

Figure I.4. Sample evidences for Domain 1, Element 1

Sample Evidences for Domain 1, Element 1
<ul style="list-style-type: none">• Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments.
<ul style="list-style-type: none">• School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings.
<ul style="list-style-type: none">• Written goals are established for eliminating the achievement gap for all students.
<ul style="list-style-type: none">• Written goals address the most critical and severe achievement deficiencies.
<ul style="list-style-type: none">• Written timelines contain specific benchmarks for each goal, including individual(s) responsible for the goal.
<ul style="list-style-type: none">• Scales are in place to chart student and school progress toward meeting the standards.
<ul style="list-style-type: none">• When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities.
<ul style="list-style-type: none">• When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities.
<ul style="list-style-type: none">• When asked, faculty and staff can describe the school-wide achievement goals.
<ul style="list-style-type: none">• When asked, faculty and staff can identify the school's most critical needs goals.