Standards, Indicators, and Rubric Worksheet (revised 08/19/2005)

This document is to assist you in completing the *Self Assessment Connecticut Vanguard Rubric Summary Sheet* portion of your Vanguard Application. This self assessment is not designed to be as intensive as a NEASC self-study, but to assist you as you evaluate your school using the nine research-based indicators.

This document is a worksheet only and will not be submitted as a part of the application. Should your school be selected for a site visitation the visiting team will request to see this document.

> *The Connecticut Vanguard Schools Rubric was developed by the Connecticut Vanguard Schools Advisory Committee under the leadership of Tomorrow's Schools Today, LLC and in collaboration with the Connecticut State Department of Education. The rubric format was adapted from the Tri-State Consortium.*

Standard 1 A Clear and Common Focus:
In high-performing schools, administrators, teachers, students, and parents share and commit to clearly articulated and understood common goals based on the fundamental belief that all students can learn and improve their performance. There is clear evidence of school practices to support this belief.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

Shared beliefs, goals, and values to improve student performance are evident throughout the school and school community.
All participants can articulate a common focus to significantly improve student performance over time.
A systemic and sustained approach in the use of time, materials, and professional development activities is aligned with the common focus to improve student performance.
Goals, objectives and action plans to improve student performance are developed, prioritized, implemented, and evaluated according to district and building guidelines.
The common focus to improve student performance is directly related to assignment of staff time and resource allocation.

Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	Rating: 4 3 2 1	Rating: 4 3 2 1
4. There is the *comprehensive plan* in place for the collaborative development and ongoing revision of a clear and common plan to focus the work of all faculty and staff to improve the performance of all students. *The plan is continuously monitored and improved.* • Faculty and staff focus is the improved performance of all students • The plan is systemic and sustained in the use of time, materials, and professional development • Goals, objectives and strategies are developed, prioritized, implemented, and evaluated according to district and building guidelines	4. *All educators* (near 100%) understand and regularly use the school's clear and common focus to make informed curriculum, instruction and professional development decisions. • Evidence that a systemic view in the use of time, materials, and professional development activities is aligned with the common focus • Evidence that the common focus is directly related to assignment of staff time and resource allocation that impacts student improvement • Evidence that goals, objectives, and action plans are developed and prioritized according to district and building guideline	4. *Significant improvement* in student performance *sustained over time* related (in part) to the school is having a clearly defined and used common focus is seen in multiple assessment data. • Evidence of improved student performance via multiple forms of assessments (CMT/CAPT, classroom assessments) sustained over time
3. There is a *complete plan* in place for the ongoing collaborative development and revision of a clear and common plan to focus the work of all faculty and staff to improve the performance of all students. *The plan is reviewed periodically and revised as necessary*. • Faculty and staff focus is the improved performance of all students	3. *Most educators (about 75%)* understand and regularly use the school's clear and common focus to make informed curriculum, instruction and professional development decisions. • Evidence that a systemic view in the use of time, materials, and professional development activities is aligned with the common focus 75% of the time	3. *Significant improvement* in student performance related (in part) to the school is having a clearly defined and used common focus is seen in data from a variety of sources. • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessments)

• The plan is systemic and sustained in the use of time, materials, and professional development • Goals, objectives and action are developed, prioritized, implemented, and evaluated according to district and building guidelines and building guidelines	• Evidence that the common focus is directly related to assignment of staff, time, and resource allocation that impacts student improvement 75% of the time • Evidence that learning goals, objectives, and action plans are developed and prioritized according to district and building guidelines 75% of the time	
2. There is a *plan for* the collaborative development of a clear and common focus. • Faculty and staff focus is the improved performance of all students • The plan is systemic and sustained in the use of time, materials, and professional development • Goals, objectives and strategies are developed, prioritized, implemented, and evaluated according to district and building guidelines	2. *Many educators (about 50%)* understand and regularly use the school's clear and common focus • Evidence that a systemic view in the use of time, materials, and professional development activities is aligned with the common focus 50% of the time • Evidence that the common focus is directly related to assignment of staff, time, and resource allocation that impacts student improvement 50% of the time • Evidence that learning goals, objectives, and action plans are developed and prioritized according to district and building guidelines 50% of the time	2. *Measurable improvement* in student performance related (in part) to the school having a clearly defined and used common focus is evident through assessment data. • Evidence exists in some assessment data (CMT/CAPT, classroom assessments)
1. There is *a limited plan* for the collaborative development of a clear and common focus. • Faculty's and staff's focus is the	1. *Some educators (about 25%)* understand and regularly use the adopted clear and common focus when reviewing and making decisions to improve the	1. *Limited improvement* in student performance related (in part) to the school having a clearly defined and used common focus is suggested by assessment data.

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| improved performance of all students | performance of students.
• Evidence that a systemic view in the use of time, materials, and professional development activities is aligned with the common focus 25% of the time
• Evidence that the common focus is directly related to assignment of staff, time, and resource allocation that impacts student improvement 25% of the time
• Evidence that learning goals, objectives, and action plans are developed and prioritized according to district and building guidelines 25% of the time | • Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments) |

Standard 2   High Standards and Expectations: High-performing schools show evidence that each teacher believes "all students can learn and I can teach them." Staff members are dedicated to helping every student achieve challenging state and local standards. All students are engaged in an appropriately ambitious and rigorous course of study in which the high standards of performance are clear and consistent and the conditions for learning are modified and differentiated. This results in all students being prepared for success in the workplace, post secondary education, and civic responsibilities.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

Instruction is focused on high standards and expectations for student performance and modified or differentiated to ensure all students improve their performance. Teaching and learning strategies are implemented to narrow the achievement gap including: inquiry, active participation, cooperative learning, in-depth learning, higher-order critical thinking skills, and performance assessments.
Staff members focus on curriculum and instruction that are designed to provide consistency and continuity across grade levels and subjects.
Over time, there is an increase in the number of students taking and being successful in rigorous courses.
Teachers focus on the implementation of a high quality curriculum that is available to all students regardless of gender, race, ethnicity, socioeconomic status, special needs, or English language proficiency.
Student performance goals include a focus on academic performance; producing quality work and demonstrations of learning outcomes to real audiences; and utilizing self-reflection and goal setting to improve performance.
Student improvement and performance is assessed on a regular basis with a variety of strategies including: CMT, CAPT, classroom assessments that include performance assessments and portfolio assessment to demonstrate significant improvement over time.

Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	Rating: 4 3 2 1	Rating: 4 3 2 1
4. There is a *comprehensive plan* in place for the systematic use of the school's high standards and expectations to ensure that all students improve their performance. *The process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources*. • Evidence that the plan in place for the systematic use of the school's high standards and expectations is comprehensive • Evidence that there is a plan that ensures teaching and learning strategies are implemented to narrow the achievement gap • Evidence that the plan is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources	4. *All educators (nearly 100%)* show that they believe "all students can learn and I can teach them" by implementing the school's high standards and expectations. • Evidence that all staff members focus on curriculum and instruction that are designed to provide consistency and continuity across grade levels and subjects • Evidence that all teachers focus on the implementation of a high quality curriculum that is available to all students regardless of gender, race, ethnicity, socioeconomic status, special needs, and English language proficiency • Evidence that goals, objectives, and action plans are developed and prioritized according to district and building guidelines	4. *Significant improvement* in the performance of all students is *sustained over time* and is related (in part) to the school's high standards and expectations. Achievement gaps are generally absent. • Evidence of improved student performance via multiple forms of assessments (CMT/CAPT, classroom assessments) is sustained over time
3. There is a *complete plan* in place for the systematic use of the school's high standards and expectations to ensure that all students improve their performance. *The process is periodically revisited and refined.* • Evidence that the plans which	3. *Most educators (about 75%)* show that they believe "all students can learn and I can teach them" by implementing the school's high standards and expectations. • Evidence that 75% of the staff members focus on curriculum and instruction that are designed to	3. *Significant improvement* in the performance of all students related (in part) to the school's high standards and expectations is seen in multiple assessment data. Achievement gaps are clearly decreasing. • All staff articulate and demonstrate

are in place to ensure high standards and expectations for student performance are modified and differentiated to ensure all students improve their performance • Evidence that there is a plan that ensures teaching and learning strategies are implemented to narrow the achievement gap • Evidence that there are plans in place that ensure staff members focus on curriculum and instruction that are designed to provide consistency and continuity • Evidence that there is a process in place for periodic review of the school's standards and expectations	provide consistency and continuity across grade levels and subjects • Evidence that 75% of the teachers focus on the implementation of a high quality curriculum that is available to all students regardless of gender, race, ethnicity, socioeconomic status, special needs, and English language proficiency. • Evidence that high standards and expectations are directly related to increased student performance	how the school is improving student learning • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessments)
2. There is a *plan* that supports and promotes the school's high standards and expectations to ensure that all students improve their performance, • Evidence that the plan is in place to ensure high standards and expectations for student performance are modified and differentiated to ensure all students improve their performance • Evidence that there is a plan that ensures teaching and learning strategies are implemented to	2. *Many educators (about 50%)* show that they believe "all students can learn and I can teach them" by implementing the school's high standards and expectations. • Evidence that 50% of the staff members focus on curriculum and instruction that are designed to provide consistency and continuity across grade levels and subjects • Evidence that 50% of the teachers focus on the implementation of a high quality curriculum that is available to all students regardless of gender, race, ethnicity,	2. *Measurable improvement* in the performance of all students related (in part) to the school's high standards and expectations is evident through assessment data. Achievement gaps are decreasing. • Evidence exists in some assessment data (CMT/CAPT, classroom assessments

narrow the achievement gap • Evidence that there is a plan in place that ensures staff members focus on curriculum and instruction that are designed to provide consistency and continuity	socioeconomic status, special needs, and English language proficiency	
1. There *is a limited plan* for high standards and expectations for student performance and modified and differentiated to ensure all students improve their performance. • Limited evidence that there is initial development of plans that ensure high standards and expectations for student performance • Limited evidence that there is a plan in place that ensures staff members focus on curriculum and instruction that are designed to provide consistency and continuity	1. *Some educators (about 25%)* show that they believe "all students can learn and I can teach them" by implementing the schools high standards and expectations. • Some teachers implement a high quality curriculum that is available to all students regardless of gender, race, ethnicity, socioeconomic status, special needs, and English language proficiency	1. *Limited improvement* in the performance of all students related (in part) to the school's high standards and expectations for all students are suggested by assessment data. Some decreases in achievement gaps are beginning to be seen. • Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments)

Standard 3   **Strong Leadership:** School leadership is focused on enhancing the skills, knowledge and motivation of the people in the organization and creating a common culture of high expectations based on the use of skills and knowledge to improve the performance of all students. Leadership fosters a collaborative atmosphere between the school and the community while establishing positive systems to improve leadership, teaching, and student performance.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

Strong Leadership (Administrative)

Facilitates the development, articulation and implementation of, and provides stewardship for a common focus on improved student performance that is shared and supported by the staff and parents.
Advocates, nurtures, and sustains a school culture and instructional program that promotes the improvement of performance for staff and students.
Ensures management of the organization, operations, and resources to support a school climate that is safe, efficient, respectful, and promotes the joy of learning.
Works to develop leadership in the members of the staff and community so that leadership is a collaborative, distributed process.
Seeks collaboration with families and community members and mobilizes community resources to support the school's focus on improved student performance.
Facilitates the development and implementation of a school improvement plan which reflects the collaboration of staff, students, parents and community to improve the performance of all students.
Spends the majority of his/her time on instructional leadership focused on identified improvement activities.
Establishes a collaborative, systemic, and sustained process of supervision and evaluation to improve leadership, instruction and student performance.

Strong Leadership (Teacher)

Effectively implements district curriculum through instruction that is modified and differentiated to ensure all students improve their performance and achieve the school's high standards and expectations.
Effectively utilizes state and local assessment so that data is available to support instructional decisions to differentiate instruction for improved student performance.
Collaborates with and mentors other teachers to improve student performance.
Provides a safe, efficient, effective learning environment which promotes increased student learning.
Collaborates with staff, students, and parents to get feedback and ideas to improve the school climate so that all students improve their performance.
Serves as a role model of a successful, motivated, and independent leaders and assumes leadership roles in the school.

Strong Leadership (Student)

Helps to improve communications between home and school.
Serves as a role model of a successful, motivated, and independent learner for other students.
Takes responsibility for helping to establish a school climate that is safe, efficient, respectful, and promotes the joy of learning.
Serves as a peer tutor and mentor.

Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	Rating: 4 3 2 1	Rating: 4 3 2 1
4. There is a *comprehensive plan to* focus on providing strong leadership to the staff and community to improve the performance of all students. *The plan is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.* • Leadership facilitates the development, articulation and implementation of a common focus on improving student learning • Leadership advocates, nurtures, and sustains a school culture that promotes improved performance of staff and students • Evidence that the involvement of staff, students, and parents in leadership functions is the result of the school's plan. • Evidence that the process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources	4. *All educators (nearly 100%)* understand the importance of strong leadership and contribute to on-going development so that the performance of all students improves. • Evidence that all staff members are engaged in school leadership • Evidence that there is an increase in the number of staff, students, and parents taking a role in the leadership of the school • Evidence that all teachers assume personal responsibility for leadership in the classroom and school community contributing to a collaborative environment to ensure increased student performance	4. *Significant improvement* in student learning *sustained over time* is related (in part) to the school leadership and governance • All staff articulate and demonstrate how strong collaborative school leadership is related to improving student performance • Evidence of improved student performance via multiple forms of assessments (CMT/CAPT, classroom assessment) sustained over time • Staff and students serve as role models for others to engage in school leadership
3. There is a *complete plan* to provide strong leadership to focus the staff and	3. *Most educators (about 75%)* understand the importance of shared	3. *Significant improvement* in student performance related (in part) to the strong,

community on improving the performance of all students. *The plan is periodically revisited and refined.* • Leadership creates the plan for the development, articulation and implementation of a common focus on improving student learning • Leadership creates a plan that advocates, nurtures, and sustains a school culture that promotes improved performance of staff and student • There is a plan to involve staff, students and parents in leadership functions • Evidence there is a process in place for periodic review of the shared school leadership plan and improvement	leadership and take a role in the leadership of the school to improve the performance of all students. • Evidence that there is an increase in the number of staff, students, and parents taking a role in the leadership of the school • Evidence that 75% of staff members are engaged in school leadership • Evidence that 75% of the teachers assume personal responsibility for leadership in the classroom and school community to ensure increased student performance	collaborative leadership in the school is seen in data from a variety of assessments • All staff articulate and demonstrate how school leadership is related to improving student performance • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessments) • Staff and students serve as role models for others to engage in school leadership
2. There is a *plan* to provide leadership to focus the staff and community on improving the performance of all students. • School leadership creates a plan for the development, articulation and implementation of a common focus on improving student performance • School leadership creates a plan that advocates, nurtures, and sustains a school culture that promotes improved performance of staff and students	2. *Many educators (about 50%)* understand the importance of strong leadership and contribute to its development so that the performance of all students improves. • Many teachers collaborate and mentor colleagues to improve student performance. • Evidence that 50% of staff members are engaged in school leadership • Evidence that 50% of the teachers assume personal responsibility for leadership in the classroom and	2. *Measurable improvement* in student performance related (in part) to strong leadership is evident through assessment data. • All staff can articulate how the school's leadership is working to improve student learning. • Evidence exists in some assessment data (CMT/CAPT, classroom assessments)

• There is a plan to involve staff, students and parents in leadership functions	school community to ensure increased student performance	
1. There is *a limited plan* to provide strong leadership to focus the staff and community on improving the performance of all students. • School leadership is beginning to establish a collaborative, systemic and sustained process to distribute leadership in the school and community	1. *Some educators (about 25%)* believe that strong leadership is collaborative and focused on high expectations • Some teachers collaborate and mentor colleagues to improve student performance • Evidence that 25% of staff members are engaged in the school leadership efforts to improve the performance of all students • Evidence that 25% of the teachers assume personal responsibility for leadership in the classroom and school community to ensure increased student performance	1. *Limited improvement* in student performance related (in part) to strong leadership is suggested by assessment data. • Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments)

Standard 4 <u>**Supportive, Personalized, and Relevant Learning Environment**</u>: In high-performing schools, supportive learning environments provide positive personalized relationships for every student while engaging them in rigorous and relevant learning

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

Diversity of thought, ethnicity, and culture are demonstrated and celebrated throughout the curriculum and school practices.
The conditions for learning are modified and differentiated to ensure teaching and learning are built on student's readiness, interests, and learning preferences so that all students improve their academic, interpersonal, and intrapersonal performance.
Programs are in place that identify and meet students' academic and non-academic needs.
Culture and climate focus on and celebrate individuals as teachers and learners.
Students, school staff, and parents behave in a respectful and courteous manner.
Students take personal responsibility for their learning and behavior.
Students have adult advocates who support their needs.
Individual and timely interventions are used to support student learning.

Please use the rubric to evaluate your successes as a potential vanguard School. Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	**Rating:** 4 3 2 1	**Rating:** 4 3 2 1
4. There is a *comprehensive plan in place* for the ongoing and systematic development of supportive, personalized, and relevant learning environments for all students. The *process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.* • Evidence that the processes, procedures and policies related to personalized learning environments have been reviewed and updated since their development • Evidence the school evaluates and refines the processes, procedures and policies that are in place to ensure all is being done to improve student performance and instructional programs	4. All educators (nearly 100%) provide supportive, personalized, and relevant learning environments to improve the performance of all students. • Evidence that nearly all staff assume personal responsibility for contributing to and sustaining supportive learning environments that provide positive personalized relationships: • to support the emotional and social development of every student • to engage them in rigorous and relevant learning	4. *Significant improvement* in student learning *sustained over time* is related (in part) to supportive, personalized, and relevant learning environments • All staff can articulate and demonstrate how supportive, personalized, and relevant learning environments improve student learning • Evidence of improved student performance via multiple forms of assessments (CMT/CAPT, classroom assessments) sustained over time

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3. There is a *complete plan* for the ongoing and systematic development of supportive, personalized, and relevant learning environments for all students. *The process is periodically revisited and refined.* Evidence that the plan will:
• identify and meet students' academic and non-academic needs
• create conditions for learning that are modified and differentiated to ensure teaching and learning are built on student's readiness, interests and learning preferences
• create a culture and climate that focus on and celebrate individuals as teachers and learners
	3. Most educators (about 75%) provide supportive, personalized, and relevant learning environments to improve student performance
	• Culture and climate focus on individuals as either teachers or learners
	• 75% of staff assume personal responsibility for contributing and sustaining supportive learning environments that provide positive personalized relationships:
	   • to support the emotional and social development of every student
	   • to engage them in rigorous and relevant learning
		3. Significant improvement in student learning related (in part) to supportive, personalized, and relevant learning environments is seen in multiple assessment data.
		• All staff can articulate and demonstrate how supportive, personalized, and relevant learning environments improve student learning
		• Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessment)

2. There is a *plan* for the ongoing and systematic development and implementation of supportive, personalized, and relevant learning environments for all students in which: • Individual student's needs being met • Instruction being modified and differentiated • a positive culture and climate	2. *Many educators* (about 50%) provide supportive, personalized, and relevant learning environments to improve student performance. • Culture and climate focus on individuals as either teachers or learners • 50% of staff assume personal responsibility for contributing and sustaining supportive learning environments that provide positive personalized relationships: o to support the emotional and social development of every student	2. *Measurable improvement* in student learning related (in part) to supportive, personalized, and relevant learning environments is evident through assessment data. • All staff can articulate how supportive, personalized, and relevant learning environments improve student learning • Evidence exists in some assessment data (CMT/CAPT, classroom assessment

	o to engage them in rigorous and relevant learning	

1. There *is a limited plan to* develop supportive, personalized, and relevant learning environments for all students in which:
• Individual student's needs being met
• Instruction being modified and differentiated
• a positive culture and climate
	1. *Some educators* (about 25%) provide supportive, personalized, and relevant learning environments to improve student performance
	• Programs are in place that identify and meet students' academic and non-academic needs
	• 25% of staff assume personal responsibility for contributing and sustaining supportive learning environments that provide positive personalized relationships:
	   • to support the emotional and social development of every student
	   • to engage them in rigorous and relevant learning
		1. *Limited improvement* in student learning related (in part) to supportive, personalized, and relevant learning environments is suggested by assessment data.
		• Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments)

Standard 5   Parent/Community Involvement and Collaboration: In high-performing schools, parents and community members help develop, understand, and support a clear and common focus on core academic, social, and personal goals contributing to improved student performance and have a meaningful and authentic role in achieving these goals. The school community works together to actively solve problems and create win-win solutions. Mentoring and outreach programs provide for two-way learning between students and community/business members.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

Staff, parents, students, and community members participate and collaborate in a professional learning community that focuses on improved student performance through specific and sustained school improvement strategies.
Parents and community members have an active voice and involvement with staff on committees and problem solving teams that lead to improved conditions for learning and result in improved student performance.
Staff provides and maintains a systemic process for ongoing and intentional outreach to parents and the community for meaningful involvement.
Parents receive support in understanding child and adolescent development and child-rearing skills.
Diverse opportunities exist and parents and community members are recruited, trained, and provided with a variety of volunteer activities to improve student performance (e.g. committees, volunteering, monitoring student homework progress)
There is frequent and on-going two-way communication using a variety of means (e.g. newsletters, meetings, school events, formal and informal conferences, video, email).
The school provides parental support on how the home can increase student performance.

Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	**Rating: 4 3 2 1**	**Rating: 4 3 2 1**
4. There is a *comprehensive plan* in place for the on-going development, support, encouragement, and sustainability of opportunities for parental and community member involvement The *plan or process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources*. - Evidence that the processes, procedures and policies related to opportunities for parental and community member involvement have been reviewed and updated since their development - Evidence that the school evaluates and refines the processes, procedures and policies that are in place to ensure all is being done to improve student performance and instructional programs - Evidence that the process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources	4. *All educators (nearly 100%)* work to ensure parents and community members are involved in the school and contribute to improved student performance - All staff welcomes and supports strong parent and community involvement in the school and creates meaningful opportunities for their involvement - Parents and community members have an active voice and involvement on committees, problem solving teams, and event planning that lead to the processes for improved conditions for learning and result in improved student performance - The school supports the development of their parents through parental training and ongoing outreach that invite meaningful participation	4. *Significant improvement* in student performance *sustained over time* is related (in part) to parental and community involvement - Evidence of improved student performance via multiple forms of assessments (CMT/CAPT, classroom assessments) sustained over time - Evidence that a high degree of parent participation and involvement is noted at open house, PTA events, and other school activities

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3. There is a *complete plan* in place that develops, supports, encourages, and sustains opportunities for parental and community member involvement. The process is periodically revisited and refined. The plan includes: • opportunities for staff, parents, students, and community members to participate in a professional learning community • opportunities for parents and community members to have an active voice • ongoing and intentional outreach to parents and the community	3. *Most educators* (about 75%) work to ensure parents and community members are involved in the school and contribute to improved student performance. • 75% of staff welcome and support strong parent and community involvement in the school and create meaningful opportunities for their involvement • The school supports the development of their parents through parental training and ongoing outreach inviting meaningful participation	3. *Significant improvement* in student performance related (in part) to parental and community involvement is seen in multiple assessment data. • All staff can articulate and demonstrate how parental and community involvement improves student performance and student learning • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessments) • Evidence that a high degree of parent participation and involvement is noted at open house, PTA events, and other school activities •
2. There is a *plan* to develop, support, and encourage opportunities for parental and community member involvement. The plan includes: • opportunities for staff, parents, students and community members to participate in a professional learning community • opportunities for parents and community members to have an active voice • ongoing and intentional outreach to parents and the community	2. *Many educators (about 50%)* work to ensure parents and community members are involved in the school. • 50% of the staff welcome and support strong parent and community involvement in the school and create meaningful opportunities for their involvement • The school supports the development of their parents through parental training and ongoing outreach inviting meaningful participation	2. *Measurable improvement* in student performance related (in part) to parental and community involvement is evident through assessment data. • Evidence of improved student performance exists in some assessment data (CMT/CAPT, classroom assessments) • Evidence of growing participation and involvement is noted at open house, PTA events, and other school activities

1. There is *a limited plan* to encourage parental and community involvement. The plan includes: • opportunities for parents and community members to have an active voice • initial outreach to parents and the community	*1. Some educators (about 25%)* work to ensure parents and community members are involved in the school. • 25% of the staff welcome and support strong parent and community involvement in the school and create meaningful opportunities for their involvement	1. *Limited Improvement* in student performance (in part) to parental and community involvement is suggested by assessment data. • Initial evidence of improved student performance exists in some assessment data (CMT/CAPT, classroom assessments) • Evidence that some parent participation and involvement is noted at open house, PTA events, and other school activities

Standard 6   Frequent Monitoring Accountability and Assessment: In high-performing schools, teaching and learning are continually adjusted on the basis of data collected through a variety of valid and reliable methods that indicate student progress and needs. The assessment results are interpreted and applied appropriately to improve individual student performance and the instructional program.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

The goals for student performance are clear and explicit.
A variety of valid and reliable assessments, which are free from cultural, racial, and gender bias, are used to evaluate student performance.
Assessments are well-designed and aligned with state frameworks, local curriculum, and classroom instructional methods.
There is a strong, continuous link among curriculum, teaching and assessment.
Assessment methods, procedures, and the amount of time allocated to assessment is in balance with the time allocated to instruction. All are closely monitored so that the maximum amount of useful data and information is obtained in the most efficient manner.
Modifications are made as needed in assessment methods and procedures to address special needs of students.
When appropriate, assessment instruments are accompanied by clear descriptions of how the quality of student performance will be assessed and that information is conveyed to teachers, students, and parents.
Assessments provide information to teachers, administrators, and parents about the performance of individual students and groups of students over time, so that decisions can be made to improve the performance of all students.
There is sufficient time allotted to interpret and use data and other information related to student performance for the improvement of instruction.
Assessment provides information to students and their parents on a timely basis so that they will become active participants in improving their performance.
Teachers and administrators receive training in how to create, use, and interpret the results of tests and assessments to make changes that improve the performance of all students.

Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	Rating: 4 3 2 1	Rating: 4 3 2 1
4. There is a *comprehensive plan in place to* frequently monitor the assessment of student performance and the instructional program. The *process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources*. • Evidence that the processes, procedures and policies related to assessment have been reviewed and updated since their development • Evidence that student performance goals are clear and explicit and have been updated and aligned with state expectations • Evidence that assessment data about the performance of individual students and groups of students has been regularly monitored over time and that decisions have been made to improve student performance and instructional programs • Evidence that the school evaluates and refines the processes, procedures and	4. *All educators* (nearly 100%) work to ensure efforts to frequently monitor the assessment of student performance and the instructional program • All staff is committed to long-term, continuous improvement for all students through frequent monitoring and assuming personal responsibility for the implementation of the school assessment processes, procedures, and policies • All staff closely monitor the type and number of assessments used so that the maximum amount of useful data and information is obtained in the most efficient manner • All staff make modifications as needed in assessment materials and procedures to address special needs of students • All staff communicate assessment information to parents so they can become active participants in their students improved performance • All staff provide timely assessment data so that students can be active participants in improving their own performance	4. *Significant improvement* in student performance, *sustained over time,* resulting (in part) from frequent monitoring, accountability, and assessment of student performance and the instructional program is seen in multiple assessment data. • All staff can articulate and demonstrate how frequent monitoring, accountability and assessment improve student learning • Evidence of improved student performance via multiple forms of assessments (CMT/CAPT, classroom assessments) are sustained over time

policies that are in place to ensure all is being done to improve student performance and instructional programs		
3. There is a *comprehensive* plan in place to frequently monitor the assessment of student performance and the instructional program. *The process is periodically revisited and refined.* • Processes, procedures and policies related to assessment are fully developed • Student performance goals are clear and explicit • Assessment information about the performance of individual students and groups of students is monitored over time so that decisions can be made to improve student performance and instructional programs • The school evaluates and refines the processes, procedures and policies that are in place to ensure all is being done to improve student performance and instructional programs	*3. Most educators (about 75%)* work to ensure efforts to frequently monitor the assessment of student performance and the instructional program • 75% of staff is committed to long-term, continuous improvement for all students through frequent monitoring and assuming personal responsibility for the implementation of the school assessment processes, procedures, and policies • 75% of staff closely monitors the type and number of assessments used so that the maximum amount of useful data and information is obtained in the most efficient manner • 75% of staff makes modifications as needed in assessment materials and procedures to address special needs of students • 75% of the staff communicates assessment information to parents so they can become active participants in their students' improved performance • 75% of the staff provide timely assessment data so that students can be active participants in improving their own performance •	*3. Significant improvement* in student performance resulting (in part) from frequent monitoring, accountability, and assessment of student performance and the instructional program is seen in multiple assessment data. • Most staff can articulate and demonstrate how frequent monitoring, accountability and assessment improve student learning • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessment)

2. There is a *plan* that frequently monitors the assessment of student performance and the instructional program. • A process/procedure is under development which will provide direction and guidance to staff on the purpose of assessment • A process/procedure is under development which will identify how assessment is to be used, the types of assessments used, and the balance between assessment and instruction • A process/procedure is under development which will provide direction for professional development on assessment for all staff	2. *Many educators* (about 50%) work to ensure efforts to frequently monitor the assessment of student performance and the instructional program • 50% of staff is committed to long-term, continuous improvement for all students through frequent monitoring and assuming personal responsibility for the implementation of the school assessment processes, procedures, and policies • 50% of staff closely monitors the type and number of assessments used so that the maximum amount of useful data and information is obtained in the most efficient manner • 50% of staff makes modifications as needed in assessment materials and procedures to address special needs of students • 50% of the staff communicates assessment information to parents so they can become active participants in their students' improved performance	2. *Measurable improvement* in student performance resulting (in part) from frequent monitoring, accountability, and assessment of student performance and the instructional program is evident through assessment data. • Evidence exists in some assessment data (CMT/CAPT, classroom assessments)

1. There *is a limited plan* to frequently monitor the assessment of student performance and the instructional program • Processes, procedures and policies related to assessment are being developed • Student performance goals are clear • Assessment information about the performance of individual students and groups of students is monitored	*1. Some educators (about 25%)* work to ensure efforts to frequently monitor the assessment of student performance and the instructional program • 25% of staff is committed to long-term, continuous improvement for all students through frequent monitoring and assuming personal responsibility for the implementation of the school assessment processes, procedures, and policies • 25% of staff closely monitors the type and number of assessments used so that the maximum amount of useful data and information is obtained in the most efficient manner • 25% of staff makes modifications as needed in assessment materials and procedures to address special needs of students • 25% of the staff communicates assessment information to parents so they can become active participants in their students' improved performance	1. *Limited Improvement* in increased student performance resulting (in part) from frequent monitoring, accountability, and assessment of student performance and the instructional program is suggested by assessment data. • Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments)

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Standard 7   Curriculum, Instruction, and Assessment: High-performing schools have aligned curriculum with core learning expectations to improve the performance of all students. Students achieve high standards through rigorous, challenging learning. Staff delivers an aligned curriculum and implements research-based teaching and learning strategies. Students are actively involved in their learning through inquiry, in-depth learning, and performance assessments.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

Teachers allocate a significant amount of time to instruction with an emphasis on learning. Instruction is personalized and emphasizes motivation as well as knowledge and skills.
All classes have a current standards-based curriculum that promotes enduring understanding of concepts and promotes learning across the disciplines, connections to the larger world, and skills for life-long learning.
Curriculum reflects clear and explicit goals and promotes consistency and continuity of learning to improve student performance.
Curriculum supports the practices of differentiated instruction and provides a continuous improvement model of teaching and learning to improve the performance of all students.
Curriculum promotes the students as a motivated, constructive, self-reflective learners who take responsibility for improving their performance.
Teachers are involved in the development and review of curriculum using curriculum standards, student performance, and the needs of life-long learning as a focus for the review and revisions.
Teachers are engaged in a variety of professional development activities based on curricular goals and student performance.
The school system supports a systematic, systemic, and sustained process of curriculum improvement and implementation and provides appropriate instructional materials to implement the curriculum.
All staff can describe the degree to which student performance is improving.
Supervision, through on-going classroom visitations by the principal, supports best instructional practices.

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Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	Rating: 4 3 2 1	Rating: 4 3 2 1
4. There is a *comprehensive plan* in place that aligns curriculum with core academic learner expectations to improve student performance. The *process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources.* • Evidence that the processes, procedures and policies related to curriculum alignment have been reviewed and updated since their development • Evidence that the school evaluates and refines the processes, procedures and policies that are in place to ensure all is being done to improve student performance and instructional programs	4. *All educators* (nearly 100%) teach the aligned curriculum and capitalize on research-based teaching and learning strategies. • All staff allocate a significant amount of time to instruction • All staff personalize learning and place an emphasis on motivation as well as knowledge and skill • All staff use information on student performance, curriculum standards, and the needs of life-long learners to review and revise curriculum on a regular basis • All staff are involved in the development and review of curriculum • All staff are engaged in professional development based on curriculum goals and student performance	4. S*ignificant improvement* in student performance, *sustained over time,* resulting (in part) from staff delivering an aligned curriculum, implementing a variety of research-based teaching and learning strategies, and actively engaging their students through inquiry, in-depth learning, and performance assessments is seen in multiple assessment data. • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessments) sustained over time
3. There is a *complete plan* in place that aligns curriculum with core academic learner expectations to improve student performance. *The process is periodically revisited and refined.* Evidence that the plan focuses on the development and alignment of curriculum that: • promotes learning across the	3. *Most educators (about 75%)* teach the aligned curriculum and implement research-based teaching and learning strategies. • 75% of staff allocate a significant amount of time to instruction • 75% of staff personalize learning and place an emphasis on motivation as well as knowledge and	3. *Significant improvement* in student performance resulting (in part) from staff delivering an aligned curriculum, implementing a variety of research-based teaching and learning strategies, and actively engaging their students through inquiry, in-depth learning, and performance assessments is seen in multiple assessment data.

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disciplines and connections to the larger world • provides a continuous improvement model for teaching and learning • reflects clear and explicit goals for learning and standards for student performance • supports the practices of differentiated instruction to improve the performance of all students • promotes consistency and continuity of learning and contribute to improving the performance of all students • promotes the student as a motivated, constructive learner • promotes students as self-reflective learners who take responsibility for improving their performance	skill • 75% of staff use information on student performance, curriculum standards, and the needs of life-long learners to review and revise curriculum on a regular basis • 75% of staff are involved in the development and review of curriculum • 75% of staff are engaged in a variety of professional development based on curriculum goals and the student performance	• Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessments)
2. There is a *plan* that aligns curriculum with core academic learner expectations to improve student performance. The plan's development and refinement focuses on the development and alignment of curriculum that: • promotes learning across the disciplines and connections to the larger world • provides a continuous improvement model for teaching and learning	2. *Many educators* (about 50%) teach the aligned curriculum and implement research-based teaching and learning strategies. • 50% of staff allocate a significant amount of time to instruction • 50% of staff personalize learning and place an emphasis on motivation as well as knowledge and skill • 50% of staff use information on student performance, curriculum	2. *Measurable improvement* in student performance resulting (in part) from staff delivering an aligned curriculum, implementing a variety of research-based teaching and learning strategies, and actively engaging their students through inquiry, in-depth learning, and performance assessments is evident through assessment data. • Evidence exists in some assessment data (CMT/CAPT, classroom assessments)

- reflects clear and explicit goals for learning and standards for student performance - supports the practices of differentiated instruction to improve the performance of all students - promotes consistency and continuity of learning and contribute to improving the performance of all students - promotes the student as a motivated, constructive learner - promotes the students as self-reflective learners who take responsibility for improving their performance	standards, and the needs of life-long learners shall be used to review and revise curriculum on a regular basis 50% of staff are involved in the development and review of curriculum 50% of staff are engaged in a variety of professional development based on curriculum goals and the student performance	
1. There is *a limited plan* to align curriculum with the core academic learner expectations to improve student performance. The plan will focus on the development and alignment of curriculum that: - promotes learning across the disciplines and connections to the larger world - provides a continuous improvement model for teaching and learning - reflects clear and explicit goals for learning and standards for student performance - supports the practices of	*1. Some educators (about 25%)* teach the aligned curriculum and implement research-based teaching and learning strategies. 25% of staff allocate a significant amount of time to instruction 25% of staff personalize learning and place an emphasis on motivation as well as knowledge and skill 25% of staff use information on student performance, curriculum standards, and the needs of life-long learners to review and revise curriculum on a regular basis 25% of staff are involved in the	*1. Limited Improvement* in increased student performance resulting (in part) from staff delivering an aligned curriculum, implementing a variety of research-based teaching and learning strategies, and actively engaging their students through inquiry, in-depth learning, and performance assessments is evident in assessment data. Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments)

differentiated instruction to improve the performance of all students • promotes consistency and continuity of learning and contribute to improving the performance of all students • promotes the student as a motivated, constructive learner • promotes students as self-reflective learners who take responsibility for improving their performance	development and review of curriculum • 25% of staff are engaged in a variety of professional development that is based on curriculum goals and the student performance	

Standard 8   Professional Development: Ongoing professional development which is aligned with the school's common focus and high expectations to improve the performance of all students is critical in high-performing schools. These professional development offerings are focused and informed by research and school/classroom based assessments. Appropriate instructional support and resources are provided to implement approaches and techniques learned through professional development.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

Professional development addresses student learning needs as well as program needs identified through a variety of means (assessment, data, mandates, and curriculum changes).
Professional development is planned, ongoing and systemic.
Professional development which addresses school and district goals is a collaborative process involving all stakeholders.
Professional development supports the development of collaborative learning communities by providing time for staff to meet, share, reflect, and modify instructional practice.
Professional development results in improved student performance.
Professional development outcomes are implemented with appropriate support and resources.
Professional development programs are monitored and evaluated through data gathering and analysis.

Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	Rating: 4 3 2 1	Rating: 4 3 2 1
4. There is a *comprehensive plan in place* for the ongoing and systemic development and implementation of a professional development plan. The *process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources*. • Evidence that the process, procedures and policies related to a comprehensive professional development program have been reviewed and updated since their development • Evidence that the school evaluates and refines the processes, procedures and policies that are in place to ensure all is being done to improve student performance and instructional programs	4. All educators (nearly 100%) are actively engaged in professional development activities. • All staff positively participate in professional development activities and give their time to colleagues to meet, share, reflect, and modify instructional practices • All staff participate in professional development activities that enhance their professional knowledge and instructional skills focused on their specialty areas • All staff use the new learning from the professional development in their classrooms	4. *Significant improvement* in student performance, *sustained over time,* resulting (in part) from the school/district staff development program is seen in multiple assessment data. • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessment) sustained over time
3. There is a *complete plan* for the ongoing and systemic development and implementation of a professional development plan. *The process is periodically revisited and refined.* Evidence that the plan focuses on : • school and district goals	3. *Most educators (about 75%)* are actively engaged in professional development activities. • 75% of staff participate in professional development activities by allocating time for collaboration	3. S*ignificant improvement* in student performance resulting (in part) from the school/district staff development program as seen in multiple assessment data. • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom

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• a collaborative process involving all stakeholders • time for staff to meet, share, reflect, and modify instructional practice • outcomes that are measured in improved student performance • appropriate support and resources	with colleagues to share, reflect, and modify instructional practices • 75% of staff participate in professional development activities that enhance their professional knowledge and instructional skills focused on their specialty areas • 75% of the staff use the new learning from the professional development in their classrooms	assessment)
2. There is a *plan* for the ongoing and systemic development and implementation of a professional development plan that includes • school and district goals • a collaborative process involving all stakeholders • time for staff to meet, share, reflect, and modify instructional practice • outcomes that are measured by improved student performance • appropriate support and resources	2. *Many educators* (about 50%) are actively engaged in professional development activities. • 50% of staff participate in professional development activities and give their time to colleagues to meet, share, reflect, and modify instructional practices • 50% of staff participate in professional development activities that enhance their professional knowledge and instructional skills focused on their specialty areas • 50% of the staff use the new learning from the professional development in their classrooms	2. *Measurable improvement* in student performance resulting (in part) from the school/district staff development program is evident through assessment data. • Evidence exists in some assessment data (CMT/CAPT, classroom assessment)
1. There is *a limited plan* for professional development being developed based on student learning and program needs.	*1. Some educators (about 25%)* are actively engaged in professional development activities. • 25% of staff participate in the professional development activities and give their time to colleagues to meet, share, reflect, and modify instructional practices	1. *Limited Improvement* in student performance resulting (in part) from a professional development program in the school is evident in assessment data. • Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments

Standard 9 <u>**Time and Structure**</u>**:** High-performing schools are flexibly structured to maximize the use of time and accommodate the varied lives of their students, staff, and community in order to improve the performance of all students. The structure of programs extends beyond the traditional school day and year as well as beyond the school building. The program draws on the entire community's resources to foster student achievement.

Indicators

These research based indicators represent qualities found in a Vanguard School. Please use them to assist your decision making when completing the self-evaluation rubric.

School programs extend beyond the traditional school day and year.
School programs extend the educational environment by making use of community resources and creating community partnerships.
Instructional use of technology is appropriate and pervasive.
The structure of the school affords each student the opportunity to connect with a peer group and cadre of adults.
Instructional time and transitions are structured appropriately to optimize student learning

Please use the rubric to evaluate your successes as a potential vanguard School.   Each standard will receive a score for your **Plan, Implementation of the Plan, and Results in Student Performance.**

The Plan	Implementation	Results Regarding Student Performance
Rating: 4 3 2 1	Rating: 4 3 2 1	Rating: 4 3 2 1
4. There is a *comprehensive plan* in place for the ongoing and systemic development and implementation of a flexible school schedule that accommodates the varied lives of the students it serves. The *process is continually monitored and improved based on experience, new knowledge and feedback gathered from multiple sources*. - Evidence that the processes, procedures and policies related to a flexible schedule have been reviewed and updated since their development - Evidence that the school evaluates and refines the processes, procedures and policies that are in place to ensure all is being done to improve student performance and instructional programs - The school structure affords each student the opportunity to connect with a peer group and cadre of adults	4. *All educators* (nearly 100%) are actively engaged in supporting the planning, revision and implementation of a flexible schedule that extends learning beyond the traditional setting. - All staff are actively involved in the ongoing development, expansion, and implementation of a flexible schedule extending learning outside the school building and traditional school year - All staff are using educational technology appropriately - All staff support students in their need to identify with a peer group and are actively engaged as a significant adult in the students' lives	4. S*ignificant improvement* in student performance, *sustained over time,* resulting (in part) from a school structure that is flexible is seen in multiple assessment data. Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessment) sustained over time
3. There is a *complete plan* for the ongoing and systemic development and	3. *Most educators (about 75%)* support the ongoing planning, revision and	3. *Significant improvement* in student performance resulting (in part) from a school

implementation of a flexible school schedule that accommodates the varied lives of the students it serves. *The process is periodically revisited and refined*. Evidence that the plan focuses on : • School programs extend beyond the traditional school day and year and extend the educational environment by making use of educational technology, community resources, and community partnerships • Instructional time and transitions are structured appropriately to optimize student learning • The school structure affords each student the opportunity to connect with a peer group and cadre of adults	implementation of a flexible schedule that extends learning beyond the traditional setting. • 75% of staff are actively involved in the ongoing development, expansion, and implementation of a flexible schedule extending learning outside the traditional school building and school year • 75% of staff are using educational technology appropriately • 75% of staff support students in their need to identify with a peer group and significant adults	structure that is flexible is seen in multiple assessment data. • Evidence of improved student performance via multiple forms of assessment (CMT/CAPT, classroom assessments)
2. There is a *plan* for the ongoing and systemic development and implementation of a flexible school schedule that accommodates the varied lives of the students it serves. The process includes: • School programs that extend beyond the traditional school day and year and extend the educational environment by making use of educational technology, community resources, and community partnerships	2. *Many educators* (about 50%) support the planning, development, and initial implementation of a flexible schedule that extends learning beyond the traditional setting. • 50% of staff are actively involved in the ongoing development, expansion, and implementation of a flexible schedule extending learning outside the school building and traditional school year • 50% of staff are using educational technology appropriately	2. *Measurable improvement* in student performance resulting (in part) from a school structure that is flexible is evident through assessment data. • Evidence exists in some assessment data (CMT/CAPT, classroom assessment)

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• Instructional time and transitions are structured appropriately to optimize student learning • The school structure affords each student the opportunity to connect with a peer group and cadre of adults	• 50% of staff support students with their need to identify with a peer group and significant adults	
1. There is *a limited plan* to become more flexible and revise the traditional school schedule to accommodate the varied lives of their students. The plan includes: • Instructional time and transitions are being structured appropriately to optimize student learning • A plan for the school structure to afford each student the opportunity to connect with a peer group and cadre of adults is developing	*1. Some educators (about 25%)* support the planning, development, and eventual implementation of a flexible schedule that extends learning beyond the traditional setting. • 25% of staff are actively involved in the ongoing development, expansion, and implementation of a flexible schedule extending learning outside the traditional school building and school year	1. L*imited improvement* in student performance resulting (in part) from a school structure that is flexible exists. • Initial evidence exists in some assessment data (CMT/CAPT, classroom assessments)