					Comments
Indicator Rating	1.3	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.d.1. Staff and Staff/Leadership Relationships.	A culture of trust between staff members and between staff members and school leadership is established and evident throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The data collected revealed that there was a level of trust forged among some teacher teams throughout the building. However, many teachers reported feeling isolated and not having any support. Interviews with staff and leadership revealed a deep level of distrust between staff and leadership. Teachers consistently reported not feeling comfortable to approach leadership with issues and feeling confusion over decisions being made, particularly with hiring and discipline. Teachers reported not having relationships with leaders, and not being held accountable through evaluation and coaching. Hiring practices and a lack of communication were consistently named as reasons for low levels of trust between staff and leadership. It was reported that leadership provided space for autonomy for teachers, but minimal support and unclear goals.



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.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.					Comments
Indicator Rating	1.3	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
6.d.2. Student/Adult Relationships.	Students can identify at least one adult with whom they have a positive relationship. Establishing positive and trusting student/adult relationships is a school priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When students were asked about relationships with adults in the building, most cadets were able to name at least one adult whom they trust. Positive relationships were being established by various levels of the school community. Students named teachers, paraprofessionals and the office staff as trusting individuals.
6.d.3. Staff/Family Relationships.	Establishing positive and trusting relationships with families is a school priority.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	When families were asked about relationships with CMA, most families were very positive and trusting of the school leadership and the teachers. Parents identified extracurricular activities and social media as a positive way of building trust with the school.
6.d.4. Respect.	Members of the school community respectfully consider the perspectives of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The P.R.I.D.E. values that were on display in the primary hallways include Respect. The word respect is used often in conversations with students and staff, however, others perspectives are not collected throughout the school. Staff members consistently reported that their perspective was not asked for, nor considered when given.



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.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.					
Indicator Rating	1.3	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
6.d.5. Motivation.	Staff members challenge and inspire students to meet high expectations for performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interviews uncovered that performance expectations were not clearly defined. Although expectations for conduct were more clearly expressed by staff, students and leaders, staff members reported not feeling competent nor supported to challenge students.
6.d.6. Celebration.	School, staff, and student success is highly valued and publicly celebrated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	When asked about celebrations, there was inconsistent responses among staff and students. Some teachers and students reported that there were no school wide celebrations. Other teachers and students reported that the CAP program had drill celebrations throughout the year. Leaders and staff reported that there was no form of staff celebration.
6.d.7. Safe Environment.	School leadership facilitates the creation of a safe environment for teachers and staff to work as a learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence demonstrates that there was minimal direction for staff to create a learning community. Some teacher teams have taken the call to leadership to collaborate, but the degree of collaboration and what the focus for collaboration is varied greatly. Leadership interviews sometimes identified this as an area CMA can focus.



Sources of Evidence				
Documentation			Interviews	Observations
<ul style="list-style-type: none"> • Administrator evaluation schedule • Administrator walkthrough and observation schedule • Classroom observation criteria • District/school evaluation processes and forms • Examples of revised instructional plans • Examples of revised professional goals • Job descriptions 	<ul style="list-style-type: none"> • Job descriptions for mentors and coaches • List of expected or required professional practices • New teacher mentoring policies/procedures • Peer observations expectations, norms, procedures, monitoring data • Personnel evaluation forms • Professional learning evaluation data • Professional learning needs assessment results 	<ul style="list-style-type: none"> • Professional learning plan, topics, schedule, materials • Recruiting procedures, criteria, schedules • Samples of staff member professional goals (anonymous) • School budget • Staff handbook • Staff supervision schedule • Staffing assignments • Teacher feedback forms • Unified Improvement Plan 	<ul style="list-style-type: none"> • Classified staff members • Coaches and/or mentors • District administrators • Family members • Instructional specialists • School administrators • School leadership • Students • Teachers 	<ul style="list-style-type: none"> • Administrative team meetings • Coaching sessions • Professional learning sessions • Staff meetings • Team meetings

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.					
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments



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.**

Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
7.a.1. Recruitment.	School leadership recruits teachers who demonstrate the content knowledge, instructional skills, and interpersonal skills necessary to perform successfully within a standards-based teaching/learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Many teachers were knowledgeable in their area; however, many were stated to not be highly qualified. Many were also new to the profession and did not receive any additional training to support their growth as an educator.
7.a.2. Supporting/Retaining Staff Members.	The school provides staff members with clear expectations for high-quality professional practice and active, constructive support (e.g., coaching, mentoring, peer assistance) designed to maintain and extend their capacity to contribute effectively to student learning and school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Most teachers stated they were unclear in the expectations from admin. This may have been due to the constant changes of who was in charge; however, most staff took it upon themselves to support one another whether they were designated grade level chairs or not. Mentors were not assigned to new teachers and no one stated they were observed at any time throughout the school year by any one. The one thing that was a focus was Love and Logic which many teachers in 6th-9 th grade felt was ineffective for their students.



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.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.a.3. Mentors.	Mentors are well-trained, selected based on effectiveness, and held accountable for engaging in frequent and meaningful activities with staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	There was no set criteria for mentors. Teachers stated some were self-appointed and some were selected by administration. Some teachers mentioned the grade level lead assigned to them were not as supportive as they could have been as their role was unclear.
7.a.4. Support for New Staff.	The school provides new educators with a school-level orientation program which includes a focus on school learning expectations, operations, culture, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Any teacher new to the building or the profession did not receive an orientation or any onboarding. Teachers mentioned they had to seek out information on their own by asking coworkers or just "figuring it out on their own". One teacher stated she was unclear on how to obtain a substitute or who to go to if she had a question around curriculum.
7.a.5. Performance Improvement.	School administrators ensure training and mentoring is provided to low-performing teachers to improve their performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers were unclear on where their performance fell as they did a self-evaluation with minimal feedback from an admin. Leader and teacher interviews revealed that dismissal occurs without performance improvement planning.



Standard 7: Effective Educator

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Indicator 7.a. High Quality Staff		The school implements processes that support recruitment and retention of high quality professional staff.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.a.6. Staff Assignments.	School administrators implement a strategic approach to staff assignments that matches teacher skills to student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Teachers were all comfortable with the content and grade levels they were assigned. However, there did not appear to be any strategy around recruiting teachers for specific grades or contents. Teachers knew each other from other schools and recommended for friends to join the CMA community.



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.b. Supervision and Evaluation		The school implements supervision and evaluation processes designed to improve professional practice, instruction, and student success.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.b.1. System of Supervision and Evaluation.	School administrators use a transparent, clearly defined, and fully implemented system of employee supervision and evaluation to improve professional and instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers were unclear around supervision and evaluation as there was no PD around it. Teachers completed a self-evaluation and all teachers stated no one observed them throughout the year. Many teachers mentioned feeling the feedback given by admin on the self-evaluation was not valuable since it did not include instructional observations. The self-evaluation form includes some best practices but it does not fully operationalize how teachers should teach.
7.b.2. Staff Growth Goals.	Staff members collaborate with their supervisors to develop annual growth goals designed to build professional capacity and improve performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The self-evaluation did not include any goal setting. There was also no goal setting with teams whether in conversation around MAPs testing or around professional expectations.
7.b.3. Meaningful Feedback.	School administrators provide regular and meaningful feedback to staff members to improve performance related to job responsibilities and growth goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All teachers stated they were not observed at all throughout the school year by an administrator or a coach.



Standard 7: Effective Educator

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Indicator 7.b. Supervision and Evaluation		The school implements supervision and evaluation processes designed to improve professional practice, instruction, and student success.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.b.4. Value of Evaluation.	Teachers understand the evaluation process and regard it as an important factor in their professional growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers did not understand the evaluation process and how it was used to determine if a teacher was renewed or nonrenewed. The process was unclear and no teacher could speak to it outside of completing one self-evaluation.



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.c. Professional Learning		Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.c.1. Needs-based Plan.	The school conducts a comprehensive needs assessment and uses this data (student achievement data, teacher evaluation data, teacher surveys, etc.) to develop a strategic plan for professional learning based on the needs of students and adults within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	There were struggles with classroom management based on student referrals. The admin implemented Love and Logic and all teachers completed that as PD for the full school year. This was not as strategic as it could have been as there was no follow up around implementation. Teachers did not receive any PD based on student MAPs data.
7.c.2. Job-Embedded.	Professional learning is ongoing and job-embedded (e.g., mentoring, coaching, lesson study). Job-embedded PD opportunities are provided for curriculum development and standards-based instructional planning, instructional practices including tiers of support, and assessment practices and data analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers were able to plan during their plan time with their grade level chair and many grades took it up on themselves to meet as a team to support one another with plans and curricular decisions. Many teachers were unclear on which curriculum was being used next year as their voices were not part of the conversation. All teachers stated that there was only PD around Love and Logic and that there was no PD around instruction.



Standard 7: Effective Educator

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Indicator 7.c. Professional Learning		Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.c.3. Research-Based.	Selection and delivery of professional learning opportunities are intentional and evidenced-based.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Love and Logic was implemented and utilized throughout the year. There was no explanation on the rationale for using Love and Logic to the staff, so it is unclear if this was intentional based on data.
7.c.4. Instructional Coaching.	All teachers receive instructional coaching and data (student achievement, teacher evaluations, etc.) which is used to differentiate the frequency of coaching for different teachers depending on their level of effectiveness. Coaches are held accountable for helping staff improve professional performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers reported receiving no observations, no feedback (written or verbal), and no formal evaluation. Some new teachers received a mentor; however, most reported there was no accountability by any staff member to ensure coaching cycles happened amongst all staff. When asked if there was an instructional staff, teachers reported that there was no one on staff they were aware of who held that role.



Standard 7: Effective Educator

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Indicator 7.c. Professional Learning		Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.c.5. Evaluation of Professional Learning.	School leaders evaluate professional development effectiveness through data collection (e.g. instructional rounds), reflect on outcomes, and use this analysis to revise and adjust professional development plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Love and Logic was taught as the professional development for the year; however, there was no follow up on implementation or reflection on elements that worked and didn't work. Admin were not in classroom observing teachers or providing feedback. Professional development was not adjusted even when requests were made from staff to learn something different. Teachers did receive certificates to demonstrate their PD hours with the Love and Logic program.



Standard 7: Effective Educator

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Indicator 7.c. Professional Learning		Instructional staff members and school leadership participate in continuous, high-quality, research-informed professional learning.					Comments
Indicator Rating		(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
7.c.6. Differentiated.	Professional learning is differentiated to support the professional growth of instructional staff and school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	All staff received the Love and Logic professional development. Some teachers in grades 7-9 reported receiving training in physics which most did not find helpful due to not teaching physics or even science as their core content class. Most teachers felt there needed to be classroom management PD as newer teachers were coming to veteran teachers asking for advice, which took away from the veteran teacher's plan time. There was nothing differentiated to support the goals and needs of staff who were at different levels of pedagogy and experience.



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.

Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
8.a.1. Beliefs and Values.	The school vision and mission for student success are collaboratively developed based on the beliefs and values of the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Although there is a shared understanding of military values among the military community, the school had not successfully identified what student success is at CMA. There were varied definitions of student success among teachers, staff and leaders. Teachers consistently mentioned not having a clear definition of student success in a CMA model.

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.					Comments
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
8.a.2. Communication and Relevance.	School leadership continuously communicates the vision and mission of the school and uses them to reinforce the school community's commitment to student success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence suggests there was not a common understanding of the mission and vision. Staff and leader interviews revealed different definitions of the mission and vision. What was consistent in responses from community members, was the vision to serve students of military families. STEM and PBL were named as focus areas in the mission and there was little evidence of either model present in observations. Teachers nor leaders were able to communicate the goals named on the UIP.
8.a.3. Alignment/Focus.	School leadership and staff members intentionally align decisions, actions, and initiatives to the school's mission and goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Document reviews and interviews revealed that the mission and vision were unclear and therefore, the decisions were not aligned to the goals set forth. Interviews revealed that the UIP was written in isolation and it was not communicated with other staff members and stakeholders.

Standard 8: Continuous Improvement

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.b. Cycle of Continuous Improvement.		The school engages in a sustained cycle of continuous improvement focused on student achievement.					Comments
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
8.b.1. Focus.	School leadership establishes and sustains a focus on continuously improving student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Teachers and leaders reported a yearlong focus on Love and Logic to improve classroom management. There was no evidence of leadership establishing a focus on continuous student academic improvement.
8.b.2. Data Systems and Analysis.	The school uses systems for access and analysis that ensure timely and continuous use of data to improve student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interviews and document reviews determined that there was no use of data and lack of access to student data for teachers. Data was consistently not analyzed nor accessible for teacher use. There was not data analysis support or expectations from administration and therefore, staff was unable to use data schoolwide to improve student achievement. There was evidence of individual teachers using data to drive instruction in their classroom.
8.b.3. Strategic Actions.	Improvement efforts are effectively aligned with other school priorities and adjusted as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence suggests that improvement efforts were reactionary rather than strategically aligned with improvement efforts

Standard 8: Continuous Improvement

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

Indicator 8.b. Cycle of Continuous Improvement.		The school engages in a sustained cycle of continuous improvement focused on student achievement.					Comments
Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	
8.b.4. Manageable Initiatives.	School administrators identify a manageable number of priorities for school improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The SY 18/19 UIP for CMA stated four areas of focus; 1. Military Science Culture and Curriculum, 2. STEM (Science, Technology, Engineering, Math), 3. Project Based Learning and 4. Gifted and Talented. Of these mentioned focus areas in the UIP, one of them, Military Science Culture and Curriculum, demonstrated significant progress towards their implementation goals. CMA aimed to develop curriculum for Military Sciences, Math and ELA, as well as train a staff of primarily non-traditional teachers, all pulling from four pedagogical models. Furthermore, CSI issued 9 Milestones that CMA was required to meet for charter renewal in the SY 19/20.
8.b.5. Theory of Action.	Improvement activities are purposefully designed to address prioritized performance challenges in ways that result in significant improvements in student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	When asked about improvement activities leaders reported a strong desire for improvement. When asked about systems, structures and plans to address areas of priority, leaders had inconsistent responses as to the design of improvement action plans for the current school year as well as the upcoming school year.

Standard 8: Continuous Improvement

The school implements a mission-driven cycle of continuous improvement that optimizes learning and ensures organizational effectiveness.

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).

Indicator Rating	1	(4) Developed and fully implemented on an ongoing and sustained basis	(3) Developed and generally implemented throughout the school	(2) In development and/or partially implemented	(1) Initial development and/or minimal implementation	(NA) Not Applicable	Comments
8.c.1. Collaborative Process.	School leadership uses a collaborative process to develop, implement, and monitor the UIP. A representative group of instructional staff, families, and community members are actively engaged in the UIP process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Interviews with staff and leaders revealed that the UIP was created in isolation and for compliance purposes. Members consistently reported that there was no communication of UIP goals to staff or other leaders.
8.c.2. Comprehensive Data Analysis.	School leadership and staff analyze multiple types of data (e.g., student learning, demographic, process, perception) to plan school improvement efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence consistently demonstrated that there was minimal staff and/or leadership analysis of data to plan for school improvement. There was evidence of EOY and BOY data collection.
8.c.3. Ownership of UIP.	School leadership and staff have ownership over the implementation and outcomes of the UIP.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Observations and interviews showed that there was minimal ownership of the UIP and minimal knowledge of UIP identified goals. Most staff and leaders state they had not seen or heard of the UIP before.
8.c.4. Implementation Checks.	School leadership regularly monitors and adjusts implementation of the UIP based on performance targets, interim measures, and implementation benchmarks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Evidence suggests strongly that there was minimal to no monitoring of UIP goals.

