

CROSSWALK

**Kentucky Department of Education Standards and Indicators
for School Improvement**

DRAFT

**2012 AdvancED/SACS Standards and Indicators for Quality
School Systems**

April, 2012

KDE SISI Standards for School Districts	AdvancED/SACS Standards and Indicators		
	Standard	Indicator	Performance Level Descriptors
1.1 CURRICULUM 1.1a There is evidence that the curriculum is aligned with the <i>Academic Expectations, Core Content for Assessment, Transformations</i> and the <i>Program of Studies</i>.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.	3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	<ul style="list-style-type: none"> Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.
1.1b The district initiates and facilitates discussions among schools regarding curriculum standards to ensure they are clearly articulated across all levels (P-12).	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process

			has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.
1.1c The district initiates and facilitates discussions between schools in the district in order to eliminate unnecessary overlaps and close gaps.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	<ul style="list-style-type: none"> Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose.
1.1d There is evidence of vertical communication with an intentional focus on key curriculum transition points within grade configurations (e.g., from primary to middle and middle to high).	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	<p>3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p> <p>3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>	<ul style="list-style-type: none"> Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.

			<ul style="list-style-type: none"> Like courses/classes have the same high learning expectations across the system.
1.1e The school curriculum provides specific links to continuing education, life and career options.	<p>1. The school system maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p> <p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p>	<ul style="list-style-type: none"> Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
1.1f There is in place a systematic process for monitoring, evaluating and reviewing the curriculum.	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.</p>	<ul style="list-style-type: none"> There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.
1.1g The curriculum provides access to a common academic core for all students.	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p>	<p>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning</p>	<ul style="list-style-type: none"> Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success.

	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p>	<ul style="list-style-type: none"> Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.
<p>2.1 EVALUATION/ASSESSMENT 2.1a Classroom assessments of student learning are frequent, rigorous and aligned with Kentucky Core Content</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>3.6 Teachers implement the system's instructional process in support of student learning.</p>	<ul style="list-style-type: none"> All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.
<p>2.1b Teachers collaborate in the design of authentic assessment tasks aligned with core content subject matter.</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.</p>	<ul style="list-style-type: none"> All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal

			<p>process system-wide that promotes productive discussion about student learning and the conditions that support student learning.</p> <ul style="list-style-type: none"> • Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of all staff members. • System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness, and student performance.
2.1c Students can articulate the academic expectations in each class and know what is required to be proficient.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.6 Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> • All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance. • Exemplars are provided to guide and inform students.
2.1d Test scores are used to identify curriculum gaps.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses 5. The system implements a comprehensive assessment system	3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. 5.2 Professional and support staff	<ul style="list-style-type: none"> • Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. • There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. • Systematic processes and procedures

	that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning	<p>for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district.</p> <ul style="list-style-type: none"> • Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. • All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
2.1e Multiple assessments are specifically designed to provide meaningful feedback on student learning for instructional purposes.	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p> <p>5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>3.6 Teachers implement the system's instructional process in support of student learning.</p> <p>5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.</p>	<ul style="list-style-type: none"> • The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. • All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. • These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. • The comprehensive assessment

			system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.
2.1f Performance standards are clearly communicated, evident in classrooms and observable in student work.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.6 Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> • All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance. • Exemplars are provided to guide and inform students. • The process provides students with specific and immediate feedback about their learning. • Exemplars are provided to guide and inform students
2.1g Implementation of the state-required Assessment and Accountability Program is coordinated by school and district leadership.	1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. • All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction • Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance.
2.1h Samples of student work are analyzed to inform instruction, revise curriculum and pedagogy, and obtain information on student progress.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	<ul style="list-style-type: none"> • System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's

			values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
3.1 INSTRUCTION 3.1a There is evidence that effective and varied instructional strategies are used in all classrooms.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. 3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	<ul style="list-style-type: none"> Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. Teachers throughout the district are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.
3.1b Instructional strategies and	3. The system's curriculum, instructional design, and assessment	3.3 Teachers throughout the district engage students in their	<ul style="list-style-type: none"> System and school leaders formally and consistently monitor instructional

<p>learning activities are aligned with the district, school and state learning goals, and assessment expectations for student learning.</p>	<p>practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>learning through instructional strategies that ensure achievement of learning expectations.</p> <p>3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>3.6 Teachers implement the system's instructional process in support of student learning</p>	<p>practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <ul style="list-style-type: none"> • System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. • All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance.
<p>3.1c Instructional strategies and activities are consistently monitored and aligned with the changing needs of a diverse student population to</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p>	<p>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable</p>	<ul style="list-style-type: none"> • Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success.

<p>ensure various learning approaches and learning styles are addressed.</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p> <p>3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	<ul style="list-style-type: none"> Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. <p>System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p>
<p>3.1d Teachers demonstrate the</p>	<p>1. The school maintains and communicates a purpose and</p>	<p>1.3 The school leadership and staff at all levels of the system commit</p>	<ul style="list-style-type: none"> Challenging educational programs and equitable learning experiences are

<p>content knowledge necessary to challenge and motivate students to high levels of learning.</p>	<p>direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p> <p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p>	<p>to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.</p>	<p>implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success</p> <ul style="list-style-type: none"> • Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. • The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success.
<p>3.1e There is evidence that teachers incorporate the use of technology in their classrooms.</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p> <p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</p>	<p>3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.</p> <p>4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.</p>	<ul style="list-style-type: none"> • Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. • The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. • The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the

			system.
3.1f Instructional resources (textbooks, supplemental reading, technology) are sufficient to effectively deliver the curriculum.	4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.	4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> • Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. • System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system.
3.1g Teachers examine and discuss student work collaboratively and use this information to inform their practice.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> • All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. • Frequent collaboration occurs across grade levels, content areas, and other system divisions. • System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness, and student performance.
3.1h There is evidence that homework is frequent and monitored and tied to instructional practice.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.6 Teachers implement the system's instructional process in support of student learning.	<ul style="list-style-type: none"> • All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.
4.1 SCHOOL CULTURE	1. The school maintains and	1.3 The school leadership and staff	<ul style="list-style-type: none"> • Commitment to shared values and

<p>4.1a There is leadership support for a safe, orderly, and equitable learning environment (e.g., culture audits/school opinion surveys).</p>	<p>communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p>	<p>at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p>	<p>beliefs about teaching and learning is clearly evident in documentation and decision making.</p> <ul style="list-style-type: none"> • Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. • System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. • All system and school personnel as well as students are accountable for maintaining these expectations. • Valid measures are in place that allow for continuous tracking of these conditions.
	<p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p>	<p>4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</p>	<ul style="list-style-type: none"> • System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. • All system and school personnel as well as students are accountable for maintaining these expectations. • Valid measures are in place that allow for continuous tracking of these conditions.

<p>4.1b Leadership creates experiences that foster the belief that all children can learn at high levels in order to motivate staff to produce continuous improvement in student learning.</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p> <p>2. The system operates under governance and leadership that promote and support student performance and system effectiveness.</p>	<p>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.</p>	<ul style="list-style-type: none"> • Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. • Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. • System leadership and staff hold one another accountable to high expectations for professional practice. • Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. • They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. • Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. • The culture is characterized by collaboration and a sense of community among all stakeholders.
<p>4.1c Teachers hold high expectations for all students academically and behaviorally, and this is evidenced in their practice.</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about</p>	<p>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and</p>	<ul style="list-style-type: none"> • Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for

	<p>teaching and learning.</p> <p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p> <p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.</p> <p>3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	<p>success.</p> <ul style="list-style-type: none"> • System leadership and staff hold one another accountable to high expectations for professional practice. • They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. • All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. • Teachers personalize instructional strategies and interventions to address individual learning needs of each student. • System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
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		3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	<ul style="list-style-type: none"> • All system personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. • These programs set high expectations for all system personnel and include valid and reliable measures of performance.
4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.	2. The governing body establishes policies and support practices that ensure effective administration of the school.	2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction	<ul style="list-style-type: none"> • Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. • The culture is characterized by collaboration and a sense of community among all stakeholders.
4.1e Teachers recognize and accept their professional role in student success and failure.	<p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p> <p>5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.</p> <p>5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.</p>	<ul style="list-style-type: none"> • All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. • Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. • All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.

		5.4 The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> • Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. • Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
4.1f The school intentionally assigns staff to maximize opportunities for all students to have access to the staff's instructional strengths.	4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students	4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> • System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. • System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
4.1g Teachers communicate regularly with families about individual students' progress (e.g., engage through conversation).	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	<ul style="list-style-type: none"> • Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. • Families have multiple ways of staying informed of their children's learning process.
4.1h	3. The system's curriculum,	3.9 The system designs and	<ul style="list-style-type: none"> • School personnel implement and

<p>There is evidence that the teachers and staff care about students and inspire their best efforts.</p>	<p>instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.</p> <p>3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.</p>	<p>participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.</p> <ul style="list-style-type: none"> • All students participate in the structure. • The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. • System and school personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). • System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.
<p>4.1i Multiple communication strategies and contexts are used for the dissemination of information to all stakeholders.</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.</p>	<ul style="list-style-type: none"> • Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. • Families have multiple ways of staying informed of their children's learning process.
<p>4.1j There is evidence that student</p>	<p>1. The system maintains and communicates a purpose and</p>		

<p>achievement is highly valued and publicly celebrated (e.g., displays of student work, assemblies).</p>	<p>direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p> <ol style="list-style-type: none"> 2. The system operates under governance and leadership that promote and support student performance and school effectiveness 3. The system's curriculum, instructional design, and assessment practices and guide and ensure teacher effectiveness and student learning. 4. The system has resources and provides services that support its purpose and direction to ensure success for all students 5. The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement. 		
<p>4.1k The school/district provides support for the physical, cultural, socioeconomic, and intellectual needs of all students, which reflects a commitment to equity and an appreciation of diversity.</p>	<p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p>	<p>4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.</p>	<ul style="list-style-type: none"> • The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. • Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from

			<p>these measures to regularly and comprehensively evaluate all programs.</p> <ul style="list-style-type: none"> Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
<p>5.1 STUDENT, FAMILY, COMMUNITY SUPPORT PROGRAMS/SERVICES</p> <p>5.1a</p> <p>Families and the community are active partners in the educational process and work together with the school/district staff to promote programs and services for all students.</p>	<p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p>	<p>2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.</p> <p>2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.</p> <p>3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.</p>	<ul style="list-style-type: none"> The culture is characterized by collaboration and a sense of community among all stakeholders. Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the system and its schools; a strong sense of community; and ownership. Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools. Families have multiple ways of staying informed of their children's learning process

<p>5.1b Structures are in place to ensure that all students have access to all the curriculum (e.g., school guidance, Family Resource/Youth Services Centers, Extended School Services).</p>	<p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p>	<p>4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.</p>	<ul style="list-style-type: none"> • The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. • Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. • Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
<p>5.1c The school/district provides organizational structures and supports instructional practices to reduce barriers to learning.</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p> <p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p>	<p>3.3. Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.</p>	<ul style="list-style-type: none"> • Teachers personalize instructional strategies and interventions to address individual learning needs of each student. • The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. • Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. • Improvement plans related to these

		<p>4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.</p>	<p>programs are designed, implemented, and evaluated to more effectively meet the needs of all students.</p> <ul style="list-style-type: none"> • The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. • Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. • Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
<p>5.1d Students are provided with a variety of opportunities to receive additional assistance to support their learning, beyond the initial classroom instruction.</p>	<p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p>	<p>4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.</p>	<ul style="list-style-type: none"> • The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. • The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students and school and system personnel in learning about the tools

		<p>4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.</p> <p>4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.</p> <p>4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.</p>	<p>and locations for finding and retrieving information.</p> <ul style="list-style-type: none"> • The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. • The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. • Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students. • The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. • Valid and reliable measures of program
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			<p>effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs.</p> <ul style="list-style-type: none"> Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
<p>5.1e The school maintains an accurate student record system that provides timely information pertinent to the student's academic and educational development.</p>	<p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p> <p>(May be addressed in ASSIST Assurances)</p>	<p>4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.</p>	<ul style="list-style-type: none"> The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.
<p>6.1 PROFESSIONAL DEVELOPMENT</p> <p>6.1a There is evidence of support for the long-term professional growth needs of the individual staff members. This includes both instructional and leadership growth.</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p>	<p>1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.</p>	<ul style="list-style-type: none"> Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses

	2. The governing body establishes policies and support practices that ensure effective administration of the school.	<p>2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.</p> <p>2.4 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.</p>	<p>of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose.</p> <ul style="list-style-type: none"> • The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. • System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. • The process is reviewed and evaluated regularly. • There are policies and practices requiring and giving direction for professional growth of all staff. • Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. • Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. • There are policies and practices requiring and giving direction for
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	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>2.2 The governing body operates responsibly and functions effectively.</p> <p>3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.</p>	<p>professional growth of all staff.</p> <ul style="list-style-type: none"> Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice. All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support
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<p>6.1b The school has an intentional plan for building instructional capacity through on-going professional development.</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>3.11 All staff members participate in a continuous program of professional learning.</p>	<ul style="list-style-type: none"> • All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. • Professional development is individualized based on an assessment of needs of the system and the individual. • The program builds measurable capacity among all professional and support staff

			The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
6.1c Staff development priorities are set in alignment with goals for student performance and the individual growth plans of staff.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.11 All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction.
6.1d Plans for school improvement directly connect goals for student learning and the priorities set for the school and district staff development activities.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.11 All staff members participate in a continuous program of professional learning.	<ul style="list-style-type: none"> All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
6.1e Professional development is on going and job-embedded.	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	<ul style="list-style-type: none"> All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of all staff members.

			learning, and 4) use content-specific standards of professional practice.
6.2b Leadership provides the fiscal resources for the appropriate professional growth and development of certified staff based on identified needs.		4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> • Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. • System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. • Efforts toward the continuous improvement of instruction and operations concentrate on achieving the purpose and direction of the system and its schools.
6.2c The school/district effectively uses the employee evaluation and the individual professional growth plan to improve staff proficiency.	2. The governing body establishes policies and support practices that ensure effective administration of the school.	2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> • The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. • Supervision and evaluation processes are consistently and regularly implemented. • The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.
6.2d Leadership provides and implements a process of personnel evaluations, which	2. The governing body establishes policies and support practices that ensure effective administration of the school.	2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of	<ul style="list-style-type: none"> • The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all

meets or exceeds standards set in statute and regulation.	(May also be addressed through ASSIST Assurances.)	the system and improved student success.	<p>areas of the system and ensuring student success.</p> <ul style="list-style-type: none"> Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning.
6.2e The school/district improvement plan identifies specific instructional leadership needs, has strategies to address them, and uses the Effective Instructional Leadership Act requirements as a resource to accomplish these goals.	5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
6.2f Leadership uses the evaluation process to provide teachers with the follow-up and support to change behavior and instructional practices.		2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	<ul style="list-style-type: none"> The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented.

	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	<ul style="list-style-type: none"> • The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning • System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
<p>7.1 LEADERSHIP 7.1a Leadership has developed and sustained a shared vision.</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p>	<p>1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.</p> <p>1.2 The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</p>	<ul style="list-style-type: none"> • The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. • The process is formalized and implemented with fidelity on a regular schedule. • The purpose statement clearly focuses on student success. • System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success.

<p>7.1b Leadership decisions are focused on student academic performance and are data-driven and collaborative.</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p> <p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p> <p>5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.</p> <p>5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.</p>	<ul style="list-style-type: none"> • Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. • This commitment is always reflected in communication among leaders and staff. • Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. • Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. • All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. • All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. • The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.
<p>7.1c There is evidence that all administrators have a growth</p>	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher</p>	<p>3.11 All staff members participate in a continuous program of professional learning.</p>	<ul style="list-style-type: none"> • All staff members participate in a rigorous, continuous program of professional learning that is aligned with

<p>plan focused on the development of effective leadership skills.</p>	<p>effectiveness and student learning across all grades and courses</p>		<p>the system's purpose and direction.</p> <ul style="list-style-type: none"> Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.
<p>7.1d There is evidence that the school/district leadership team disaggregates data for use in meeting the needs of a diverse population, communicates the information to school staff and incorporates the data systematically into the school's plan.</p>	<p>5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.</p>	<ul style="list-style-type: none"> Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
<p>7.1e Leadership ensures all instructional staff has access to curriculum related materials and the training necessary to use curricular and</p>			

data resources relating to the learning goals for Kentucky public schools.			
7.1f Leadership ensures that time is protected and allocated to focus on curricular and instructional issues.	4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students	4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> • Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. • Instructional time is fiercely protected in policy and practice in all schools. • System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
7.1g Leadership plans and allocates resources, monitors progress, provides organizational infrastructure, and removes barriers in order to sustain continuous school improvement.	<p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</p> <p>5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>(Multiple indicators)</p> <p>(Multiple indicators)</p>	
7.1h The school/district leadership provides the organizational policy and resource infrastructure necessary for the implementation and maintenance of a safe and effective learning environment.	4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students	4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	<ul style="list-style-type: none"> • System and school leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with all stakeholders. • All system and school personnel as well as students are accountable for maintaining these expectations.

			<ul style="list-style-type: none"> Valid measures are in place that allow for continuous tracking of these conditions. The results of improvement efforts are systematically evaluated regularly.
7.1i Leadership provides a process for the development and the implementation of council policy based on anticipated needs.			
7.1j There is evidence that the SBDM council has an intentional focus on student academic performance.	<p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p> <p>(AdvancED recognizes school councils as part of the governance structure of a school. Accordingly, Indicators that refer to “governing body” apply to school councils. This understanding will need to address through training.)</p>	<p>2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.</p> <p>2.2 The governing body operates responsibly and functions effectively.</p>	<ul style="list-style-type: none"> Policies and practices clearly and directly support the system’s purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system. The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest.

			<ul style="list-style-type: none"> Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.
7.1k There is evidence that the principal demonstrates leadership skills in the areas of academic performance, learning environment and efficiency.	<p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p> <p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.</p> <p>3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	<ul style="list-style-type: none"> The primary focus of the criteria and processes of supervision and evaluation is improving professional practice in all areas of the system and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice throughout the system and ensure student learning. System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.
8.1 ORGANIZATION OF THE SCHOOL 8.1a There is evidence that the school		<p>4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system,</p>	<ul style="list-style-type: none"> Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational

is organized to maximize use of all available resources to support high student and staff performance.		individual schools, educational programs, and system operations.	<p>programs, and system operations</p> <ul style="list-style-type: none"> • Instructional time is fiercely protected in policy and practice in all schools • System and school leaders exhaust every option to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. • System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
8.1b The master class schedule reflects all students have access to the entire curriculum.	<p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p> <p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p>	<p>3.1 The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.</p> <p>4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations</p>	<ul style="list-style-type: none"> • Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. • Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. • Like courses/classes have the same high learning expectations across the system. • Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations. • System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.

8.1c The instructional and noninstructional staff are allocated and organized based upon the learning needs of all students.	4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students	4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.
8.1d There is evidence that the staff makes efficient use of instructional time to maximize student learning.	4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students	4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	<ul style="list-style-type: none"> Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is fiercely protected in policy and practice in all schools. System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
8.1e Staff promotes team planning vertically and horizontally across content areas and grade configurations that is focused on the goals, objectives and strategies in the improvement	3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses	3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of	<ul style="list-style-type: none"> Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with

<p>plan (e.g., common planning time for content area teachers; emphasis on learning time and not seat time, and integrated units).</p>		<p>professional practice.</p>	<p>goals for achievement and instruction and statements of purpose.</p> <ul style="list-style-type: none"> • There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. • The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.
<p>8.1f The schedule is intentionally aligned with the school's mission and designed to ensure that all staff provide quality instructional time (e.g., flex time, organization based on developmental needs of students, interdisciplinary units, etc.).</p>			
<p>8.2 RESOURCE ALLOCATION AND INTEGRATION 8.2a The school/district provides a clearly defined process (in accordance with the school council allocation formula) to provide equitable and consistent use of fiscal resources.</p>	<p>4. The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students</p>	<p>4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.</p>	<ul style="list-style-type: none"> • Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. • System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. • Sustained fiscal resources are available to fund all positions necessary to

		<p>4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.</p>	<p>achieve the purpose and direction of the system, individual schools, and educational programs</p> <ul style="list-style-type: none"> • Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the system, its schools, educational programs, and system operations. • System and school leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.
<p>8.2b The school/district budget reflects decisions made about discretionary funds and resources are directed by an assessment of need or a required plan, all of which consider appropriate data.</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p> <p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p>	<p>1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.</p> <p>2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.</p>	<ul style="list-style-type: none"> • Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. • This commitment is always reflected in communication among leaders and staff. • Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. • Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and

			<p>assessment that produce equitable and challenging learning experiences for all students.</p> <ul style="list-style-type: none"> • Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.
<p>8.2c School councils and school boards analyze funding and other resource requests to ensure the requests are tied to the school's plan and identified priority needs.</p>	<p>2. The governing body establishes policies and support practices that ensure effective administration of the school.</p>	<p>2.1 The governing body establishes policies and support practices that ensure effective administration of the system and its schools.</p> <p>2.2 The governing body operates responsibly and functions effectively.</p>	<ul style="list-style-type: none"> • Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. • Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. • Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system. • The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. • Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.
<p>8.2d State and federal program</p>	<p>4. The system has resources and provides services in all schools that</p>	<p>4.7 The system provides, coordinates, and evaluates the</p>	<ul style="list-style-type: none"> • The system has designed and implemented a process to determine

resources are allocated and integrated (Safe Schools, Title I, Individuals with Disabilities Education Act, Family Resource/Youth Services Centers, Extended School Services) to address student needs identified by the school/district.	support its purpose and direction to ensure success for all students	effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	<p>the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system.</p> <ul style="list-style-type: none"> Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.
9.1 DEFINING THE SCHOOL'S VISION,MISSION, BELIEFS 9.1a There is evidence that a collaborative process was used to develop the vision, beliefs, mission and goals that engage the school community as a community of learners.	1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	<p>1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.</p> <p>1.2 The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.</p>	<ul style="list-style-type: none"> The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The purpose statement clearly focuses on student success. System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success.
9.2 DEVELOPMENT OF THE PROFILE 9.2a	1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as	1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for	<ul style="list-style-type: none"> Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning

<p>There is evidence the school/district planning process involves collecting, managing and analyzing data.</p>	<p>shared values and beliefs about teaching and learning.</p> <p>5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>improving conditions that support student learning.</p> <p>5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.</p>	<p>and the conditions that support learning.</p> <ul style="list-style-type: none"> • Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. • The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. • All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. • These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. • The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.
<p>9.2b The school/district uses data for school improvement planning.</p>	<p>5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</p>	<p>5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.</p>	<ul style="list-style-type: none"> • Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff throughout the district. • Data sources include comparison and trend data that provide a comprehensive and complete picture of

			<p>student learning, instruction, the effectiveness of programs, and the conditions that support learning.</p> <ul style="list-style-type: none"> • All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
<p>9.3 DEFINING DESIRED RESULTS FOR STUDENT LEARNING</p> <p>9.3a School and district plans reflect learning research and current local, state and national expectations for student learning and are reviewed by the planning team.</p>	<p>1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.</p> <p>3. The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses</p>	<p>1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.</p> <p>3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p>	<ul style="list-style-type: none"> • Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. • System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. • The process is reviewed and evaluated regularly. • System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice
<p>9.3b The school/district analyzes their students' unique learning needs.</p>	<p>5. The system implements a comprehensive assessment system that generates a range of data about</p>	<p>5.2 Professional and support staff continuously collect, analyze and apply learning from a range of</p>	<ul style="list-style-type: none"> • Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are

	student learning and system effectiveness and uses the results to guide continuous improvement.	data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	documented and used consistently by professional and support staff throughout the district. <ul style="list-style-type: none"> • Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. • All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
9.3c The desired results for student learning are defined.	(The improvement planning tool within ASSIST will require that specific and measurable results, linked to student performance data, are specified in the school/district improvement plans.)		
9.4 ANALYZING INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS 9.4a Perceived strengths and limitations of the school/district instructional and organizational effectiveness are identified using the collected data.	(ASSIST diagnostic tools include stakeholder survey instruments aligned to the AdvancED standards and indicators. Surveys of staff, students and parents represent an analysis of instructional and organizational effectiveness. Survey data will be stored in ASSIST.)		
9.4b The school/district goals for building and strengthening the capacity of the school/district	(ASSIST improvement planning tool)		

instructional and organizational effectiveness are defined.			
9.5 Development of the Improvement Plan 9.5a The action steps for school improvement are aligned with the school improvement goals and objectives.	(ASSIST improvement planning tools)		
9.5b The plan identifies the resources, timelines, and persons responsible for carrying out each activity.	(ASSIST improvement planning tools)		
9.5c The means for evaluating the effectiveness of the improvement plan are established.	1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All improvement goals have measurable performance targets. The process is reviewed and evaluated regularly.
9.5d The improvement plan is aligned with the school's profile, beliefs, mission, desired results for student learning and analysis of instructional and organizational effectiveness.	1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify

			<p>goals for the improvement of conditions that support student learning and that are aligned with the system's purpose.</p> <ul style="list-style-type: none"> • The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. • The process is reviewed and evaluated regularly.
9.6 Implementation and Documentation 9.6a The plan is implemented as developed.	1. The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.	1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	<ul style="list-style-type: none"> • Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.
9.6b The school evaluates the degree to which it achieves the goals and objectives for student learning set by the plan.	5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> • All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
9.6c The school evaluates the degree to which it achieves the expected impact on classroom practice and student performance specified in the plan.	5. The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.	5.2 Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	<ul style="list-style-type: none"> • All system personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.
9.6d			

There is evidence of attempts to sustain the commitment to continuous improvement.	(ASSIST will provide a history of improvement planning)		

AdvancED Standards for Quality School Systems not addressed in KDE Standards and Indicators for School Improvement

2.2 The governing body operates responsibly and functions effectively.

- The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest.
- Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility
- Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.

2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

- The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools.
- The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.

2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction

- Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders.
- System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the system and its schools; a strong sense of community; and ownership.

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

- All system personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning.
- These programs set high expectations for all system personnel and include valid and reliable measures of performance.

3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress

- Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated at the system level and in all schools.
- Families have multiple ways of staying informed of their children's learning process.

3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

- School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.
- All students participate in the structure.
- The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

3.10 Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

- All teachers across the system consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
- These policies, processes, and procedures are implemented without fail in all schools across all grade levels and all courses.
- All stakeholders are aware of the policies, processes, and procedures.
- The policies, processes, and procedures are formally and regularly evaluated.

4.1 The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.

- Clearly defined policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff.
- System and school leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district.
- Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the system, individual schools, and educational programs.

4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.

- The system has clearly defined policies and procedures for strategic resource management
- The system employs a systematic, long-range, strategic planning process in the areas of budget, facilities, and other strategic system components.
- The strategic planning process is regularly evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary
- All strategic plans are implemented with fidelity by the governing body and system leaders and have built-in measures used to monitor and ensure successful implementation and completion.

4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

- The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students and school and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools.
- The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students and school and system personnel in learning about the tools and locations for finding and retrieving information.

4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

- The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system.
- System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.

4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

- The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system.
- Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs.
- Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.

4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

- The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system.
- Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs.
- Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.

5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.

- All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures.
- These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance.
- The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions.
- All assessments are proven reliable and bias free.

5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.

- All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.

5.4 The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

- Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
- Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.

5.5 System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

- System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals.
- Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

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