

Nine Characteristics of High Performing Schools

1. A Clear And Shared Focus

- Our **PRIMARY FOCUS** is *Learning and Teaching*.
- **Continuous formative and summative assessment will guide data-driven decisions.**

Indicators:

- Staff, students, parents, and community articulate the common focus
- Staff training focuses on literacy, math, and selected research-based best practices
- Learning communities are expanded to create and use common assessments

Nine Characteristics of High Performing Schools

2. High standards and expectations for all students

- **The EALRS, GLEs and content standards will be our foundation for learning and teaching.**
- **Staff, students and parents will use the GLEs in reading, writing, and math to identify, discuss, and evaluate student achievement across all curriculum areas.**

Indicators:

- Assessment data indicates individual student academic growth toward the state standards
- Students demonstrate understanding of GLEs by using common rubrics to assess student work
- Communication between staff, students, and parents focuses on standards and expectations using “parent-friendly language”
- District curriculum/course frameworks are developed and utilized

Nine Characteristics of High Performing Schools

3. Effective School Leadership

- **CVSD will continue to develop effective instructional leaders.**
- **Leadership Teams will share an active role in the discussion and implementation of focused instruction around the EALRs, GLEs, and content standards.**

Indicators:

- Walk-throughs are a common practice for all administrators
- Administrators promote and provide opportunities for teachers to develop and assume instructional leadership roles
- The P-12 Leadership Academy content is discussed with building staff

Nine Characteristics of High Performing Schools

4. High levels of collaboration and communication
 - **Staff will collaborate regarding assessment, curriculum alignment, and instructional strategies between and among all grade levels.**
 - **Elementary, middle, and high schools will strengthen collaboration and communication.**

Indicators:

- **Teachers and educational staff meet as integrated teams by grade level**
- **Staffs meet to develop a communication process that will promote understanding of curriculum and instruction**
- **Building administrators visit feeder schools to collaborate with students, staff, and community**
- **Vertical, horizontal, and building committees meet to develop curriculum and instructional research-based best practices**
- **Educational teams meet regularly to disaggregate and analyze assessment data and to develop strategies to improve student learning**
- **Common language and vocabulary are used for instruction**

Nine Characteristics of High Performing Schools

5. Curriculum, instruction and assessments aligned with the state standards
- **Intentional alignment with state and national standards will drive curriculum, instruction, and assessment to support the primary focus of learning and teaching.**
 - **Student achievement will be measured using common assessment data.**
 - **Curriculum and instruction will be evaluated for effectiveness using assessment data analysis.**

Indicators:

- ❑ Curriculum/course guides follow established frameworks using a common format
- ❑ Instructional practices and lessons reflect alignment with approved curriculum/course guides
- ❑ Common grade level and/or content-specific district assessments meet defined standards

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6. Frequent monitoring of learning and teaching

- ❑ **Staff will continually monitor the implementation of research-based best practices and assessment.**

Indicators:

- ❑ Classroom walk-throughs are common practice in all schools
- ❑ Research-based best practices are presented and shared in a variety of settings
- ❑ Assessment data is analyzed for the purpose of improving student learning

Nine Characteristics of High Performing Schools

7. Focused professional development

- **Professional Development will be structured to support the focus on learning and teaching.**

Indicators:

- ❑ A building facilitator model supports professional development activities
- ❑ Professional learning communities are encouraged and supported
- ❑ The Administrative Leadership Academy supports the professional development of our staff
- ❑ Research-based best practices selected by CVSD direct the focus of staff development in individual buildings

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8. A supportive learning environment
 - **CVSD will provide, promote, and nurture a supportive learning environment that enhances the focus of learning and teaching.**

Indicators:

- Collaborative time is provided for staff
- Key stakeholders have a forum for providing feedback
- Staff are recognized for their successes and supported for their efforts

Nine Characteristics of High Performing Schools

9. High levels of family and community involvement

- **CVSD will maintain a high level of family and community involvement.**
- **Communication will remain a priority between and among staff, students, parents, and community members.**

Indicators:

- School activities encourage family and community participation
- Parents and community members participate on district committees
- Communication includes an interactive website through which parents access information regarding their child