

## Standards Quality Indicator Monitoring Tool

School: \_\_\_\_\_

LEA: \_\_\_\_\_

<i>Standard</i>	<i>Indicator</i>	<i>Practice Present</i>	<i>Goal (if practice is not present)</i>
<b>Mission:</b>			
<b>1</b>	Staff advocates the shared vision that all students can learn at high levels with appropriate support		
<b>2</b>	Mission, goals and expected outcomes are documented, published and clearly visible to and embraced by staff, students and parents		
<b>3</b>	Student success is central to all management of learning		
<b>4</b>	Mission is consistent with district goals and state standards		
<b>5</b>	The whole student (personal, social, intellectual, life skills, safety and security) is of concern		
<b>6</b>	Individual learning differences are recognized and embraced		
<b>6</b>	<b>Total Indicators Present</b>		
<b>Leadership: (Ensures)</b>			
<b>1</b>	Shared vision communicated through the school's mission, beliefs and goals		
<b>2</b>	Collaborative process involving staff, students, home and community for determining school or program decisions that foster an effective learning environment		
<b>3</b>	Decisions are made regarding program operation according to state legislation and local policies and procedures including Transportation, Food Services and Health Support		
<b>4</b>	Staffing of instructional personnel		
<b>5</b>	Collaborates with and involves the community, school and home to foster an effective learning environment		
<b>6</b>	Establishment of clearly articulated procedures and guidelines for staff and students		
<b>7</b>	Awareness of all stakeholder needs		
<b>8</b>	A safe, caring, and orderly learning environment based on state and local policies, procedures, and legislation		
<b>9</b>	Use of data to guide instructional practices and student performance		
<b>10</b>	Transportation, Food Services and Health Support are provided		
<b>11</b>	Program operational procedures are available, appropriate and utilized		
<b>12</b>	Sufficient and appropriate resources (equipment, supplies, and materials) are available to include technology		
<b>13</b>	Effective evaluation of teacher and staff performance		

<b>13</b>	<b>Total Indicators Present</b>		
<b>Climate/ Culture:</b>			
<b>1</b>	Student performance is the basis of school accountability		
<b>2</b>	School's purpose is based on academic and non-academic needs		
<b>3</b>	Rules exist which are written, clearly understood and accepted by staff, students, and parents and are applied consistently to guide student behavior, monitor progress, and manage the learning experience		
<b>4</b>	Each student participates in reviewing and shaping the learning environment and activities of the school and feels he/she belongs		
<b>5</b>	Short and long term goals address the needs of the student, staff, parent, and community		
<b>6</b>	Program objectives are measurable and used to evaluate the school program		
<b>7</b>	Program effectiveness evaluations include student performance outcomes for core content, non core content areas, and non academic variables		
<b>8</b>	Cultural and learning differences are accommodated and understood in order to meet student, home, and school needs		
<b>9</b>	Communication of high expectations for student academics, behavior, and teacher performance with opportunities for student success demonstrated on a regular basis		
<b>9</b>	<b>Total Indicators Present</b>		
<b>Professional Development:</b>			
<b>1</b>	Specific long-term growth needs are identified for continuous learning opportunities to ensure effectiveness of program		
<b>2</b>	Surveys of program content, support, and staff needs are recommended to establish long-term professional development plans		
<b>3</b>	Each staff member develops a plan to facilitate personal and professional growth		
<b>4</b>	Each staff member participates in professional development for self and school improvement		
<b>5</b>	Professional Development reflects use of internal and external resources		
<b>6</b>	Sufficient resources, such as time, substitutes, and incentives, allow all staff to participate in workshops, conferences, seminars, and on-going formal professional development		
<b>7</b>	Builds staff capacity through the use of research based strategies appropriate to instructional objectives and students		

<b>8</b>	Uses a variety of professional development approaches, including technology, to accomplish the goals of improving instruction and student success.		
<b>9</b>	Opportunities are given to foster staff collaboration for ownership and reinforcement of Professional Development which will lead to the three phases of the change process: initiation, implementation and institutionalization		
<b>9</b>	<b>Total Indicators Present</b>		
<b>Parent/ Community Involvement:</b>			
<b>1</b>	Leadership assures effective communication and interaction between parents and school personnel		
<b>2</b>	Parents are involved in the decision for student placement in the ALPS		
<b>3</b>	Parents are involved in making decisions and supporting the personalized education plan		
<b>4</b>	Parents receive personal contacts and training regarding how to support their child to achieve maximum learning and personal success		
<b>5</b>	Privacy is provided in working with parents regarding student success and needed support services		
<b>6</b>	Parents are involved in the decision making processes of the school		
<b>7</b>	Parents are involved with evaluating the effectiveness of the program and providing suggestions to improve conditions for students		
<b>8</b>	Parents are afforded opportunities to become involved in their child's education		
<b>9</b>	Parents are continuously appraised of their student's progress and provide support services to benefit the student		
<b>10</b>	School planning incorporates community and other support services		
<b>11</b>	Leadership involves the community in school through partnerships		
<b>12</b>	Partnerships are designed to support and enrich the school learning environment by including the community as an educational resource		
<b>13</b>	Partnerships exist with community service organizations, agencies, cultural groups, faith-based representatives, industry, and businesses		
<b>14</b>	There is a collaborative process based on trust, open communication and shared responsibility which links the home, school and community		
<b>15</b>	Support staff collaborates with the teachers and community agencies to facilitate services		

<b>15</b>	<b>Total Indicators Present</b>		
<b>Curriculum/ Instruction:</b>			
<b>1</b>	All students have access to the academic core curriculum		
<b>2</b>	Teachers use the North Carolina Standard Course of Study to facilitate instruction		
<b>3</b>	Teachers are highly qualified in content area based on NCLB		
<b>4</b>	All students have opportunities to learn and/or participate in arts, health and physical education, life skills, character education, and other non-core content areas		
<b>5</b>	Teachers collaborate, plan, and review curriculum in order to eliminate and close learning gaps		
<b>6</b>	Curriculum options are available to students that assist in meeting graduation requirements and are linked to school-to-work opportunities		
<b>7</b>	Technology is part of the curriculum delivery process		
<b>8</b>	The needs of students are related to personal, social, emotional, behavioral, career development and essential learning are addressed in the curriculum		
<b>9</b>	Differentiated Instruction is provided to accommodate student learning styles, multiple intelligence, and emotional intelligence		
<b>10</b>	Instruction offers opportunities for individual and group delivery systems in addition to direct and indirect methods of instruction		
<b>11</b>	Teachers have identified and consider personal/social and other life skills for personalized planning, instructional delivery, and support services for all students along with utilization of the student's PEP		
<b>11</b>	<b>Total Indicators Present</b>		
<b>Monitoring/ Assessment:</b>			
<b>1</b>	The purpose of assessments is clearly defined and communicated to the student, staff, and home		
<b>2</b>	Teachers use multiple evaluation and assessment strategies that are frequent, rigorous, and aligned with curriculum and instruction		
<b>3</b>	Teachers use assessments to analyze student work and identify achievement gaps		
<b>4</b>	Teachers use traditional and non-traditional methods of assessment to track student performance and progress		
<b>5</b>	Assessment, curriculum, and instruction are directly linked to planning for accommodation of varied learning styles and multiple intelligence		

<b>6</b>	A variety of scoring devices are used to measure and specify performance expectations		
<b>7</b>	Multiple assessment measures are aligned with district-wide measures to identify student progress as prescribed by the state		
<b>8</b>	Results of assessments are used to inform the student and parent(s) of progress, guide instruction, modify curriculum, progress, and their support of the student and services		
<b>8</b>			
<b>71</b>	<b>TOTAL FOR ALL INDICATORS PRESENT</b>		

**Scoring Scale:**

*Satisfactory Progress* = At Least 58 Indicators Present

**NOTE: (Accountability/Testing Requirements are not considered)**

*Improvement Needed* = Below 58 Indicators Present

*Minus (-)* = Areas with weaknesses