



Standard I – Cohesive Culture

The staff shares educational beliefs and values to establish a culture to positively impact student academic success.

- **Function A – Vision-Driven Mission**

The staff works collaboratively around a set of shared educational beliefs and uses these to intentionally shape the school's mission and goals to improve student academic success and well-being.

- **Function B – Culture of Change**

Staff behaviors challenge, stretch, and motivate positive school change that is sustainable. There is a common commitment to pursue excellence through collaboration and hard work.

Standard II – Climate of High Expectations

The staff accepts responsibility for student achievement and purposefully provides a positive climate. All adults emphasize a culture of learning and respect while providing quick, efficient, and effective supports to meet students' needs.

- **Function A – Positive Climate**

The staff believes all students can and will obtain mastery of the standards and believes in their own capacity to successfully teach all students.

- **Function B – High Expectations for All**

The staff establishes high expectations for self, students, and families that are clearly communicated and readily observed in educational policy, practice, and personal behavior.

Standard III – Safe and Orderly Environment

The staff places student well-being at the forefront of all decisions and provides a comprehensive support framework, including positive teacher-student relationships. The staff consistently follows an agreed upon disciplinary plan to ensure the safety of all students.

- **Function A – Student Personal Development**

The staff attends to all students' physical, social-emotional, and academic well-being through explicit learning opportunities as well as coordinated student support services.

- **Function B – Families and Community Partnerships**

The staff forms results-oriented partnerships with families and various community organizations to meet the needs of all students.

- **Function C – School Facilities**

The school facility is well-maintained, clean, and secure.

Standard IV – School Leadership

The principal fosters distributed leadership among staff, students, family, and community stakeholders, as appropriate, to create a shared understanding and commitment to improved student academic success.

- **Function A – Principal Leadership**

The principal exhibits the professional knowledge, skills, and dispositions that reflect strong instructional leadership, support for professional learning, and effective management.

- **Function B – Staff Leadership**

The teachers are provided opportunities to lead and assume responsibility for the overall academic success and effective management of their classrooms and the school, both individually and through teams that effectively advance the mission and goals of the school.

- **Function C – Student Leadership**

All students are empowered and engaged in age-appropriate leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.

Standard V – Standards-Focused Instruction and Assessments

The staff delivers prioritized, standards-focused, research-based instruction and provides appropriate assessments that support teaching and learning, enhance the unique qualities of each learner, and assure all students attain the essential knowledge, skills, and dispositions necessary to be successful, life-long learners.

- **Function A – Classroom Learning Environment**

Teachers create and manage inviting classroom environments that are student-centered and foster higher order thinking skills through student collaboration, reflection, intellectual inquiry, and self-direction.

- **Function B – Instructional Delivery**

Teachers implement rigorous and engaging instructional experiences based on state learning standards and students' needs and interests, informed by student data results using appropriate formative and summative assessments. Teachers provide multiple strategies aligned to instructional targets, and timely and regular feedback to students and families that guide the teaching and learning process.

Standard VI – Professional Learning

The staff engages in continuous learning opportunities for professional growth designed to improve school and classroom practice.

- **Function A – Teacher Collaboration**

Teachers participate in high functioning professional learning communities to improve students' learning through the analysis of teaching practice, student work, relevant data, and implementation of problem-solving strategies to improve instructional practice.

- **Function B – Evaluation, Feedback, and Support**

The principal and staff participate in processes of evaluation that facilitate self-reflection and promote ownership of professional growth.

Standard VII – Continuous Improvement

The staff has a collective commitment to establish a data-driven approach for improving student performance.

- **Function A – Processes and Structures**

The principal and staff have well-defined structures and processes for building professional relationships and processes necessary to collaboratively engage all stakeholders in actions to increase student learning and well-being.

- **Function B – Monitoring for Results**

The staff evaluates the results of student learning, implements adjustments to instructional practice, and monitors the results.

