

## 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).