



Defining a Quality School

Activity 2: What Does This Mean to You?

Participants are asked to review a number of existing School Quality Standards from organizations around the country. Participants select Standards that they agree are universal and note why they also believe the Standards are important before putting them on the 'Quality Tree.'

*Please note:

Standard

Participant Comment

Quality Tree Standards Strips

(Light Blue Strips)

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- Standard: **Role of Lead Partner, including role of CBO Director** > *It would be awesome if OUSD had a balance of resources...*
 - Standard: **Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time** > *It is essential in any organization to monitor progress and adjust strategically towards goals.*
 - Standard: **Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time** > *You need data.*
 - Standard: **Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level** > *It needs to be all together to succeed.*
 - Standard: **Power-sharing, roles, structure, oversight** > *An excellent model/structure to norm outcomes.*
 - Standard: **Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school** > *Same as charters OUSD.*
 - Standard: **Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level** > *You need data!*

- Standard: **Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community**
>Engaging parents, students, and families' expectations is essential to engaging them in the learning process.
 - Standard: **Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level**
>This is so not important- everything should align to student outcomes.
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- Standard: **Power-sharing, roles, structure, oversight**

(Green Strips)

- Standard: **Creating personalized and nurturing environments** >It's hard to define nurturing, but "personalized" is important because it forces us to start where the kid is.
- Standard: **Adults and students live a school code of conduct aligned to the school's vision, mission, and values**>
- Standard: **Decision-making which creates and sustains a norm of collective responsibility for improving student achievement** >It works.
- Standard: **Individual and common planning for effective instruction** >It works.
- Standard: **Consistent feedback and professional learning to drive instructional improvement** >Professional development must be offered to ensure teachers have tools to higher instruction and student success.
- Standard: **Adults and students live a school code of conduct aligned to the school's vision, mission, and values** >This is what it is all about!
- Standard: **Organizing for equity and success** >Given our populations served we should be intentional around the issues we are trying to solve.
- Standard: **Curriculum aligned to both state and collegereadiness standards** ≥ Everything should be aligned to these standards to promote system-wide student achievement and growth.
- Standard: **A culture of databased inquiry** >Equity, Access, etc.
- Standard: **Creating personalized and nurturing environments**>
- Standard: **Consistent feedback and professional learning to drive instructional improvement** >It works!
- Standard: **Adults and students champion school vision and mission** >Students and parents vision should drive the vision and mission of the school.
- Standard: **Active parent engagement** > Strong schools= strong community.
- Standard: **Beliefbased, Goal-driven Leadership: Leader consistently demonstrates belief in the potential of every student to achieve at high levels**> Leadership essential must lead by example- we must believe in every student in order for every student to be successful.
- Standard: **The school as a community resource**> Schools should integrate within neighborhoods and be seen as a resource for children and families.
- Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process**>
- Standard: **Interpersonal Skills, Facilitative Leadership: Leader builds relationships and facilitates active communities of adults and students dedicated to reaching school goals** > School culture can support/erode progress to goals.
- Standard: **Adaptive Leadership: Leader drives and manages the organizational change process to increase student achievement** > Leaders must be focused

strategically on student achievement.

- Standard: **Curriculum aligned to both state and collegereadiness standards**> *To make sure our students are ready for college when they graduate.*
- Standard: **A culture of databased inquiry**> *There is definitely much to learn from the high performing schools...*
- Standard: **Curriculum aligned to both state and collegereadiness standards**> *I see inequity regarding this standard in our high schools. No student should be “herded” into a meaningless class. A-G requirements for all students would be awesome.*
- Standard: **Beliefbased, Goal-driven Leadership: Leader consistently demonstrates belief in the potential of every student to achieve at high levels**> *This should be the focus of all educational institutes.*
- Standard: **Core values about student learning in light of individual and cultural differences**> *Because no two schools or communities are the same or remain 100% identical over time. Oakland is diverse.*
- Standard: **Adults insist on and support students in having high aspirations for themselves**>
- Standard: **Implementation of high standards and supports for all students to reach high standards**>
- Standard: **Adults demonstrate personal responsibility for the success of every student**> *Adults in education generally start out well intended then over time slip to lip service and promoting success and seem to force in (?)*
- Standard: **Creating personalized and nurturing environments**> *This is the foundation of learning, true learning.*

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- Standard: **Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards**> *Have real content – cross curricula*
 - Standard: **Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community**> *Likely to enjoy better luck at fundraising*

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- Standard: **Use the observation of classroom teaching and the analysis of learning outcomes to elevate school wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on ALL teachers**> *Continuous growth prevents becoming complacent*
 - Standard: **Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults**> *If students and staff have a positive attitudes about learning it will have an overall positive impact*

- Standard: **Engage in an open exchange of information with students and families regarding students' learning needs and outcomes**> *Students and families should join teachers to set student growth goals. Common goal setting promotes work ethic and gets everyone on the same path towards academic achievement.*
- Standard: **Establish a coherent vision of future development that is reflected in a short list of focused, data-based goals that are understood and supported by the entire school community**> *Unity in the direction school is going*
- Standard: **Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning**> *Respects intelligence and skill of teachers*
- Standard: **Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community**> *Help families learn how to better support their child learning*
- Standard: **Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning!**
- Standard: **Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards**> *This helps kids learn*
- Standard: **Engage in an open exchange of information with students and families regarding students' learning needs and outcomes** > *Students and families are important part of this work*
- Standard: **Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products**> *Great way to develop teacher capacity*
- **Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products** > *Focus on teaching*
- Standard: **Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support** > *Great way to bridge the gap*
- Standard: **Engage in an open exchange of information with students and families regarding students' learning needs and outcomes** > *Learner needs to know where to begin to reach goal*
- Standard: **Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes** > *Feels teacher support/driven for continuous*

growth – renewal of practice

- Standard: **Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products**
 - Standard: **Design engaging, rigorous, and coherent curricula, including the Arts, for a variety of learners and aligned to key state standards**> *whole child focus*
 - Standard: **Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults**> *No trust = No communication. Positive attitudes create optimal positive outcomes for all!*
 - Standard: **Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support** > *Results-oriented*
 - Standard: **Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State standards**> *Leads to engagement and alignment*
 - Standard: **Use collaborative and data informed processes to set measurable and differentiated learning goals for student subgroups, and students in need of additional support** > *Targeted; focus on achievement; equity*
 - Standard: **Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level**> *Remove the model “1 size fits all”*
 - Standard: **Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers**> *School growth*
 - Standard: **Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community** > *Partnership strength, whole child development MUST include everyone who affects that child*
 - Standard: **Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time** > *Leads to buy in accountability that includes peers and family, and allows for changes that occur during year.*
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- Standard: **Engage in an open exchange of information with students and families regarding students’ learning needs and outcomes** > *Easy said than don, requires a foundation of two-way communication.*

- **Standard: Use collaborative and data informed processes to set measurable and differentiated learning goals for students subgroups, and students in need of additional support** > *Teach technology*
- **Standards: Communication high expectations to students and families, engage them in decision-making, and promote active involvement in the school community** > *Quality schools require action from all the members not just parents, students and teachers, but active leaders too!*
- **Standards: Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State Standards** > *Quality learning experiences for all students.*
- **Standards: Ensure the achievement of learning goals by tracking progress at the school, teacher team and classroom level** > *Improves standards for better outcome*
- **Standard: Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults** > *This is needed for safe schools.*
- **Standard: Communicate high expectations to students and families, engage them in decision-making, and promote active involvement in the school community** > *When parent get involved, kids learn how to become responsible.*
- **Standard: Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products** > *Pedagogy needs to be articulated across the school k-5, etc with specific support for real children.*
- **Standard: Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time** > *Making lasting and transparent change, not just short term changes to please new figure heads.*

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- **Standard: Engage in an open exchange of information with students and families regarding students' learning needs and outcomes** > *Teachers and administrators need guidance in connecting to students and their families.*
 - **Standard: Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults** > *This should extend outside the classroom too.*

- Standard: **Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students** > *As schools, we are involved in the lives of children and families. Their needs need to be met for us to accomplish our goals as educators.*
 - Standard: **Maintain a culture of mutual trust and positive attitudes toward learning that support the academic and personal growth of students and adults** > *Without trust and positivity, personal and academic growth is stifled. People must feel comfortable taking risks in order to learn.*
 - Standards: **Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State Standards** > *This acknowledges that students can still have access to the curricula, even if we don't learn the same way.*
 - Standards: **Design engaging, rigorous and coherent curricula, including the Arts, for a variety of learners and aligned to key State Standards** > *The whole child = responsible adult*
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- Standard: **Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time** > *Teacher, parents, OUSD faculty have to be on the same page.*
- Standard: **Evaluate systems for assessing students, organizing data, and sharing information with students and families, making adjustments as needed to increase the coherence of policies and practices across the school** > *1- assessment is essential, 2-using the data intentionally makes it relevant, 3-share it, transparency*
- Standard: **Evaluate systems for assessing students, organizing data, and sharing information with students and families, making adjustments as needed to increase the coherence of policies and practices across the school** > *Coherence and alignment*
- Standard: **Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students** > *I like the integration between children with services and inclusion of families.*
- Standard: **Use or develop tools to enable school leaders and teachers to organize, aggregate, and analyze student performance trends** > *It is often hard for teachers to share information with each other about their students, and it is so important.*

- Standard: **Align assessments to curriculum and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom level** > *Teach and assess!*
- Standard: **Gather and analyze information on student learning outcomes to identify trend, strengths, and areas of need at the school level** > *Serving specific community of students*
- Standard: **Provide professional development that promotes independent and shared reflection, opportunities for leadership growth, and enables teachers to continuously evaluate and revise their classroom practices to improve learning outcomes** > *I want to be a teacher, I have heard terrible things about teaching to the tests. I think this gives the teacher opportunities to make and revise plans and approaches.*
- Standard: **Establish and sustain a transparent, collaborative system for measuring progress towards interim and long term goals and making adjustments during the year and over time** > *We need to track progress and continuous adjustments are needed to reach the ever-changing reality.*
- Standard: **Use the observation of classroom teaching and the analysis of learning outcomes to elevate school-wide instructional practices and implement strategies that promote professional growth and reflection, with a special focus on new teachers** > *Reflect and improve. Sometimes, the “old” ones need a second look.*

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- Standard: **Integrate child/youth development, support services and partnerships with families and outside organizations with the school-wide goals to accelerate the academic and personal growth of students** > *Prepare teachers to help parents with these resources and suggest what would be good.*
 - Standard: **evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school** > *to improve teachers and instruction.*
 - standard: **make strategic organizational decisions to support the school’s instructional goals and meet student learning needs** > *whole school*

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- Standard: **Gather and analyze information on student learning outcomes to identify trends, strengths, and areas of need at the school level** > *It will engage students and keep them interested in the classroom if their needs are actually met.*

- Standard: **Develop teacher pedagogy from a coherent set of beliefs about how students learn best, and ensure that it is: aligned to the curriculum, engaging, and differentiated to enable all students to produce meaningful work products** > *Focus is on teaching for success of all students.*
- Standard: **Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school** > *We have to be constantly want what works best for our students.*
- Standard: **Evaluate the quality of curricular, instructional and organizational decisions, making adjustments as needed to increase the coherence of policies and practices across the school**

(Grey Strips)

- Standard: **Implements and directs learning experiences (consistent with the school's purpose and charter) that actively engage students** > *Helps all parties reevaluate and support change if necessary.*
- Standard: **The district leadership and management team models and planning and action strategies that provide most leverage for helping schools impact student learning** > *Supporting conditions students learning and achievement at district level is key.*
- Standard: **The school embraces opportunities to celebrate with parents the social and cultural diversity of the community and the accomplishments of students and the school** > *Celebration of culture and success is key to student success.*
- Standard: **Involves staff, students, parents and other stakeholders in its accountability for student learning and in the school's program evaluation process** > *Because accountability is a must for everybody; beyond partial numbers.*
- Standard: **Demonstrates high expectations for student achievement** > *This is essential to increase student outcomes.*
- Standard: **The school creates regular opportunities for students and families to contribute to what the student is learning by developing programs that encourage teachers, students and parents to interact** > *Schools are much more effective when assets around the school are integrated with meaning and creativity.*
- Standard: **The principal and other school leaders consistently monitor individual student progress, are aware of learning impact in every classroom, and use data effectively through a continuous improvement cycle to set priorities, adjust strategies, deploy interventions, differentiate instruction, and focus professional learning** > *Data is not just there but used to make key decisions.*
- Standard: **teachers collaborate in professional learning communities to develop common lessons and tasks and use students work to share and calibrate judgments of student progress, target assistance or intervention, and focus learning content** > *I have heard principals say that teacher collaboration was a key factor in creating student progress in their schools.*
- Standard: **Allocates appropriate resources in the way of instructional materials, staffing and facilities to promote high levels of student achievement** > *Resources are important but allocating them based on need of the community as who has the most political capital or money.*
- Standard: **Respects diversity and implements practices that are inclusive of all types of learners consistent with the school charter** >

Would be great if the district as a whole could operate this way.

- Standard: **District governance and policies, including the means of executing policy, are effectively focused on student learning and supportive of the schools efforts to raise student achievement** >*This is what all decisions and policies should be based on.*
- Standard: **The school embraces opportunities to celebrate with parents the social and cultural diversity of the community and the accomplishments of students and the school** > *full service schools*
- Standard: **The principal and other school leaders consistently monitor individual student progress, are aware of learning impact in every classroom, and use data effectively through a continuous improvement cycle to set priorities, adjust strategies, deploy interventions, differentiate instruction, and focus professional learning**> *If this is happening, you will see progress.*
- Standard: **Establishes benchmarks and a variety of accountability tools for monitoring student progress and uses the results of these assessments to improve curriculum and instruction** > *Feedback loops such as this are effective in all kinds of organization -private and public.*
- Standard: **Promotes academic risk-taking by supporting students in a safe, healthy and nurturing environment characterized by trust, caring and professionalism**> *Because we cannot stay in our comfort area if we are to reform and accelerate*

(White Strips)

- Standard: **Inclusive, Facilitative Leadership**> *Would be great if teachers, administrators, parents, and students would meet together at their individual schools to conclude on how to make their own school better (i.e. quality of learning, safety)*
- Standard: **Quality of Professional Development**> *It is important to work in tandem with another CA district*
- Standard: **Quality of Human Resources**> *It would be great if “quality teachers” are hired that have high expectations for all students regardless of skin color or socio- economic background.*
- Standard: **Order and Safety**> *Students intuitively know how they need to learn, can grow to learn and it has to be in a supportive, safe environment*

(Gold Strips)

- Standard: **Individual giving campaign** > *Having more resources in this climate allows lower income schools to close the gap*
 - Standard: **Track student progress data** > *To know where students are, or where they need to be*
 - Standard: **Operations and administration** > *Having strong operations/ administration is helpful to resources a base for conditions for achievement*
 - Standard: **Communication materials (brochures, fact sheet, website, media package, PowerPoint presentation) and making use of them** > *Know what's going on in school*
 - Standard: **Operations and Management: The school leader ensures that there are systems and structures for smooth daily operations. School management is efficient and effective.** > *Professional development is needed.*
 - Standard: **Develop annual student achievement goals** > *Address each students need and potential*
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- Standard: **Teacher consistently enforces rules for student conduct** > *With parent support, school administration and teacher should be able to keep classroom free from any disturbance that may cause the child learning to be disturbed.*
- Standard: **Teachers have sufficient access to a broad range of professional support personnel (including school counselors, nurses, school psychologists and social workers, library media specialist, etc.)** > *Since prop 13 it seems from my memory that these services have faded away. School/teachers are not gods.*
- Standard: **Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).** > *Pacing and materials provided in a class need to be able to be more inclusive than just coverage.*
- Standard: **Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers** > *Coaching from people who know our population, Modeling in a clear supportive manner to create the desired outcomes.*
- Standard: **Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials and pedagogy).** > *A teacher who trusts him/herself to find their groove – make an art of the job, these are the best teachers. I've seen about three.*
- Standard: **Teachers receive feedback that can help them improve**

teaching > *Parents see so many teaching styles. How can we share what we know?*

- Standard: **Teachers feel comfortable raising issues and concerns that are important to them** > *Wouldn't it be lovely?*
- Standard: **Teachers use assessment data to inform their instruction** > *Assessments reflect the different levels of academia that the students are at. Some students are below average, some far above. Each teacher should be trained in differentiated teaching.*
- Standard: **Teachers provide parents/guardians with useful information about student learning** > *parents can not support their children if they do not have useful information about students learning. More than just a standard*
- Standard: **The faculty works in a school environment that is safe** > *Faculty nor students should feel in jeopardy when at school. Real steps should be taken to keep us safe.*
- Standard: **The school does a good job of encouraging parent/guardian involvement** > *This is the foundation of any school's success~! It is a must!*
- Standard: **Parent/guardians support teachers, contributing to their success with students** > *By getting actively involved and participate in school activities*
- Standard: **Parent/guardians support teachers, contributing to their success with students** > *Teachers/schools can not do it alone.*
- Standard: **Profession development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs** > *Quality learning experience for all*
- Standard: **Students understand expectations for their conduct** > *How about agree to? Understand and agree to? Aspire to?*
- Standard: **Students follow rules of conduct** > *Ha ha. How about own?*
- Standard: **The faculty works in a school environment that is safe** > *Not all schools are safe, they need to be safe, like to promote the best of our kids*
- Standard: **The physical environment of classrooms in the school supports teaching and learning** > *Smaller class size, quality learning experiences for all students*
- Standard: **The school does a good job of encouraging parent/guardian involvement** > *Every parent should know their kids school like the back of their hand!*

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- Standard: **The faculty and leadership have a shared vision** > *The whole is greater than the sum of its parts. However, the shared vision*

should be flexible and doable.

- Standard: **The teachers are effective leaders in this school** > *What does effective mean? Teachers embrace their leadership role to build the next generation of leaders.*
- Standard: **Teachers are allowed to focus on educating students with minimal interruptions** > *Leadership that forward plans and anticipates*
- Standard: **Students understand expectations for their conduct** > *Teachers can accomplish much more when students conduct themselves appropriately.*
- Standard: **The school leadership consistently supports teachers** > *This is extremely important if you want a successful school.*
- Standard: **The school leadership consistently supports teachers** > *School leaders are trained to do so.*
- Standard: **There is an atmosphere of trust and mutual respect in the school** > *Between admin, students, staff and parents, otherwise nothing can move forward*
- Standard: **Teachers feel comfortable raising issues and concerns that are important to them** > *Teachers are most aware of what is needed to help their students.*
- Standard: **Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices** > *And real pay time allotted on a weekly basis*
- Standard: **There is an atmosphere of trust and mutual respect in the school** > *From administrator to teachers.*
- Standard: **The school does a good job of encouraging parent/guardian involvement** > *Parental involvement encourages student achievement.*
- Standard: **Professional development is differentiated to meet the needs of individual teachers** > *Uses the wealth of wisdom at the*

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- Standard: **The school leadership consistently supports teachers** > *no, they don't.*

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- Standard: **The school leadership facilitates using data to improve student learning** > *We must evaluate what we're doing to see if it's working, and change, it not.*
 - Standard: **Teachers receive feedback that can help them improve teaching** > *Improving teaching improves achievement.*

- Standard: **Professional development is differentiated to meet the needs of individual teachers** > *Teachers must constantly learn in order to improve.*
- Standard: **Teachers work in professional learning communities to develop and align instructional practices**
- Standard: **Professional development is differentiated to meet the needs of individual teachers**
- Standard: **Teachers use assessment data to inform their instruction**
- Standard: **Parents/guardians are influential decision makers in the school**
- **Standard: Teachers use assessment data to inform their instruction**
- Standard: **Teachers receive feedback that can help them improve teaching**

(Dark Blue Strips)

- Standard: **Role of Lead Partner, including role of CBO Director** > *It would be awesome if OUSD had a balance of resources...*
 - Standard: **Check for and respond to student understanding during the lesson** > *Very important, otherwise time may be wasted; need to check delivery, material, etc*
 - Standard: **Check for and respond to student understanding during the lesson** > *Students keep up and understand – makes child responsible for learning.*
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- Standard: **Professional learning community: teacher collaboration targets a school-wide focus on learning and is supported by tools for accountability** > *Teachers create a professional union instead of a workers union to hold themselves accountable*
- Standard: **Relationships: the school leader promotes positive interpersonal relationships, fostering an environment in which teachers feel supported by the school leader** > *Parents, students, teachers feel supported by school leader*
- Standard: **Continuous monitoring and reflection: accountability systems are in place for effective, ongoing monitoring, reflection, and evaluation of teaching practice** > *this is the only way to evaluate if what we are doing works and to reflect on our progress to improve*
- Standard: **Individualized support: each teacher has the support they need in order to meet school and district expectations for effective instruction** > *we need to differentiate PD above the school level – district PD to address different teacher needs*
- Standard: **Involvement and outreach: the school has activities and programs which allow parents and community members to participate in the life of the school. The school proactively and diligently works to bring in parents and the community, including families who cannot get to school** > *Part of a full service community school*
- Standard: **Operations and Management – The school leader ensures that there are systems and structures for smooth daily operations. School management is efficient and effective**
- Standard: **Classroom culture: The school provides a welcoming learning environment that is positive and student-centered. Adult-adult and student-adult interactions can be described as positive and respectful.** > *Tone of positive school culture*
- Standard: **Continuous Monitoring and Reflection: Accountability**

systems are in place for effective, ongoing monitoring, reflection, and evaluation of teaching practice > *Everyone working together to ensure student achievement. Mentoring and reflection being essential for all stakeholders*

- Standard: **Professional learning community: Teacher collaboration targets a school-wide focus on learning and is supported by tools for accountability** > *Importance of collaboration*
 - Standard: **Staffing: Current school staffing is appropriately allocated and/or utilized to support high-quality teaching and learning** > *Currently it's about adult rights at schools and not what's best for students*
 - Standard: **Learning organization: The school leader views the school as an organization of continual learning. He/she uses professional development to expand the capacity of his/her team and to nurture shared decision-making and problem solving** > *Collaboration for all*
 - Standard: **School-wide Discipline Policy: The school has a comprehensive discipline policy that is equitable and consistently enforced. Discipline data is used to inform policies.** > *School needs to receive financial support from district to pull off.*
 - Standard: **Classroom culture: The school provides a welcoming learning environment that is positive and student-centered. Adult-adult and student-adult interactions can be described as positive and respectful** > *Too many schools have corrosive/toxic cultures! We have to build community!*
 - Standard: **Systems: The school has a system in place to identify instructional priorities and align budgeting decisions and resource allocation to those priorities** > *This is BASIC.*
 - Standard: **Classroom culture: The school provides a welcoming learning environment that is positive and student-centered. Adult-adult and student-adult interactions can be described as positive and respectful** > *Builds community responsive to the needs of children*
 - Standard: **Involvement and outreach: the school has activities and programs which allow parents and community members to participate in the life of the school. The school proactively and diligently works to bring in parents and the community, including families who cannot get to school** > • Standard: **Student articulation of own achievement goals** > *Teach/model intrinsic success*
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- Standard: **Individualized Support: Each teacher has the support they need in order to meet school and district expectations for**

effective instruction > *Low-ratio in k-12 classroom (1:20), tutors and extra curricula support*

- Standard: **Professional Development: The school provides a comprehensive school-wide professional development model that is clearly aligned to the instructional vision** > *So often Professional Development does not seem to be linked to anything.*
- Standard: **Instructional Expectations: Teachers and staff understand and consistently implement a discrete set of school-wide instructional expectation** > *A continuum is important to be articulated so that teachers know what/how to teach and also have an expectation of what children have been doing in previous grades as well as how to prepare them for the next grade.*
- Standard: **Interact positively and respectfully with students** > *Students are seen, heard, cared for by teachers, parents and peers = understanding of success!*
- Standard: **Probe for higher-level understanding** > *Critical thinking skills*
- Standard: **Student behavior** > *Safe, respect, tolerance*
- Standard: **Data: The school uses data to ensure that all funding determinations are directly related to improving student achievement** > *it is easy to lose track that. It is ultimate point of the budget.*
- Standard: **Time: Time is sufficiently and appropriately allocated and/or utilized to support high-quality teaching and learning** > *Time used well will probably tend to help learning be enjoyable and effective.*
- Standard: **Improve practice and re-teach in response to data** > *Commitment to respond and change approach as needed*
- Standard: **Operations and Management – The school leader ensures that there are systems and structures for smooth daily operations. School management is efficient and effective** > *Children need order and calm to be free to learn and explore.*
- Standard: **Involvement and outreach: the school has activities and programs which allow parents and community members to participate in the life of the school. The school proactively and diligently works to bring in parents and the community, including families who cannot get to school** > *Learning opportunities for parents; diversity appreciation activities*
- Standard: **Instructional Staff: Instructional staff, in both general and special education, work collaboratively to support student academic and social/emotional success** > *yes, I currently have a daughter needing special instruction but the teachers need to be*

better informed of her progress.

- Standard: **School-wide Discipline Policy: The school has a comprehensive discipline policy that is equitable and consistently enforced. Discipline data is used to inform policies** > *In NC, my daughter attended a school that still spanked the children. Needless to say, the children obeyed.*
- Standard: **Style: The school leader's leadership style invests all stakeholder groups in building a culture of inclusiveness, collegiality, and collaboration** > *Keep diversity strong, Leader sets the tone, and can make or break a school.*
- Standard: **Check for and respond to student understanding during the lesson** > *This is true understanding*
- Standard: **School-wide Discipline Policy: The school has a comprehensive discipline policy that is equitable and consistently enforced. Discipline data is used to inform policies** > *Every student should be given what they need to progress, that includes discipline.*
- Standard: **Operations and Management – The school leader ensures that there are systems and structures for smooth daily operations. School management is efficient and effective** > *You can't be learning in a chaotic physical environment and culture.*
- Standard: **Enrichment: The school ensures opportunities are provided for advanced students in order to continue challenging them** > *Need for electives –music, foreign language to keep students engaged and eager to be at school. Not necessarily pushing beyond standards, but broadening their curriculum and learning*
- Standard: **Learning organization: The school leader views the school as an organization of continual learning. He/she uses professional development to expand the capacity of his/her team and to nurture shared decision-making and problem solving** > *Yes, our principal currently does this, and teachers should work even closer.*
- Standard: **Instructional Staff: Instructional staff, in both general and special education, work collaboratively to support student academic and social/emotional success** > *Key! Many issues are school-wide and require collaboration*
- Standard: **System: The school has a system in place to identify instructional priorities and align budgeting decisions and resource allocation to those priorities** > *Wouldn't do this every year, but the idea that instruction and budget are assessed together makes sense*
- Standard: **Intervention: The school ensures additional instruction and learning time is provided for struggling students who require it to meet academic standards** > *Our child needs additional coaching*

time.

- Standard: **Enrichment: The school ensures opportunities are provided for advanced students in order to continue challenging them** > *Art, music dance, PE and languages!*
- Standard: **Funding: Current school funds are appropriately allocated and/or utilized to support high-quality teaching and learning** > *Inequity in Oakland is huge-hill schools have families who give \$.*
- Standard: **Customer Service: Student, parents and community members feel welcomed, respected, and valued at the school. Translation is provided as needed, events are scheduled to accommodate families, and excellent student attendance is promoted. Visits to the school are characterized by positive experiences with all staff members** > *key to building community*
- Standard: **Instructional coaching: Ongoing coaching is provided to ensure the consistent implementation of the school's academic program and to promote high-quality classroom instruction** > *Teaching is a craft that needs to be continually developed. It changes depending on individual students. Having ongoing coaching not only provides consistent support for teacher regarding best practices, but also provides the teacher an external lens with which to reflect on their craft.*

(Orange Strips)

- Standard: **The school measures for promoting attendance and eliminating truancy are effective**> *You can't learn if you're not there.*
 - Standard: **The school maintains a safe, well-ordered, and welcoming environment with clear rules, routines, and consequences that are well communicated, understood, and consistently followed by students, teachers, and families**> *Structure and consistency are crucial to student learning*
 - Standard: **Challenging curriculum is implemented with consistency and effectiveness with opportunities provided for all students to have the prerequisite knowledge and skill needed to access difficult content**> *Same as the green one*
-
- Standard: **Homework and extended day/week activities are used to reinforce learning, expand opportunities for high achievers and provide struggling students with time to scaffold and accelerate their learning** > *Homework can be inequitable based on family education level and computer access in the home; extending the learning day has proved success!*
 - Standard: **District governance and policies, including the means of executing policy, are effectively focused on student learning and supportive of the schools' efforts to raise student achievement**> *child centered/whole child*
 - Standard: **Teachers participate in professional learning – whether in a professional learning community or sponsored by the district or network – that has a demonstrable impact on teacher performance and student learning**
 - Standard: **A shared commitment to a vision of the school includes challenging goals grounded in high expectations for all students and a common picture of high quality learning and teaching**> *importance of high expectations and rigor*
 - Standard: **Teachers participate in professional learning – whether in a professional learning community or sponsored by the district or network – that has a demonstrable impact on teacher performance and student learning**> *“demonstrable impact” is the key. PD or PLC needs to be useful and impactful for teacher growth and student growth*
 - Standard: **Leadership is distributed through professional learning communities, collaborative planning, and individuals and teams taking responsibility for specific tasks, execution of action plans, and completion of interim milestones**> *This is the operational side of the progress!*
 - Standard: **Students behave well and have positive attitudes toward learning demonstrated by high expectations for themselves and engagement in lessons guided by a challenging curriculum**> *If students feel supported and*

challenged and valued, they will learn.

- Standard: **Students show initiative, take responsibility for their learning, and contribute to the school and wider community in a positive way.**> *This is a life lesson for students as they grow up to be responsible citizens.*
- Standard: **A shared commitment to a vision of the school includes challenging goals grounded in high expectations for all students and a common picture of high quality learning and teaching.**> *promotes consistency*
- Standard: **Teachers use multiple forms of data to guide and develop learning for both students and themselves.**> *If the teacher is a learner, it enhances the teacher's practice, which drives student outcomes*
- Standard: **Parents are encouraged to advocate for their children and to contribute positively to the impact on learning of students.**> *we must partner with parents and support them in navigating the system to reach the goals*
- Standard: **Teachers collaborate in professional learning communities to develop common lessons and tasks and use students' work to share and calibrate judgments of student progress, target assistance or intervention, and focus learning content.**> *Strengths and analyses of student learning and teaching to support that learning*
- Standard: **The principal and other school leaders consistently monitor individual student progress, are aware of learning impact in every classroom, and use data effectively through a continuous improvement cycle to set priorities, adjust strategies, deploy interventions, differentiate instruction, and focus professional learning.**> *Principal must know what is happening in all classes in order to be effective*
- Standard: **The principal and the leadership team put in place effective human resource procedures to recruit, place, and regularly evaluate the quality of teachers and other school staff.**> *higher expectations and evidence of teacher learning*
- Standard: **Teachers and school leaders take proactive measures to understand and respect each student's background and culture and implement culturally responsive curricular and instructional practices.**> *remove elitist views of learning and access*
- Standard: **Parents and families are encouraged to participate in the improvement work of the school and enhancing the quality of decision making processes within the school.**> *this will help serve the whole child with family and school partnering*
- Standard: **The school regularly communicates and works with parents to build positive relationships and to engage them as partners in their children's learning.**> *school in support of families and community*
- Standard: **Students understand expectations, what is considered**

“proficient,” and use examples/rubrics to monitor/manage their own learning> *When student knows what we expect, they work up to that level*

- Standard: **Teachers and school leaders take proactive measures to understand and respect each student’s background and culture and implement culturally responsive curricular and instructional practices**> *School respect expectations*
- Standard: **The principal and the leadership team put in place effective human resource procedures to recruit, place, and regularly evaluate the quality of teachers and other school staff**> *If the teachers are incompetent, it doesn’t matter what the standards are in place-students can lose a year.*
- Standard: **Parents and families are encouraged to participate in the improvement work of the school and enhancing the quality of decision making processes within the school**> *Increase sense of community; increase transparency; helps in the long term breaking down of walls between families and schools*
- Standard: **The school regularly communicates and works with parents to build positive relationships and to engage them as partners in their children’s learning**> *This is usually the work of parents.*
- Standard: **Students behave well and have positive attitudes toward learning demonstrated by high expectations for themselves and engagement in lessons guided by a challenging curriculum**> *Management and good curriculum are interdependent, without this, not much can happen.*
- Standard: **Students behave well and have positive attitudes toward learning demonstrated by high expectations for themselves and engagement in lessons guided by a challenging curriculum**> *Quality learning experience for all students.*
- Standard: **Challenging curriculum is implemented with consistency and effectiveness with opportunities provided for all students to have the prerequisite knowledge and skill needed to access difficult content**> *Must engage all students at their highest ability*
- Standard: **District information systems provide schools with the opportunity to monitor, disaggregate, and track students and their progress over time** > *It is important to identify problems or areas students are lacking before state test.*
- Standard: **The district has an appropriate range of fiscal, operational and academic systems and supports that help the school stay focused on learning and provide the school with focused and specifically useful assistance as needed** > *The lack of \$\$ will defeat all good intentions.*

- Standard: **The school creates regular opportunities for students and families to contribute to what the student is learning by developing programs that encourage teachers, and parents to interact** > *Because it involves parents and teachers for students to achieve success.*
 - Standard: **The school effectively maximizes the use of fiscal and materials resources, including technology, to directly impact student learning** > *Expand school hours-optimize sites.*
 - Standard: **The school effectively maximizes the use of fiscal and materials resources, including technology, to directly impact student learning** > *Yes, hard to evaluate with changing technology and no staff.*
 - Standard: **The school's results in state and other standardized tests compare positively with state and national averages** > *This tells you how successfully your students are learning on a national scale.*
 - Standard: **School's challenging student attainment goals have interim benchmarks to assure it is on course to meet/exceed them for all students** > *This creates success.*
 - Standard: **The students have during their time in school and during only given grade level including special education and gifted and talented students** > *It is important to set goals that meet the needs of the diverse groups in our schools and communities.*
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- Standard: **Students form constructive relationships with one another, with teachers and other adults** > *Cooperation is key to civil society.*
- Standard: **Students form constructive relationships with one another, with teachers and other adults** > *Both teaching and modeling social skills is seen as valuable.*
- Standard: **The school effectively maximizes the use of fiscal and materials resources, including technology, to directly impact student learning** > *People elected or appointed must seek the common good for all; and they are trained and knowledgeable .*
- Standard: **The district knows and understands the school's strengths and areas for improvement based on a clear, consistent set of criteria and a common, shared view of effective learning and teaching** > *Many times, the district expects every school to be on the same page, without understanding the school's challenges .*
- Standard: **There are no significant differences in the achievement by students of different subgroups: disadvantaged, English learners,**

ethnicity, gender, any gaps in achievement are substantially narrowing over time > *This standard does not address reality; IEPs need to be factored in. Some great school's data may be skewed by a consistent influx of immigrant students. They would not appear to be narrowing the gap, while making great strides.*

- **Standard: The principal and the leadership team put in place effective human resource procedures to recruit, place, and regularly evaluate the quality of teachers and other school staff** > *Admin team works hard with teaching staff to develop a positive school culture. Ineffective teachers are not protected. Teachers are valued equally.*
 - **Standard: The principal and the leadership team put in place effective human resource procedures to recruit, place, and regularly evaluate the quality of teachers and other school staff** > *Need to be able to disagree without shutting down.*
 - **Standard: Teachers participate in professional learning – whether in a professional learning community or sponsored by the district or network – that has a demonstrable impact on teacher performance and student learning** > *It should not be dictated, it should be teacher's choice yet aligned to mission and other recommendations.*
 - **Standard: District governance and policies, including the means of executing policy, are effectively focused on student learning and supportive of the schools efforts to raise student achievement** > *Stop the bleeding of dollars to consultants like BAYCES. Not being tied to the highly political state standards, how can we engage our students? We don't really follow the Ed code.*
 - **Standard: A variety of teaching methods and learning opportunities are used to meet the differential needs of students** > *Teachers need to be bridges not screens; bridges use a variety of methods.*
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- **Standard: Learning objectives are clear, measurable, understood by students and aligned with essential learning standards** > *Parents want to be able to support learning at home*
- **Standard: Learning objectives are clear, measurable, understood by students and aligned with essential learning standards** > *Everyone has clear expectations.*
- **Standard: Students form constructive relationships with one another, with teachers and other adults** > *Important, because the best learning takes place in the context of relationships*
- **Standard: School leadership ensures its policies, goals, and strategies promote high standards; are measured by their impact on student learning** > *Follow up on policies agreed on, leaders should follow data.*

- Standard: **The school embraces opportunities to celebrate with parents the social and cultural diversity of the community and the accomplishments of students and the school** > *We all learn about each other.*
- Standard: **The school measures for promoting attendance and eliminating truancy are effective** > *I know truancy is a big problem in OUSD.*
- Standard: **Teachers regularly provide parents and students with clear, focused information that explains the progress that the student is making what they need to do to improve and potential pathways to college and the demands of work** > *Very vital for students success. No one should assume that instructions are understood and dialogue is required for healthy study habit.*
- Standard: **The district knows and understands the school's strengths and areas for improvement based on a clear, consistent set of criteria and a common, shared view of effective learning and teaching** > *Promotes effective teaching and learning. The district should set a common goal for its students and teachers in order to be effective.*
- Standard: **The district knows and understands the school's strengths and areas for improvement based on a clear, consistent set of criteria and a common, shared view of effective learning and teaching** > *Clear, cooperative and shared view*
- Standard: **The school maintains a safe, well-ordered, and welcoming environment with clear rules, routines, and consequences that are well communicated, understood, and consistently followed by students, teachers, and families** > *Need for discipline to enable students to learn and teachers to teach*
- Standard: **Instruction provides challenge and creates high levels of student motivation and engagement in a full range of learning tasks including problem solving, analysis, and the application of knowledge and skill in unfamiliar contexts** > *By maintaining developmental age appropriate practices, in relation to practical life application. Critical thinking and high expectation*
- Standard: **Students work in an atmosphere free from oppressive behavior and participate in cooperative learning where peers encourage risk-taking, exploration, and support each others' learning** > *Yes! Strength in diversity and friendship*
- Standard: **The principal and other school leaders consistently monitor individual students progress, are aware of learning impact in every classroom, and use data effectively through a continuous improvement cycle to set priorities, adjust strategies, deploy**

interventions, differentiate instruction, and focus professional learning > *Teaching and learning is at the center.*

- **Standard: Teachers collaborate in professional learning communities to develop common lessons and tasks and use students work to share and calibrate judgments of student progress, target assistance or intervention, and focus learning content** > *Good, works in Japan*
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- **Standard: The school maintains a safe, well-ordered, and welcoming environment with clear rules, routines, and consequences that are well communicated, understood, and consistently followed by students, teachers, and families** > *to enhance student learning*
-

- **Standard: Parents are encouraged to advocate for their children and to contribute positively to the impact on learning of students** > *Without teaming with parents and engaging in conversation, we will not move forward.*
- **standard: The school creates partnerships with local organizations and community groups to assess and access the assets of the community that can enhance, support and promote the academic, personal, social and cultural growth of the students** > *These collaborations expand the capacity of the classroom.*
- **Standard: A variety of teaching methods and learning opportunities are used to meet the differential needs of students**
- **Standard: There are no significant differences in the achievement by students of different subgroups: disadvantaged, English learners, ethnicity, gender; any gaps in achievement are substantially narrowing over time**
- **Standard: Instruction provides challenge and creates high levels of student motivation and engagement in a full range of learning tasks including problem solving, analysis, and the application of knowledge and skill in unfamiliar contexts**
- **standard: The school creates partnerships with local organizations and community groups to assess and access the assets of the community that can enhance, support and promote the academic, personal, social and cultural growth of the students**

- (Teal Strips)

- Standard: **Individual and common planning for effective instruction** > 2
heads are always better than one – teaching is isolating enough – great to share ideas/lessons with others
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- Standard: **Culturally Competent Leadership** : Leader develops deep understanding of their urban context and actively moves the expectations of others in order to ensure high academic achievement for every student > *Diversity on racial, ethnic background of teacher, staff and well qualified educator and staff.*
- Standard: **Culturally Competent Leadership** : Leader develops deep understanding of their urban context and actively moves the expectations of others in order to ensure high academic achievement for every student > *Leaders represent all constituents at the school, not just principal.*
- Standard: **Culturally Competent Leadership** : Leader develops deep understanding of their urban context and actively moves the expectations of others in order to ensure high academic achievement for every student > *We need leaders with integrity, a historical understanding of the communities.*
- Standard: **Adults and students live a school code of conduct aligned to the school's vision, mission, and values** > *I responded to this with YES and then laughed at the # of teachers I've seen swear and talk disrespectfully .*
- Standard: **Families are engaged in supporting their child's /youth's learning, conduct, and college/career planning** > *like this sentence*
- Standard: **Adults demonstrate personal responsibility for the success of every student** > *This resonates because I went my daughter's 2nd grade teacher to brainstorm ways to inspire and academically challenge my daughter. She has not incorporated even one idea.*
- Standard: **Adults and students live a school code of conduct aligned to the school's vision, mission, and values** > *Currently, schools don't uphold their professed values, had bad food, inconsistent rules.*
- Standard: **Families are engaged in supporting their child's /youth's learning, conduct, and college/career planning** > *Resource optimization without parent participation*
- Standard: **Interpersonal skills, facilitative leadership: Leaders builds relationship and facilitates active communities of adults and students dedicated to reaching school goals** > *Help bridge resources limitation and teach by example*
- Standard: **Resilient Leadership: Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement** >

- Goals are collectively decided and revisited, folks see value in being a leader.*
- *Standard: Interpersonal skills, facilitative Leadership: Leader builds relationships and facilitates active communities of adults and students dedicated to reaching school goals > The principal must have these and do this (all of the above) with teachers, students and families.*
 - **Standard: Families are engaged in supporting their child's/youth's learning, conduct, and college/career planning** > *Each child needs to be a loved member of a family. Adults who nurture and take care of!*
 - **Standard: Families are engaged in supporting their child's/youth's learning, conduct, and college/career planning** > *When you involve the parents, students are more likely to succeed.*
 - **Standard: Tracking of clear and focused school goals and strategy adjustment based on progress** > *To set strategies toward success.*
 - *Adults and students champion*
 - **Standard: Adults and students champion school vision and mission** > *This is a must and I fear it is absent at my site.*
-

- **Standard: Utilization of diverse student-level data to drive instructional improvement** > *Critical use the data to drive*
- **Standard: Recruitment, selection, and placement of aligned staff**
- **Standard: Resilient Leadership: Leader demonstrates self-awareness, ongoing learning, and resiliency in the service of continuous improvement**

(Pink Strips)

- Standard: **Core values about student learning in light of individual and cultural difference** > *Creates unity and a common agreement to a way of being in school*
- Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process**> *People need a “road map” to success*
- Standard: **Decision making which creates a sustained norm of collective responsibility for improving student achievement** > *Child-centered direction*
- Standard: **Instruction for engaged learning**
- Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process**> *We need everyone on the bus for the bus to move*
- Standard: **High standards and challenging curriculum for all students**> *Rigorous program for all*
- Standard: **Meaningful and challenging curriculum**> *To engage students*
- Standard: **Meaningful and challenging curriculum**> *Joy of learning*
- Standard: **Active parent engagement**> *As a means of informing our practices and teaching parents*
- Standard: **High standards and challenging curriculum for all students**> *A must for all stakeholders in dealing with children*
- Standard: **A primary focus on high expectations for all students**> *Rigor and high expectations are the foundation*
- Standard: **Supportive school board and district relationships**> *wouldn't this be terrific – all moving in the same direction!*
- Standard: **Core values about student learning in light of individual and cultural differences**
- Standard: **Instruction for engaged learning**> *Improves teacher practice and student learning*
- Standard: **Decision making which creates a sustained norm of collective responsibility for improving student achievement** > *Strengthen site capacity to plan and implement PD with support and evidence*
- Standard: **Active parent engagement** > *students watching collaborative efforts supports the child*
- Standard: **Creating personalized and nurturing environments**> *Allows one to feel important*
- Standard: **The school as a community resource**> *supports community engagement and increases success*

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- Standard: **Active parent engagement** > *Parents should be required to engage and participate in their child's school.*
 - Standard: **The school as a community resource** > *(1) I like the simplicity of the RED objectives (2) Love this idea but what? how? Kids do art for community, help care for, health clinic, rooms to meet ?*
 - Standard: **Using time to support learning** > *What the heck does this mean?*
 - Standard: **Use of external partnerships** > *Love it-clear way for local biz and individuals to help and participate*
 - Standard: **Core values about student learning in light of individual and cultural differences** > *Time and encouragement, reflecting*
 - Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process** > *Creative work, democratic nirvana, visual challenges*
 - Standard: **A primary focus on high expectations for all students** > *Huge. Many students and parents define this differently, but a shared image is key.*
 - Standard: **Creating personalized and nurturing environments** > *Despite the fact that my son has a nurturing type teacher for kindergarten, she spends 75% of her time managing the challenging behavior, not nurturing as opposed to the cookie cutter feel of what is being taught.*
 - Standard: **Instruction for engaged learning** > *learning geared to personality or learning style increases retention*
 - Standard: **A primary focus on high expectations for all students** > *College should be an expectation by all parents and teachers .*
 - Standard: **Supportive school board and district relationships** > *Commitment from the decision making to committing resources to support schools and each other*
 - Standard: **Meaningful and challenging curriculum** > *Too many platitudes. The world is tough and ever changing. Coddling shouldn't be tolerated.*
 - Standard: **The school as a community resource** > *Provide support to disadvantaged, after school program*
 - Standard: **High standards and challenging curriculum for all students** > *Expectations for academics are not high enough. This district is often almost apologetic about expecting challenging work from students. Gifted kids are overlooked.*
 - Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process** > *Schools are not islands; we are part of great community, need all*

member of village to win

- Standard: **Meaningful and challenging curriculum** > *We need to engage and be competitive. Without meaning to our children, we will/are forcing them to learning and not encouraging.*
 - Standard: **Collaboration to improve teaching and learning** > *Identify best practices*
 - Standard: **Implementation of high standards and supports for all students to reach high standards** > *Without taking their racial background in consideration*
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- Standard: **Core value about student learning in light of individual and cultural differences** > *So important! Students need to be able to compete with students from high performing schools. Instruction should be the same no matter where you are.*
- Standard: **The school as a community resource** > *Schools anchor communities*
- Standards: **The school as a community resource**> *The school becomes central to the community and is thus valued by those there. Schools operate program after hours, we need room to meet.*
- Standard: **Organizing for equity and success** > *All of the student deserve positive school experiences, and teachers need to feel good about where they teach.*
- Standard: **Using time to support learning** > *Effective climate to not deal with excess violence or health matters*
- Standard: **A primary focus on high expectations for all students** > *which means having high expectations of ourselves*
- Standard: **Professional growth tied to the school's vision of teaching and learning** > *All disciplines have equal value and collaborate across the board including physical education .*
- Standard: **Creating personalized and nurturing environments** > *This should be the only type of environment in any school or place of learning.*
- Standard: **a culture of data-based inquiry** > *With today's technology, data is a very helpful tool to find out where student achievement , needs, reinforcement and growth*
- Standard: **Using time to support learning** > *Too much time is wasted in PD, data related paperwork*
- Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process** > *We all are responsible. We will reap the rewards of being an educated society.*

- Standard: **Creating personalized and nurturing environments** > *This will help teachers and students matter in their school.*
 - Standard: **High standards and challenging curriculum for all students** > *As well as continuous education for teaching staff to improve this. Teachers are expected to be learners too.*
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- Standard: **Creating personalized and nurturing environments** > *learning centers, community garden, art displays*
- Standard: **Implementation high standards and supports for all students to reach high standards** > *Assisting students to reach higher is the fundamental mission of a school.*
- Standard: **Meaningful and challenging curriculum** > *Do not teach to lowered expectations!*
- Standard: **Collaboration to improve teaching and learning** > *Between home , school, district, teachers, parents and principal*
- Standard: **Active parent engagement** > *This is representative of the entire school community engagement = investment = student success*
- Standard: **Instruction for engaged learning** > *Whole child (emotional, physical, social, spiritual and cognitive), less focus on SAT scores, more on life-long interest in learning and love of learning*
- Standard :**Professional growth tied to the school's vision of teaching and learning** > *Teachers know best ways to teach different learning styles*
- Standard: **Collaboration to improve teaching and learning** > *Teachers working together sharing experiences, i.e., fieldstrips that all 2nd grade does to create history and community*
- Standard: **Crating personalized and nurturing environments** > *This is about the heart of education so that the words of education sticks .*
- Standard: **Use of external partnership** > *Key to building community dealing with current finances*
- Standard: **Professional growth tied to the school's vision of teaching and learning** > *Culture of learning for adults*
- Standard: **A culture of data-based inquiry** > *Data drives programs*
- Standard: **Creating personalized and nurturing environments** > *Builds resilience, strengths and trust*
- Standard: **Decision-making which creates and sustains a norm of collective responsibility for improving student achievement** > *I like how this is student centered.*
- Standard: **Core values about student learning in light of individual**

and cultural differences > *My daughter suffers in the “no child left behind” because she is so advanced that she is kept behind!*

- Standard: **Professional growth tied to the school’s vision of teaching and learning** > *Aligning and supporting teacher learning with vision*
- Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process** > *Yes for community schools, all have voice and opportunity to speak. Visioning extends to community, not just principal*
- Standard: **A primary focus on high expectations for all students** > *Yes, self fulfilling prophecy*
- Standard: **Organizing for equity and success** > *We have to keep equity at the forefront otherwise families with the most resources (economically) will dictate the agenda.*
- Standard: **The school as a community resource** > *Integrate the school experience with the community, becoming more credible*

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- Standard: **Active parent engagement** > *To assist student and teachers*

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- Standard: **A vision shared by students, teachers, staff, parents, and community members and maintained through an inclusive process**