

**STANDARDS AND INDICATORS FOR SCHOOL IMPROVEMENT: NORTHEAST ACADEMY CHARTER SCHOOL**

<p><b><u>Standard 1 - Academic Performance - Curriculum</u></b></p> <p>1.1a The adopted curriculum is aligned with the Colorado Model Content Standards, grade level expectations, and assessment frameworks.</p> <p>1.1b School leadership initiates and facilitates articulation of curriculum standards across all levels and programs within the school.</p> <p>1.1c School leadership initiates and facilitates articulation of curriculum standards with other schools with an intention focus on key curriculum transition points.</p> <p>1.1d The curriculum provides specific links to post-secondary education, life, and career options.</p> <p>1.1e The school provides access to a curriculum that emphasizes a challenging academic core for all students.</p> <p>1.1f Information literacy and technology are integrated into content curricula.</p>	<p>continuous improvement in student learning.</p> <p>4.1d Teachers and non-teaching staff are involved in both formal and informal decision-making processes regarding teaching and learning.</p> <p>4.1e Teachers recognize and accept their professional role in student success and failure.</p> <p>4.1f Staff assignments maximize opportunities for all students to have access to staff's instructional strengths.</p> <p>4.1g Teachers regularly communicate with families about each student's progress.</p> <p>4.1h Teachers and staff care about students and inspire their best efforts.</p> <p>4.1i Multiple communication strategies are used to disseminate information.</p> <p>4.1j Student achievement is highly valued and publicly celebrated.</p> <p>4.1k Support for the physical, cultural, socio-economic, and intellectual needs of all students reflects the school's commitment to equity and appreciation of diversity.</p> <p>4.1l Students recognize and accept the roles and responsibilities for their own learning.</p> <p>4.1m The school and classroom environments are culturally responsive.</p>	<p>curricular and instructional issues.</p> <p>7.1e Leadership allocates resources based on identified needs and monitors the use of resources.</p> <p>7.1f Leadership ensures the implementation and maintenance of a safe and effective learning and work environment.</p> <p>7.1g The School Accountability Committee provides input into development and implementation of the school improvement plan, including student academic performance, based on anticipated needs.</p> <p>7.1i School leadership promotes and supports a diverse educational environment.</p>
<p><b><u>Standard 2 - Academic Performance – Classroom Evaluation/Assessment</u></b></p> <p>2.1a Classroom assessments of student learning are frequent, rigorous, and aligned with district and/or state content standards.</p> <p>2.1b Teachers collaborate in the design or selection of assessment tasks aligned with core content subject matter.</p> <p>2.1c Students can articulate academic expectations in each class, and know what is required to be proficient.</p> <p>2.1d Tests and assessment results are used by staff to obtain information on student learning, identify achievement and curricular gaps, and to refine instruction.</p> <p>2.1e Students have varied opportunities to demonstrate proficiency and receive meaningful feedback on their learning.</p> <p>2.1f Proficiency standards and performance level descriptions are clearly communicated, evident in classrooms, and observable in student work.</p> <p>2.1g Sample of student work are analyzed to obtain information on student learning, identify achievement and curricular gaps, and to refine instruction.</p>	<p><b><u>Standard 5 - Learning Environment - Student, Family and Community Support</u></b></p> <p>5.1a Families and the community are active partners in the educational process and work with the school staff to promote programs and services for all students.</p> <p>5.1b Support structures and programs help reduce barriers to learning for all students.</p> <p>5.1c The school maintains an accurate, secure student record system that provides timely information pertinent to the student's academic and educational development.</p>	<p><b><u>Standard 8 – Organizational Effectiveness - Organizational Structure and Resources</u></b></p> <p><i>Organization of school resources</i></p> <p>8.1a The school is organized to maximize use of all available resources to support high student and staff performance.</p> <p>8.1b The master class schedule reflects that all students have access to the entire curriculum.</p> <p>8.1c Instructional and non-instructional staff are allocated and organized based upon the learning needs of all students.</p> <p>8.1d The staff makes efficient use of instructional time to maximize student learning.</p> <p>8.1e Procedures promote vertical and horizontal team planning that is focused on the goals, objectives and strategies in the improvement plan.</p> <p>8.1f The schedule is designed to ensure that all teaching staff can provide quality instructional time.</p> <p>8.1 All school staff members actively support the school's equity efforts.</p> <p>8.2a The school has a clearly defined process to provide equitable consistent use of fiscal resources.</p> <p>8.2b Resource allocations are based on analysis of appropriate data and aligned with school improvement priorities.</p> <p>8.2c State and Federal program resources are allocated and integrated to address student needs identified by the school and/or district.</p>
<p><b><u>Standard 3 - Academic Performance - Instruction</u></b></p> <p>3.1a Effective and varied instructional strategies are used in all classrooms.</p> <p>3.1b Instructional strategies and learning are designed to promote mastery of content standards and performance expectations and are meaningful to student.</p> <p>3.1c Instructional strategies, practices and programs are planned, delivered, and monitored to meet the changing needs of a diverse student population.</p> <p>3.1d Teachers and students incorporate the use of technology in teaching and learning.</p> <p>3.1e Instructional resources (textbooks, supplemental reading, library resources and technology) are sufficient to support the effective delivery of the curriculum.</p> <p>3.1f Homework is monitored and linked to learning Targets/objectives</p> <p>3.1g Instructional services are provided to students to address individual needs and to closing the learning gaps. .</p>	<p><b><u>Standard 6 - Learning Environment - Professional Growth, Development and Evaluation</u></b></p> <p><i>Professional development</i></p> <p>6.1a Teachers who demonstrates the content knowledge and instructional skills necessary to challenge and motivate students to high levels of learning are recruited and supported through professional development.</p> <p>6.1b Professional development opportunities are selected based on a range of criteria and data.</p> <p>6.1c Professional development opportunities impact classroom practices, staff efficiency, and school functioning.</p> <p>6.1d Professional development is implemented and evaluated for effectiveness.</p> <p>6.1e The school provides fiscal resources for professional development.</p> <p>6.2a A clearly defined evaluation process is implemented in the school.</p> <p>6.2b The employee evaluation process is used to improve staff proficiency.</p> <p>6.2c Leadership uses the evaluation process to provide teachers with follow-up and support to improve professional and instructional practices</p>	<p><b><u>Standard 9 – Organizational Effectiveness - Comprehensive and Effective Planning</u></b></p> <p>9.1a A collaborative process is used to develop and communicate the school's vision, mission, and goals and guide decision-making for improvement.</p> <p>9.1b The planning process involves collecting, managing, and analyzing data.</p> <p>9.1c The school uses data to set goals for school improvement.</p> <p>9.1d School improvement plans reflect current research and established performance expectations for student learning.</p> <p>9.1e School goals for student learning are clearly defined.</p> <p>9.1f Methods for achieving school goals are identified in clear, specific action steps.</p> <p>9.1g The means for evaluating the effectiveness of the improvement plan are established.</p> <p>9.1h The school improvement plan is implemented as developed.</p> <p>9.1i The school evaluates the degree to which the school achieves the goals and objectives for student learning set by the school improvement plan.</p> <p>9.1j The school sustains a commitment to continuous improvement.</p>
<p><b><u>Standard 4 - Learning Environment - School Culture</u></b></p> <p>4.1a There is a safe, orderly, and equitable learning environment in the school.</p> <p>4.1b Teachers hold high academic and behavioral expectations for all students, and this is evident in their practice.</p> <p>4.1c School leaders and staff create experiences that demonstrates the belief that all children can learn at high levels and facilitates</p>	<p><b><u>Standard 7 – Organizational Effectiveness- Leadership</u></b></p> <p>7.1a Leadership develops and sustains a shared vision and mission.</p> <p>7.1b School leadership disaggregates data, communicates the information to school staff, and systematically incorporates the data into the school's improvement plan.</p> <p>7.1c School leadership ensures that all instructional staff has access to resources related to the Colorado Model Content Standards.</p> <p>7.1d Leadership ensures that time is protected and allocated to focus on</p>	

