

Focus School Indicators

Dated: January 3, 2013

*Note: Indicators in red text signify "Key" indicators. Key indicators are the specific items that, when assessed and planned for, meets the requirements for Title I Schoolwide Planning.*

<b>School Leadership and Decision Making - Establishing a team structure with specific duties and time for instructional planning</b>	
ID01	A team structure is officially incorporated into the school governance policy (36)
ID02	All teams have written statements of purpose and by-laws for their operation. (37)
ID03	All teams operate with work plans for the year and specific work products to produce. (38)
ID04	All teams prepare agendas for their meetings. (39)
ID05	All teams maintain official minutes of their meetings. (40)
ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (41)
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)
ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (43)
ID09	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development. (44)
ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (45)
ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (46)
ID13	Instructional Teams meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data. (48)



**School Leadership and Decision Making - Focusing the principal's role on building leadership capacity, achieving learning goals, and improving instruction**

IE01	The principal makes sure everyone understands the school's mission, clear goals (short term and long term), and their roles in meeting the goals. (52)
IE02	The principal develops the leadership capacity of others in the school. (53)
IE05	The principal participates actively with the school's teams. (56)
IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (57)
IE07	The principal monitors curriculum and classroom instruction regularly. (58)
IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (59)
IE09	The principal challenges and monitors unsound teaching practices and supports the correction of them. (60)
IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes. (61)
IE12	The principal personally engages parents and the community in the improvement process. (63)
IE13	The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)
IE14	The LEA/school has a plan and process in place to recruit and retain highly-qualified teachers to support the transformation. (1646)

**School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development**

IF01	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers. (65)
IF02	The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development. (66)
IF03	Professional development for teachers includes observations by the principal related to indicators of effective teaching and classroom management. (67)
IF04	Professional development for teachers includes observations by peers related to indicators of effective teaching and classroom management. (68)
IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (69)



<b>School Leadership and Decision Making - Aligning classroom observations with evaluation criteria and professional development (continued)</b>	
IF06	Teachers are required to make individual professional development plans based on classroom observations. (70)
IF07	Professional development of individual teachers includes an emphasis on indicators of effective teaching. (71)
IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (72)
IF10	The principal plans opportunities for teachers to share their strengths with other teachers. (74)
<b>School Community - Communication</b>	
IG01	Parent policies, activities, and programs cultivate the "curriculum of the home." (75)
IVD02	The "ongoing conversation" between school personnel and parents is candid, supportive, and flows in both directions. (1569)
<b>School Community - Education</b>	
IVC01	Professional development programs for teachers include assistance in working effectively with parents. (1588)
IVC02	The school provides parents with practical guidance to maintain regular and supportive verbal interactions with their children. (1576)
IVD07	All-school events (e.g., family reading night) include parent-child interactive activities. (199)
<b>School Community - Connection</b>	
IVD08	Office and support staffs are trained to make the school a "welcoming place" for parents. (200)
IVE06	Parents are given opportunities at parent-teacher conferences to discuss both their children's progress in school and their children's home-based study and reading habits. (1591)



**Curriculum, Assessment, and Instructional Planning - Engaging teachers in aligning instruction with standards and benchmarks**

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)
IIA02	Units of instruction include standards-based objectives and criteria for mastery. (89)
IIA03	Objectives are leveled to target learning to each student's demonstrated prior mastery based on multiple points of data (i.e., unit tests and student work). (90)

**Curriculum, Assessment, and Instructional Planning - Engaging teachers in assessing and monitoring student mastery**

IIB01	Units of instruction include pre-/post-tests to assess student mastery of standards-based objectives. (91)
IIB02	Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)
IIB03	Unit pre-test and post-test results are reviewed by the Instructional Team. (93)
IIB04	Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)
IIB05	All teachers re-teach based on post-test results. (95)

**Curriculum, Assessment, and Instructional Planning - Engaging teachers in differentiating and aligning learning activities**

IIC01	Units of instruction include specific learning activities aligned to objectives. (96)
IIC03	Materials for standards-aligned learning activities are well-organized, labeled, and stored for convenient use by teachers. (98)

**Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments**

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100)
IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (101)
IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (102)



**Curriculum, Assessment, and Instructional Planning - Assessing student learning frequently with standards-based assessments (continued)**

IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)
IID07	The Leadership Team monitors school-level student learning data. (105)
IID08	Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (106)
IID09	Instructional Teams use student learning data to plan instruction. (107)
IID10	Instructional Teams use student learning data to identify students in need of instructional support or enhancement. (108)
IID11	Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)
IID12	The school maintains an official document that clearly defines the curriculum and instruction for each level of prevention and support in core content areas and social behavior. (2613)
IID13	All teachers are guided by an evidence-based core curriculum. (649)
IID14	The Leadership Team ensures that there is a multi-level system of prevention and support for core content areas. (2614)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Preparation**

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)
IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (111)
IIIA05	All teachers maintain a record of each student's mastery of specific learning objectives. (114)
IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (115)
IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)



**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Introduction**

IIIA08	All teachers review the previous lesson. (117)
IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (118)
IIIA10	All teachers stimulate interest in the topics. (119)
IIIA11	All teachers use modeling, demonstration, and graphics. (120)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Presentation**

IIIA13	All teachers explain directly and thoroughly. (122)
IIIA14	All teachers maintain eye contact. (123)
IIIA15	All teachers speak with expression and use a variety of vocal tones. (124)
IIIA16	All teachers use prompting/cueing. (125)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Directed Whole-Class or Small Group Instruction - Summary and Confirmation of Learning**

IIIA17	All teachers re-teach when necessary. (126)
IIIA19	All teachers review with questioning. (128)
IIIA20	All teachers summarize key concepts. (129)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Teacher-Student Interaction**

IIIA21	All teachers re-teach following questioning. (130)
IIIA22	All teachers use open-ended questioning and encourage elaboration. (131)
IIIA24	All teachers encourage peer interaction. (133)
IIIA25	All teachers encourage students to paraphrase, summarize, and relate. (134)
IIIA26	All teachers encourage students to check their own comprehension. (135)
IIIA27	All teachers verbally praise students. (136)



**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Student-Directed Small-Group and Independent Work**

IIIA28	All teachers travel to all areas in which students are working. (137)
IIIA29	All teachers meet with students to facilitate mastery of objectives. (138)
IIIA31	All teachers interact instructionally with students (explaining, checking, giving feedback). (140)
IIIA32	All teachers interact managerially with students (reinforcing rules, procedures). (141)
IIIA33	All teachers interact socially with students (noticing and attending to an ill student, asking about the weekend, inquiring about the family). (142)

**Classroom Instruction - Expecting and monitoring sound instruction in a variety of modes - Computer-Based Instruction**

IIIA35	Students are engaged and on task. (144)
IIIA40	All teachers assess student mastery in ways other than those provided by the computer program. (149)

**Classroom Instruction - Expecting and monitoring sound homework practices and communication with parents**

IIIB01	All teachers maintain a file of communication with parents. (150)
IIIB02	All teachers regularly assign homework (4 or more days a week). (151)
IIIB03	All teachers check, mark, and return homework. (152)
IIIB06	All teachers systematically report to parents the student's mastery of specific standards-based objectives. (155)

**Classroom Instruction - Expecting and monitoring sound classroom management**

IIIC01	When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher. (156)
IIIC05	All teachers use a variety of instructional modes. (160)
IIIC06	All teachers maintain well-organized student learning materials in the classroom. (161)
IIIC08	All teachers display classroom rules and procedures in the classroom. (163)
IIIC09	All teachers correct students who do not follow classroom rules and procedures. (164)



**Classroom Instruction - Expecting and monitoring sound classroom management  
(continued)**

IIC10	All teachers reinforce classroom rules and procedures by positively teaching them. (165)
IIC12	All teachers engage all students (e.g., encourage silent students to participate). (167)

**Secondary School Indicators - Team Structure**

VA01	The Leadership Team regularly examines individual and collective student data (e.g., course grades and completion, overall grade point average, attendance rates, behavior referrals, suspensions, end-of-course exams, state exam results) to identify areas for improvement across all content areas and throughout the school. (2354)
VA02	The Leadership Team monitors rates of student transfer, dropout, graduation, and post-high school outcome (e.g., student enrollment in college, students in careers) using a longitudinal data system. (2355)
VA03	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out of high school. (2356)

**Secondary School Indicators - Principal's Role**

VA04	The traditional roles of the principal and other administrators (e.g., management, discipline, security) are distributed to allow adequate time for administrative attention to instruction and student supports. (2357)
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**Secondary School Indicators - Opportunity to Learn - Content Mastery**

VA05	The school confirms that a student has mastered prerequisite content knowledge before allowing the student to take higher-level courses. (2358)
VA06	All students demonstrating prerequisite content mastery are given access to higher-level courses. (2359)
VA07	The curriculum and schedule provide pathways for all students to acquire missing content knowledge. (2360)
VA08	The school provides all students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation. (2361)



**Secondary School Indicators - Opportunity to Learn - Content Mastery  
(continued)**

VA09	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs) to keep them on track for graduation. (2362)
VA10	The school provides all students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation. (2363)

**Secondary School Indicators - Opportunity to Learn - Post-Secondary School  
Options**

VA11	Guidance counselors provide all students with feedback and reports on their assessment results (academic, aptitude, interest) to facilitate student-driven decisions about their own work and college and career goals. (2364)
VA12	<b>The school provides all students with opportunities to enroll in and master rigorous coursework for college and career readiness. (2365)</b>
VA13	The school provides all students with academic supports (e.g., supplemental interventions) when needed to enable them to succeed in rigorous courses designed for college and career readiness. (2366)
VA14	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, college visits, advising). (2367)
VA15	All teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula. (2368)
VA16	The school routinely provides all students with information and experience in a variety of career pathways. (2369)
VA17	The school provides all students with access to relevant data to make decisions about their course of study as they progress toward their college and career goals. (2370)
VA18	The school provides all students with information, guidance, and support to secure financial assistance and scholarships for college or other post-secondary education. (2371)



**Secondary School Indicators - Opportunity to Learn - Extended Learning Opportunities**

VA19	The school expects all students to participate in activities to develop skills outside of the classroom (e.g., service learning, athletics, enrichment, internships). (2372)
VA20	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships). (2373)
VA21	The school provides all students with formal supports and a network of contacts with school personnel, community members, and workplace personnel to ensure the social capital necessary to make informed life decisions. (2374)

**Secondary School Indicators - Opportunity to Learn - Transitions**

VA22	The school provides freshman students with formal supports as they make the transition to high school (e.g., summer bridge programs, freshman academies). (2375)
VA23	The school provides senior students with formal supports as they make the transition out of high school (e.g., college and career planning, job fairs). (2376)
VA24	The school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community. (2377)