NCStar Key Indicators (12)

A1.07: **ALL** teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.

A2.04: Instructional Teams develop standards-aligned units of instruction for each subject and grade level.

A4.01: The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A4.06: **ALL** teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions.

A4.16: The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.

B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

B2.03: The school has established a team structure among teachers with specific duties and time for instructional planning.

B3.03: The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.

C2.01: The **LEA/School** regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.

C3.04: The **LEA/School** has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.

D1.02: The **LEA/School** has aligned resource allocation (money, time, human resources) within each school’s instructional priorities. *(NEW)*

E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).