|  |
| --- |
| **Table1: CSA Expected Indicators** |
| **Principle 1: Provide Strong Leadership** |
| **School Level****P1-IE06**: The principal keeps a focus on instructional improvement and student learning outcomes. (*e.g.,* *TPEP*) |
| **Principle 2: Ensure Effective Instruction** |
| **District Level****P2-C:** Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its Student and School Success Action Plan and evolving needs. **School Level****P2-IF11**: Professional development is aligned with identified needs based on staff evaluation and student performance. (*e.g., TPEP, WA Learning Standards, Multi-Tiered System of Supports)* **or****P2-IF12**: School provides all staff high-quality, ongoing, job-embedded, differentiated professional development. (*e.g., TPEP, WA Learning Standards, Multi-Tiered System of Supports*) |
| **Principle 4: Improve Instructional Program** |
| **District Level****P4-A:** The district ensures that school improvement initiatives include rigorous, research-based, field-proven instructional programs, practices, and models. (*e.g., TPEP, WA Learning Standards, Multi-Tiered System of Supports)* **or** **P4-B:** The district works with the school to provide early and intensive intervention for students not making progress. (*e.g., TPEP, WA Learning Standards, Multi-Tiered System of Supports)***or** **P4-C:** The district has a comprehensive plan that includes testing each student at least 3 times each year to determine progress toward standards-based objectives. (*e.g., Smarter Balanced Assessments, Multi-Tiered System of Supports)***and****School Level****P4-IIA01**: Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (*e.g., WA Learning Standards)***or****P4-IIIA07**: All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (*e.g., TPEP, WA Learning Standards, Multi-Tiered System of Supports)* |
| **Principle 5: Use Data to Improve Instruction** |
| **District Level****P5-A:** The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (*e.g., Smarter Balanced Assessments, Multi-Tiered System of Supports)***and****School Level****P5-IID08**: Instructional teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (*e.g., TPEP, WA Learning Standards, Multi-Tiered System of Supports, Smarter Balanced Assessments)* |
| **Table2: CSA Optional Indicators** |
| **Principle 3: Increase Learning Time** |
| **P3-IVD05**: The school monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications. (*e.g., TPEP, WA Learning Standards, Multi-Tiered System of Supports)* |
| **Principle 6: Establish a Safe Learning Environment**  |
| **District Level****P6-A:** The district implements state and federally aligned policies and procedures which guide, promote and assist school communities with academic, physical, social, emotional and behavioral programs and practices that ensure a safe and supportive school culture and climate. (*e.g., Multi-Tiered System of Supports)***School Level****P6-IIIC13**: All teachers reinforce classroom rules and procedures by positively teaching them. *(e.g., TPEP, Multi-Tiered System of Supports)* |
| **Principle 7: Engage Families and Communities** |
| **District Level****P7-B:** The LEA/School has engaged parents and community in the transformation process. (*e.g., TPEP)***School Level****P7-IVA01**: Parent (family) representatives advise the School Leadership Team on matters related to family-school relations. *(e.g.,* *TPEP)***P7-IVA02**: The school’s key documents (Parent Involvement Policy, Mission Statement, Compact, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents (families) and students. *(e.g., TPEP*)  |