Conditions for School Effectiveness

I. ***Effective district systems for school support and intervention:*** The district has systems and processes for anticipating and addressing school staffing, instructional, and operational needs in timely, efficient, and effective ways, especially for its lowest performing schools.

II. ***Effective school leadership:*** The district and school take action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission and set of goals.

III. ***Aligned curriculum:*** The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

IV. ***Effective instruction:*** Instructional practices are based on evidence from a body of high quality research and on high expectations for all students and include use of appropriate research-based reading and mathematics programs; the school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.

V. ***Student assessment:*** The school uses a balanced system of formative and benchmark assessments.

VI. ***Principal's staffing authority:*** The principal has the authority to make staffing decisions based on the School Improvement Plan and student needs, subject to district personnel policies, budgetary restrictions and the approval of the superintendent.

VII. ***Professional development and structures for collaboration:*** Professional development for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning. The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

VIII. ***Tiered instruction and adequate learning time:*** The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

IX. ***Students' social, emotional, and health needs:*** The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.

X. ***Family-school engagement:*** The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

XI. ***Strategic use of resources and adequate budget authority:*** The principal makes effective and strategic use of district and school resources and has sufficient budget authority to do so.