

COMMON CHARACTERISTICS OF HIGH QUALITY ELEMENTARY SCHOOLS

- **Evidence of High Expectations for Teacher and Student Performance**
- **Evidence Of SCS Curriculum Implementation Through the display of Quality Work Accompanied By Rubric Assessments**
- **Student work descriptions posted to explain quality work at the application level of higher**
- **A immaculate responsive climate that is conducive for teaching and learning and promotes positive relationships**
- **Evidence Of A Team approach To Monitoring, Displaying and Improving AYP/Formative Assessment Data**
- **Evidence of Differentiated Instruction**
- **Students Are Placed In Their Least Restrictive Environments**
- **Evidence of Implementation of the SCS Literacy Initiatives**
- **Evidence f the Implementation Of The SCS Math Initiatives**
- **Daily Practice in TCAP Format**
- **Evidence of using Formative Assessment to drive instruction**
- **Data Driven Instruction**
- **Technology Integration Throughout the Curriculum**
- **Quality Work**
- **Appropriate Print Rich Environment**
- **Word Walls appropriate to content areas**
- **Classroom Libraries**
- **Evidence of writing across the curriculum**
- **Cooperative Groups/Small Groups**
- **Graphic Organizers/Thinking Maps**
- **Daily independent reading time**
- **Content Area Centers/Workstations Established And Labeled**
- **Effective Implementation Of the S-Team and PBIS Expectations**
- **Rules/Procedures/Expectations/Rewards/Celebrations**
- **Resource Allocation That Reflects the School Improvement Plan**
- **Evidence Of Effective Professional Learning Communities**
- **Recruit, Develop and Maintain A Competent Staff**
- **Common Planning Time/Common Language**
- **Data Displays visible to all stakeholders**
- **High levels of meaningful parental involvement**
- **Community support**
- **Adopters**