

CNA Dimension	Section	Indicator	MTSS Component
A - Instructional Excellence and Alignment	High expectations for all staff and students	The principal models and communicates the expectation of improved student learning through commitment, discipline, and careful implementation of effective practices.	Leadership
A - Instructional Excellence and Alignment	High expectations for all staff and students	ALL teachers improve their practice by responding to principal's observations and/or observations by peers.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	High expectations for all staff and students	The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.	Communication and Collaboration
A - Instructional Excellence and Alignment	High expectations for all staff and students	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.	Data - Evaluation
A - Instructional Excellence and Alignment	High expectations for all staff and students	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support for students and enhanced learning opportunities for students.	Data - Based Problem Solving
A - Instructional Excellence and Alignment	High expectations for all staff and students	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.	Three Tiered Instructional / Intervention Model

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A - Instructional Excellence and Alignment	High expectations for all staff and students	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	High expectations for all staff and students	ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon (and reward) persistence to mastery.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	High expectations for all staff and students	The school expects students to participate in activities to develop skills outside of the classroom (e.g., service learning, clubs, athletics, enrichment opportunities, internships).	Communication and Collaboration
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.	Building the Capacity/Infrastructure for Implementation
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.	Building the Capacity/Infrastructure for Implementation

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A - Instructional Excellence and Alignment	Curriculum and instructional alignment	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations.	Leadership
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers develop weekly lesson plans based on aligned units of instruction.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers reinforce elements of mastered knowledge that can be retained through review, questioning, and inclusion in subsequent assignments.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers include vocabulary development as learning objectives.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers teach and model the metacognitive process (goals, strategies, monitoring, and modification) and specific learning strategies and techniques.	Three Tiered Instructional / Intervention Model

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A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers include self-checks, peer-checks, and documentation of learning strategies as part of assignment completion.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers teach methods of logic, synthesis, evaluation, and divergent thinking.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers build student's metacognitive skills by teaching learning strategies and tools and their appropriate application as well as providing students with processes for determining their own mastery of tasks.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers encourage self-direction by giving students choice in the selection of topics and the application of learning strategies.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	Units of instruction include standards-based objectives and criteria for mastery.	Three Tiered Instructional / Intervention Model

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A - Instructional Excellence and Alignment	Curriculum and instructional alignment	Units of instruction include specific learning activities aligned to objectives.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	Instructional Teams develop materials for their standards-aligned learning activities and share the materials among themselves.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	Units of instruction and activities are aligned with AIG goals, ELL student progress, IEP goals and objectives for all students	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers use cooperative learning methods and encourage questioning, seeking help from others, and offering help to others.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Curriculum and instructional alignment	ALL teachers integrate college and career guidance and supports relevant to their subject areas into their taught curricula.	Three Tiered Instructional / Intervention Model

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A - Instructional Excellence and Alignment	Data analysis and instructional planning	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.	Data - Based Problem Solving
A - Instructional Excellence and Alignment	Data analysis and instructional planning	Instructional Teams track and maintain records of student learning data to determine progress toward meeting goals as indicated in students' IEP's.	Data - Based Problem Solving
A - Instructional Excellence and Alignment	Data analysis and instructional planning	The principal compiles reports from classroom observations, showing aggregate areas of strength and areas that need improvement without revealing the identity of individual teachers.	Data - Evaluation
A - Instructional Excellence and Alignment	Data analysis and instructional planning	Unit pre-tests and post-tests results are reviewed by the Instructional Teams to make decisions about curriculum and instructional plans and to flag students in need of intervention or enrichment.	Data - Based Problem Solving
A - Instructional Excellence and Alignment	Data analysis and instructional planning	The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.	Data - Evaluation
A - Instructional Excellence and Alignment	Data analysis and instructional planning	ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.	Data - Evaluation

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A - Instructional Excellence and Alignment	Data analysis and instructional planning	Instructional teams and teachers use fine-grained data to design of each student a learning path tailored to that student's prior learning, personal interests, and aspirations.	Data - Based Problem Solving
A - Instructional Excellence and Alignment	Student support services	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	Teams of special educators, general education teachers, and related service providers meet regularly to enhance/unify instructional planning and program implementation for students with disabilities.	Building the Capacity/Infrastructure for Implementation
A - Instructional Excellence and Alignment	Student support services	Instructional teams utilize student learning data to determine whether a student requires a referral for special education services.	Data - Evaluation
A - Instructional Excellence and Alignment	Student support services	The school promotes social/emotional competency in school rituals and routines, such as morning announcements, awards assemblies, hallway and classroom wall displays, and student competitions.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.	Three Tiered Instructional / Intervention Model

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A - Instructional Excellence and Alignment	Student support services	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	The LEA/School has a system in place for determining the nature and extent of early learning opportunities each student has access to prior to school entry.	Building the Capacity/Infrastructure for Implementation
A - Instructional Excellence and Alignment	Student support services	ALL pre-k teachers ensure that all students are involved in activities each day that are designed to stimulate development in all domains: social-emotional, physical, approaches to learning, language, and cognitive development.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	The Leadership Team monitors rates of student transfer, dropout, attendance, graduation, and post-high school outcome (e.g. student enrollment in college, student in careers).	Data - Evaluation
A - Instructional Excellence and Alignment	Student support services	The school provides all high school students with academic supports (e.g., tutoring, co-curricular activities, tiered interventions) to keep them on track for graduation.	Three Tiered Instructional / Intervention Model

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A - Instructional Excellence and Alignment	Student support services	The school provides all students extended learning opportunities (e.g., summer bridge programs, after-school and supplemental educational services, Saturday academies, enrichment programs).	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	The school provides all high school students with opportunities for content and credit recovery that are integrated into the regular school day to keep them on track for graduation.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	The LEA/School provides all high school students with opportunities to enroll in and master rigorous coursework for college and career readiness.	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	The school provides all students with supports and guidance to prepare them for college and careers (e.g., career awareness activities, career exploration, school visits).	Three Tiered Instructional / Intervention Model
A - Instructional Excellence and Alignment	Student support services	The school provides all students with opportunities to learn through nontraditional educational settings (e.g., virtual courses, dual enrollment, service learning, work-based internships).	Three Tiered Instructional / Intervention Model

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A - Instructional Excellence and Alignment	Student support services	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level to level.	Building the Capacity/Infrastructure for Implementation
B - Leadership Capacity	Strategic planning, mission, and vision	The LEA has an LEA Support & Improvement Team.	Leadership
B - Leadership Capacity	Strategic planning, mission, and vision	The LEA selects and hires qualified principals with the necessary competencies to be change leaders.	Leadership
B - Leadership Capacity	Strategic planning, mission, and vision	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.	Leadership
B - Leadership Capacity	Strategic planning, mission, and vision	The principal effectively and clearly communicates the message of change.	Leadership
B - Leadership Capacity	Strategic planning, mission, and vision	The principal offers frequent opportunities for staff and parents to voice constructive critiques of the school's progress and suggestions for improvement.	Leadership

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B - Leadership Capacity	Distributed leadership and collaboration	The LEA has oriented its culture toward shared responsibility and accountability.	Communication and Collaboration
B - Leadership Capacity	Distributed leadership and collaboration	The Leadership Team shares in decisions of real substance pertaining to curriculum, instruction, and professional development.	Communication and Collaboration
B - Leadership Capacity	Distributed leadership and collaboration	The school has established a team structure among teachers with specific duties and time for instructional planning.	Building the Capacity/Infrastructure for Implementation
B - Leadership Capacity	Distributed leadership and collaboration	The principal makes sure everyone understands their role in continuously elevating professional practice.	Communication and Collaboration
B - Leadership Capacity	Distributed leadership and collaboration	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.	Leadership
B - Leadership Capacity	Distributed leadership and collaboration	The traditional roles of the principal and other administrators are distributed to allow adequate time for administrative attention to instruction and student supports.	Leadership
B - Leadership Capacity	Monitoring instruction in school	The LEA/School monitors progress of the extended learning time programs and strategies being implemented, and uses data to inform modifications.	Data - Evaluation

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B - Leadership Capacity	Monitoring instruction in school	The principal collects and acts on data from a variety of sources and in a timely manner.	Data - Evaluation
B - Leadership Capacity	Monitoring instruction in school	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.	Leadership
B - Leadership Capacity	Monitoring instruction in school	The LEA/School sets goals for targeted professional development (based on data) and monitors the extent to which it has changed practice.	Data - Evaluation
B - Leadership Capacity	Monitoring instruction in school	The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.	Data - Evaluation
C - Professional Capacity	Teacher quality and experience	The LEA/School directly aligns professional development with classroom observations (including peer observations) to build specific skills and knowledge of teachers.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Teacher quality and experience	The principal plans opportunities for teachers to share their strengths with other teachers.	Building the Capacity/Infrastructure for Implementation

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C - Professional Capacity	Teacher quality and experience	The LEA/School has established and communicated clear goals and measures for employees performance and provide targeted training or assistance for any employee receiving an unsatisfactory evaluation or warning,	Communication and Collaboration
C - Professional Capacity	Teacher quality and experience	The LEA has a team available to help principals as they support underperforming employees to minimize principal's time spent dismissing low performers.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Teacher quality and experience	The LEA/School facilitates swift exits to minimize further damage caused by underperforming employees.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Teacher quality and experience	The LEA/School offers an induction program to support new teachers in their first years of teaching.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Teacher quality and experience	ALL pre-K teachers have specialized education in early childhood education or child development.	Building the Capacity/Infrastructure for Implementation

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C - Professional Capacity	Quality of professional development	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional	Data - Evaluation
C - Professional Capacity	Quality of professional development	ALL teachers develop individual professional development plans based on classroom observations and self-assessments.	Data - Based Problem Solving
C - Professional Capacity	Quality of professional development	The LEA/School provides all staff high quality, ongoing, job-embedded, and differentiated professional development.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Quality of professional development	The LEA/School structures professional development to provide adequate time for collaboration and active learning.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Talent recruitment and retention	The principal celebrates individual, team, and school successes, especially related to student learning outcomes.	Leadership
C - Professional Capacity	Talent recruitment and retention	The LEA has a plan and process to establish a pipeline of potential school leaders.	Building the Capacity/Infrastructure for Implementation

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C - Professional Capacity	Talent recruitment and retention	The LEA has a plan and process to recruit and retain highly-qualified teachers to support school improvement.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Talent recruitment and retention	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.	Building the Capacity/Infrastructure for Implementation
C - Professional Capacity	Talent recruitment and retention	The LEA/School has a system for performance-based incentives that is transparent and fair.	Building the Capacity/Infrastructure for Implementation
D - Planning and Operational Effectiveness	Resource Allocation	The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support school improvement.	Building the Capacity/Infrastructure for Implementation
D - Planning and Operational Effectiveness	Resource Allocation	The LEA has aligned resource allocation (money, time, human resources) within each school's instructional priorities.	Building the Capacity/Infrastructure for Implementation
D - Planning and Operational Effectiveness	Resource Allocation	The principal provides optimum conditions for the Leadership Team to make decisions and act on their decisions.	Leadership

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D - Planning and Operational Effectiveness	Facilities and technology	ALL teachers use online, hybrid, or blended learning as part of a larger pedagogical approach that combines the effective socialization opportunities within the classroom with the enhanced learning opportunities available through technology.	Building the Capacity/Infrastructure for Implementation
D - Planning and Operational Effectiveness	Facilities and technology	ALL teachers enable students to place selected work into a digital portfolio that is updated throughout the student's school experiences and provides a picture of interests, skills, competencies, and growth over time.	Three Tiered Instructional / Intervention Model
D - Planning and Operational Effectiveness	Facilities and technology	Students with disabilities are provided with and taught effective ways to use assistive technology (as needed) to support their individual learning needs.	Three Tiered Instructional / Intervention Model
D - Planning and Operational Effectiveness	Facilities and technology	The LEA/School consistently implements a process to determine and to acquire necessary instructional technology.	Building the Capacity/Infrastructure for Implementation
E - Families and Communities	Family Engagement	ALL teachers maintain a file of communication with parents/guardians.	Communication and Collaboration

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E - Families and Communities	Family Engagement	ALL teachers regularly assign, check, mark, and return homework.	Communication and Collaboration
E - Families and Communities	Family Engagement	ALL teachers systematically report to parents/guardians the student's mastery of specific standards-based objectives.	Communication and Collaboration
E - Families and Communities	Family Engagement	ALL teachers regularly make "interactive" assignments that encourage parent-child interaction relative to school learning.	Communication and Collaboration
E - Families and Communities	Family Engagement	The "ongoing conversation" between school personnel and parents/guardians is candid, supportive, and flows in both directions.	Communication and Collaboration
E - Families and Communities	Family Engagement	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).	Communication and Collaboration
E - Families and Communities	Family Engagement	The school's documents (Parent Involvement Guidelines, Mission/Vision Statements, Homework Guidelines, and Classroom Visit Procedures) are annually distributed and frequently communicated to teachers, school personnel, parents, and students.	Communication and Collaboration

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E - Families and Communities	Family Engagement	Professional development for teachers includes support for working effectively with families.	Building the Capacity/Infrastructure for Implementation
E - Families and Communities	Family Engagement	The school provides parents/guardians with practical guidance to maintain regular and supportive verbal interactions with their children, to establish a quiet place for children's studying at home, and to model respectful and responsible behaviors.	Communication and Collaboration
E - Families and Communities	Family Engagement	The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.	Communication and Collaboration
E - Families and Communities	Family Engagement	All pre-K teachers meet with family members (parents or guardians) formally at least two times a year to engage in two-way communication regarding students' cognitive, socio-emotional, and physical development outside the classroom.	Communication and Collaboration

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E - Families and Communities	Community Engagement	Parent and/or Community representatives advise the School Leadership Team on matters related to family-school relations.	Communication and Collaboration
E - Families and Communities	Community Engagement	The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.	Communication and Collaboration
E - Families and Communities	Community Engagement	The high school tracks the post-secondary school placements and experiences of their graduates and reports the results to the school board, faculty, and school community.	Data - Evaluation
E - Families and Communities	Community Engagement	The school consistently engages in strategies, policies, and procedures for partnering with local businesses, community organizations, and other agencies to meet the needs of the school.	Communication and Collaboration



ONE OF THE 12 KEY INDICATORS