

## School Quality Review Rubric: Based on the “5Essentials for School Improvement” Framework<sup>1</sup>

### 5Essentials Domain 1: Effective Leaders

In schools with Effective Leaders, principals and teachers work together to implement a shared vision/mission that drives the school's goals for success and improvement. In such schools, people, programs, and resources are focused on a vision for sustained improvement. Leaders:

- Practice shared leadership
- Set high goals for quality instruction
- Maintain mutually trusting and respectful relationships
- Support professional advancement for faculty and staff
- Manage resources for sustained program improvement

Indicator 1.1	Ineffective	Improvement Necessary	Effective	Highly Effective
The leader/leadership team set a vision and goals that are aligned to the needs of the students, school, and community. The vision and goals are reflective of high expectations for students and staff.	<p>There is little to no evidence of a vision, or the vision does not set expectations for multiple elements of the school.</p> <p>There is little to no evidence that the vision was grounded in relevant data.</p> <p>There is little to no evidence that the vision was crafted with input from stakeholders or with investment in mind.</p>	<p>The vision may set expectations for practices in academics, culture, and school operations, but does not set expectations across all elements of the school.</p> <p>The vision is grounded in partial or incomplete data sources.</p> <p>There is evidence that the vision was crafted with input from few stakeholders. Investment is not evident across stakeholders.</p>	<p>The vision sets expectations for practices across academics, culture, and school operations.</p> <p>The vision is grounded in multiple sources of school performance data but may not set a high-bar for future performance.</p> <p>There is evidence that the vision was crafted with input from key stakeholders. Investment in the vision may not include all key stakeholders.</p>	<p>The vision sets expectations for rigorous and consistent practices across academics, culture, and school operations.</p> <p>The vision is ambitious and grounded in multiple sources of school performance data.</p> <p>There is evidence that the vision was crafted with input from key stakeholders and evidence that all stakeholders are invested in the vision.</p>
Indicator 1.2	Ineffective	Improvement Necessary	Effective	Highly Effective
The leader/leadership team practice shared leadership to involve all members of the school community in the work of pursuing the vision to achieve school improvement goals.	<p>There is little to no evidence of shared leadership, with the leader/or others singularly driving the work of the school.</p> <p>There are few/not processes for engaging teachers in leadership opportunities on campus, or the processes are not equitable and include very few teachers.</p> <p>There are not school-based teams, and/or the teams are not functioning as a collaborative unit.</p>	<p>The roles and expectations for shared leadership of the leader/leadership team are unbalanced and/or inconsistent.</p> <p>There are processes established for engaging teachers in few leadership opportunities.</p> <p>The processes for identifying staff for school-based teams may be inequitable and/or inaccessible to all staff.</p> <p>The school-based teams are incomplete: missing key groups that are critical for moving the</p>	<p>The leader and leadership team have shared responsibility in their roles in running the school.</p> <p>There are processes established for engaging teachers in leadership opportunities.</p> <p>There is an equitable process for identifying teams of faculty and staff to support the decision-making processes in the school.</p> <p>The work of the various on-campus decision-making teams supports the school vision and goals.</p>	<p>The leader and leadership team have shared responsibility in their roles in running the school. Roles are directly built from the strengths of the staff.</p> <p>There are processes established for engaging teachers in a variety of leadership opportunities.</p> <p>There is an equitable process for identifying teams of faculty and staff to support the decision-making processes in the school, and there are a variety of teams, supporting all key elements of school. (School-Based Intervention Team, Teacher</p>

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		school forward toward vision and/or not doing consistent work toward the vision and goals.		Leadership Team, Parent-Teacher Organizations, etc.)  The work of the various on-campus decision making teams directly supports the school vision and goals.
<b>Indicator 1.3</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
The leader/leadership team consistently monitor progress towards the vision and goals through collection and reflection upon data and make adjustments based on need to better support students, faculty and staff.	The leader and leadership team do not have established processes to collect data that informs school vision and direction.  There is little to no evidence of action planning based on the data at various points in the year.	The leader and leadership team collect data, though the data collection may not consider all aspects of the vision and/or the collection may be inconsistent at times/for some elements.  Action plans are not soundly based in multiple sources of data, and/or lack focus.	The leader and leadership team intentionally and consistently collect data on the status of the vision through multiple measures: classroom observation, student performance data, attendance and behavior data, etc.  There is evidence of highly-focused action plans based on the data at various points in the year.	The leader and leadership team intentionally and consistently collect data on the status of the vision through multiple measures: classroom observation, student performance data, attendance and behavior data, etc.  There is evidence of highly-focused action plans based on the data at various points in the year, targeting multi-dimensions of the vision.
<b>Indicator 1.4</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
The leader/leadership team use effective staffing practices that support the work of meeting the school's vision and goals and advance school faculty and staff toward their professional goals.	There are vacancies across the school, without processes/plans for urgently staffing the positions.  Few classrooms are staffed with full-time, highly effective teachers.  The goals of faculty and staff are not valued.  Professional development is unfocused, inconsistent, and not related to staff/school goals.  The leader/leadership team conducts few/infrequent classroom observations. Teachers are rarely provided with feedback on their instructional practice.  There is little to no documentation on teacher performance (including high-performing and under-performing teachers).	There are processes in place for identifying and filling vacancies, though they may be partially unclear and/or not fully timely, equitable, rigorous, and without opportunities for input from multi-levels of school-based staff.  Some classrooms are staffed with full-time, highly effective teachers.  Few/Some faculty and staff can articulate their professional goals.  There is inconsistent evidence of how school supports and professional development align to individual staff goals.  The leader/leadership team inconsistently conduct formal and informal observations and/or conduct observations of teachers without the inclusion of	The hiring process is timely, equitable, rigorous, and includes the perspectives of multi-levels of school-based staff.  Most classrooms are staffed with full-time, highly effective teachers.  Most faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals.  The leader/leadership team conduct both informal and formal observations at key points in the year. Following observations, teachers are provided with constructive, specific feedback that directly impacts instruction.  Supports and professional development provided to teachers are mostly aligned to current data	The hiring process is timely, equitable, rigorous, and includes the perspectives of multi-levels of school-based staff.  All classrooms are staffed with full-time, highly effective teachers.  All faculty and staff can articulate their professional goals and can identify supports that the school has provided in their pursuit of goals.  The leader/leadership team conduct both informal and formal observations frequently throughout the year. Following observations, teachers are provided with constructive, specific feedback that directly impacts instruction.  Supports and professional development provided to teachers is aligned to current data and school

		constructive, teacher-specific feedback.  Most underperforming teachers are identified, though only few may have documented plans in place and/or only few may be receiving the supports laid out in the plan.	and school vision.  Under-performing teachers have documented support plans in place and are receiving the supports outlined. There may be evidence that a few struggling teachers are identified but have yet to have a documented plan in place.	vision.  Under-performing teachers are quickly identified and have documented support plans in place and are consistently receiving the supports outlined. There are no struggling staff members without support plans in place.
<b>Indicator(s) 1.5</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
There are mutually trusting and respectful relationships amongst leaders, faculty, and staff.	The leader/leadership team do not model fair and equitable behaviors and structures that foster trust.	There is some evidence of inconsistency in the modeling of fair and equitable behaviors and structures on the part of the leader/leadership team.	Leader/leadership team model fair and equitable behaviors and structures that foster trust on most occasions and with most stakeholders.	Leader/leadership team model fair and equitable behaviors and structures that foster trust on all occasions and with all stakeholders.

### 5Essentials Domain 2: Ambitious Instruction

In schools with Ambitious Instruction, classes are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effective on student learning. It is:

- Well defined with clear expectations for student success
- Interactive and encourages students to build and apply knowledge
- Well-paced
- Aligned across grades

<b>Indicator 2.1</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
Provided curriculum and recommended practices are rigorous, grounded in standards, data-driven, meaningful, and engaging.	There is little to no evidence of a school-wide expectation for the curriculum and instruction, leading to a variety of lesson sources with an inconsistent alignment to standards.	The chosen curriculum meets some, but not all the following expectations: research-based, standards-aligned, well-sequenced, ensuring equity and access for all students.  The leader sets expectations for teachers to follow the curriculum, and some teachers implement curriculum with fidelity across the school.  School leaders/teachers make decisions to supplement curriculum but cannot articulate an evidence-based reason for the supplementation. Or, when needed, school leaders/teachers do not consistently supplement curriculum when needed.	The school chooses and uses curriculum that are research-based, standards-aligned, well-sequenced, and that ensure equity and access for all students.  The leader sets expectations for teachers to follow the curriculum, and most teachers implement curriculum with fidelity across the school.  When it is appropriate, the school/leaders/teachers decide to supplement curriculum with the purpose of raising the level of challenge and engagement for students.	The school chooses and uses curriculum that are research-based, standards-aligned, well-sequenced, and that ensure equity and access for all students.  The curriculum is implemented with fidelity across the school.  When it is appropriate, the school/leaders/teachers decide to supplement curriculum with the purpose of raising the level of challenge and engagement for students. Teachers and leaders can provide adequate rationale to support their decisions.

Indicator 2.2	Ineffective	Improvement Necessary	Effective	Highly Effective
<p>Teachers ensure that their instruction is consistently aligned to the standards-based curriculum.</p>	<p>Learning objectives lack clarity and measurability, and/or are not posted. There is no evidence that students can articulate the learning objectives.</p> <p>Instructional tasks do not require students to do higher-order, complex thinking. There is a significant variance in instructional task quality across the school.</p> <p>There is a significant lack of rich texts in classrooms.</p>	<p>Learning objectives are posed and explained, but are not consistently clear, measurable, and grade-level appropriate. Students can explain what they are learning, though they may not be able to articulate why that matters.</p> <p>Some instructional tasks require students to do higher-order, complex thinking. This varies across the school.</p> <p>Some classrooms provide students access to opportunities to engage with rigorous, meaningful texts.</p>	<p>Learning objectives are high-quality and aligned to grade-level content, are explained thoroughly. Most students can explain how the objectives connect to their success.</p> <p>Most instructional tasks require students to do higher-order, complex thinking. Instructional tasks are consistently rigorous across classrooms.</p> <p>Across most classrooms, there are opportunities for students to engage with a variety of meaningful, rigorous texts on a multitude of topics.</p>	<p>Teachers craft high-quality and aligned student-learning objectives. It is clear to all students how the high-level thinking they are required to do will lead them to success now and in the future.</p> <p>Teachers design and utilize instructional tasks that require students to do higher order, complex thinking. Instructional tasks are consistently rigorous across classrooms.</p> <p>Classrooms are literacy rich across the disciplines, providing students with many opportunities to read a variety of meaningful, rigorous texts on a multitude of topics.</p>
Indicator 2.3	Ineffective	Improvement Necessary	Effective	Highly Effective
<p>Teachers make data-driven decisions to determine students that need additional interventions and plan and effectively execute appropriate and aligned interventions for students.</p>	<p>There is little to no evidence that teachers have gathered information on students' learning with the purpose of informing instruction.</p> <p>Lessons are infrequently scaffolded to support students in mastering content. Few students demonstrate evidence of lesson mastery.</p> <p>Student performance data is rarely analyzed, and intervention systems do not exist for students, leaving a significant number of students who have not met lesson objectives.</p>	<p>Teachers gather some evidence on students' learning, and sometimes use this data to make informed decisions about supporting all students.</p> <p>There is evidence of some attempts of teachers to scaffold instruction, though this scaffolding does not consistently support student mastery. Only some students master lesson content.</p> <p>Teachers and leaders engage in analyzing student performance data to make informed decisions about appropriate and timely interventions for students.</p> <p>Interventions are dutifully monitored, reflected upon, and adjusted to increase effectiveness. Interventions result in some students being able to successfully meet lesson objectives.</p>	<p>Teachers gather evidence on students' learning at most key points in the year: their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all students.</p> <p>Teachers intentionally scaffold instruction to maximize the opportunity for most students to participate in the work of the lesson. Most students master the lesson content.</p> <p>Teachers and leaders engage in analyzing student performance data to make informed decisions about appropriate and timely interventions for students.</p> <p>Interventions are dutifully monitored, reflected upon, and adjusted to increase effectiveness. Interventions result in most students being able to successfully meet lesson objectives.</p>	<p>Teachers consistently gather evidence on students' learning: their backgrounds, strengths, challenges, readiness, interests, etc. and use this data to make informed decisions about supporting all students.</p> <p>Teachers intentionally and systematically scaffold instruction to maximize the opportunity for all students to participate in the work of the lesson. All/almost all students master the lesson content.</p> <p>Teachers and leaders engage in analyzing multiple forms of student performance data to make informed decisions about appropriate and timely interventions for students.</p> <p>Interventions are dutifully monitored, reflected upon, and adjusted to increase effectiveness. Interventions result in all students being able to successfully meet lesson objectives.</p>

Indicator(s) 2.4	Ineffective	Improvement Necessary	Effective	Highly Effective
<p>Teachers utilize a variety of strategies in instruction to support students in meeting the expectations of the standards and curriculum.</p>	<p>There is little evidence that the teacher selected instructional strategies intentionally to meet the individual learning needs of students.</p> <p>Teachers teach lessons without monitoring student understanding and make no adaptations based on student needs in lessons.</p> <p>Assessments are inconsistently utilized, and the format does not vary to measure student understanding.</p>	<p>Teachers sometimes vary their instruction to reflect multiple formats, identified based on the learning targets and needs of students.</p> <p>Teachers sometimes vary the instructional strategies used to support all students in mastering content but miss opportunities when varied strategies would be impactful on learning.</p> <p>Within lessons, teachers inconsistently monitor student understanding/only collect data on small groups of students in the lesson. Lessons are rarely adjusted based on student needs in the lesson.</p> <p>Assessments are not consistently varied in the ways they measure student understanding.</p>	<p>Most of the time, teachers vary their instruction to reflect multiple formats, identified based on the learning targets and needs of students.</p> <p>Most of the time, teachers vary the instructional strategies used to support all students in mastering content.</p> <p>Within lessons, teachers reflect on student understanding and sometimes adjust instruction to better support students in meeting objectives.</p> <p>There is evidence that multiple forms of assessments are used to measure student understanding.</p>	<p>Teachers frequently vary their instruction to reflect various formats, identified based on the learning targets and needs of students.</p> <p>Teachers frequently vary the instructional strategies used to support all students in mastering content.</p> <p>Within lessons, teachers reflect on student understanding and adjust instruction to better support students in meeting objectives.</p> <p>There is evidence that multiple forms of assessments are used to measure student understanding.</p>
Indicator(s) 2.5	Ineffective	Improvement Necessary	Effective	Highly Effective
<p>All students own their learning across the school.</p>	<p>Across the school, few students are responsible for doing most of the thinking in the lesson.</p> <p>There is little to no evidence of teacher support on challenging tasks and/or there is a lack of persistence on the part of most students on challenging tasks.</p>	<p>In some classrooms, students are doing most of the thinking, reading, writing, discussing, problem-solving, etc..</p> <p>Teachers support students to persist in working on challenging tasks, some of the time students work hard in response.</p>	<p>Across the school, most students are doing most of the thinking, reading, writing, discussing, problem-solving, etc..</p> <p>Teachers support students to persist in working on challenging tasks, and most students respond by working hard.</p>	<p>Across the school, all students are doing all the thinking, reading, writing, discussing, problem-solving, etc..</p> <p>Students habitually display persistence in working on challenging tasks.</p>

### 5Essentials Domain 3: Supportive Environment

In schools with a Supportive Environment, the school is safe, supportive, and there are high expectations for all students. In such schools:

- Students feel safe in and around the school
- They find teachers trust-worthy and responsive to their academic needs
- All students value hard work
- Teachers push all students toward high academic performance

Indicator 3.1	Ineffective	Improvement Necessary	Effective	Highly Effective
<p>Urgency is evident across all aspects of the school environment (all adults and students working urgently toward vision and goals for school improvement.)</p>	<p>In classrooms, there is a significant amount of instructional time lost.</p> <p>Transitions are chaotic and disorderly, and frequently take longer than intended.</p> <p>The schedule does not allow time for the most important aspects of the vision. There are frequent interruptions to the school day.</p> <p>Teachers and leaders are unable to direct orderly routines and procedures throughout the school day.</p>	<p>There is some evidence of a loss of instructional time in classrooms and/or in school-wide spaces.</p> <p>The school schedule does not allow time for all aspects of the school vision, but most of the time runs with few interruptions.</p> <p>Teachers direct students in executing procedures (not yet routinized), and there is some evidence of missed opportunities for procedures and routines to be established.</p>	<p>Instructional time is valued. There are some variations in efficiency across the campus, but these inconsistencies do not result in a loss of instructional time.</p> <p>The school schedule is aligned to the school vision and priorities and runs throughout the day with little interruption.</p> <p>Teachers direct students in executing routines that maximize instructional time.</p>	<p>Time is not wasted in any aspect of the school environment - classroom instruction is urgent and well-paced, and school-wide transitions are smooth.</p> <p>The school schedule allows for adequate time as aligned to the school's vision and priorities and runs without interruption.</p> <p>Teachers and students execute routines that maximize instructional time and increase student responsibility for effective lessons.</p>
Indicator 3.2	Ineffective	Improvement Necessary	Effective	Highly Effective
<p>There are school values, clear expectations for all students, and behavior support strategies that establish a safe environment and align to the school's vision for student success.</p>	<p>School values and expectations are unclear.</p> <p>Very few teachers set and expect students to follow school values and expectations. Teacher responses to incidents varies widely across classrooms.</p> <p>The leader does not challenge actions that demonstrates low expectations.</p> <p>There is little to no evidence of a school-wide system for building character and responding to student's behavioral needs.</p> <p>There is little to no evidence of communication and partnership with families to support students with behavior support strategies and/or there is evidence of negative</p>	<p>School leadership and faculty and staff demonstrate that they do not believe that all students can achieve success in college and/or career (this belief is only reserved for some students and/or is not consistently promoted).</p> <p>Strategies for supporting student behavior inconsistently promote character building, self-management, and responsibility.</p> <p>There is some evidence of school-wide routines, procedures, expectations, and traditions that encourage students to learn habits and learn from their mistakes in a positive environment, though students inconsistently follow these routines, procedures, expectations and traditions.</p>	<p>School leadership and faculty and staff believe that all students can achieve success in college and/or career.</p> <p>Most teachers and leaders employ strategies that promote character building, self-management, and responsibility.</p> <p>There is evidence of school-wide routines, procedures, expectations, and traditions that encourage students to learn habits and learn from their mistakes in a positive environment. Most students demonstrate proficiency with these routines, procedures, expectations and traditions.</p> <p>There is evidence of systems for communication with families and amongst staff regarding student</p>	<p>School leadership and faculty and staff promote the belief that all students can achieve success in college and/or career and this value is evident in all interactions.</p> <p>There is a high-value placed on strategies that promote character building, self-management, and responsibility. These strategies are utilized across the school by all faculty and staff.</p> <p>There is evidence of school-wide routines, procedures, expectations, and traditions that encourage students to learn habits and learn from their mistakes in a positive environment. All students demonstrate proficiency with these routines, procedures, expectations, and traditions.</p>

	interactions between families and school staff.	There is evidence that systems for communication with families and amongst staff regarding student behavior, consequences and next steps needs considerable improvement in order to function.	behavior, consequences and next steps.	There is evidence of clear and consistent communication with families and amongst staff regarding student behavior, consequences and next steps.
<b>Indicator 3.3</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
The physical spaces in the school environment support students in being successful members of the school community and support learning.	Few physical spaces in the school support the establishment and maintenance of a positive student morale.  Students can rarely safely and independently access resources, classmates, and the adults necessary for learning.	Physical space in some classrooms and public spaces support the establishment and maintenance of a positive student morale.  Students can safely and independently access resources, classmates, and the adults necessary for learning in some physical spaces.	Physical space in most classrooms and public spaces support the establishment and maintenance of a positive student morale.  Students can safely and independently access resources, classmates, and the adults necessary for learning in most physical spaces.	Physical space in all classrooms and public spaces support the establishment and maintenance of a positive student morale.  Students can safely and independently access resources, classmates, and the adults necessary for learning in all physical spaces.
<b>Indicator 3.4</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
There is evidence of trust and respect amongst students and adults in the building.	There is evidence of frequent negative interactions between students, demonstrating a lack of respect for each other amongst the student body.  There is evidence of frequent negative interactions between teachers and students.  The leaders and staff and faculty do not consistently engage with each other in a respectful manner.	Students engage with each other in ways that demonstrates mutual respect some of the time.  Leaders, teachers and students engage with each other in ways that demonstrates mutual respect some of the time.	Students engage with each other in ways that demonstrates mutual respect most of the time.  Leaders, teachers and students engage with each other in ways that demonstrates mutual respect most of the time.	Students engage with each other in ways that demonstrates mutual respect in all situations.  Leaders, teachers and students engage with each other in ways that demonstrates mutual respect in all situations.
<b>Indicator(s) 3.5</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
Socio-emotional supports are targeted and based on data-driven decisions. Supports are effectively planned, and interventions are aligned to individual student needs.	There is no evidence of a fair and equitable behavior intervention system.	There is evidence of a behavior intervention system, though it may be unclear if the process was crafted through a partnership/the system may need improvement.  There is no evidence of consistent early intervention and/or there is little evidence of interventions leading to subsequent student improvement.  There is some evidence of thorough documentation, though there may be instances where lack of	Leaders and teachers partner in developing and using fair and equitable behavior intervention systems to support all students.  Early intervention happens for most students. There is some positive evidence of interventions leading to subsequent student improvement.  Leaders and teachers maintain thorough and unbiased documentation to identify students who need further intervention, and craft plans for support and	Leaders and teachers partner in developing and using fair and equitable behavior intervention systems to support all students.  Early intervention is evident and there is positive evidence of the interventions leading to subsequent student improvement.  Leaders and teachers maintain thorough and unbiased documentation to identify students who need further intervention, and craft plans for support and

		documentation led to inadequate student supports.	monitoring tailored to the individual student.	monitoring tailored to the individual student.
<b>Indicator(s) 3.6</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
Students demonstrate ownership of the academic and cultural expectations of the school.	There are no opportunities for students to demonstrate leadership in setting and maintaining the expectations of the school.	There are few opportunities for students play an active role in on-campus leadership opportunities and/or only a small group of students participate in these opportunities.  Only some students take pride in the school and uphold the expectations of the school across the campus and throughout the school day.	Some students play an active role in on-campus leadership opportunities.  There is evidence of most students taking pride in the school and upholding the expectations of the school across the campus and throughout the school day.	Students play an active role in on-campus leadership opportunities.  There is evidence of students taking pride in the school and upholding the expectations of the school across the campus and throughout the school day.

### 5Essentials Domain 4: Collaborative Teachers

In schools with strong Collaborative Teachers, all teachers collaborate to promote professional growth. In such schools, teachers are:

- Active partners in school improvement
- Focused on professional development
- Committed to the school

<b>Indicator 4.1</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
There is a positive and productive professional culture with an urgent focus on improved student outcomes.	Leader/leadership team do not model growth mindset, and/or the staff culture is negative and not focused on a positive, growth-oriented mindset, with no plans for improvement.	Leader/leadership team sometimes model growth mindset. Some staff embrace a growth-oriented mindset, or only partially embrace the focus on self and student improvement.  There are evident gaps in staff culture and there are weak/lacking plans for improvement of the culture.	Leader/leadership team model growth mindset and cultivate a culture in which most faculty and staff embrace a growth-oriented professional mindset, focused on improvement for self and students.  A positive and productive staff culture is present most of the time. When there are gaps, there is some evidence of planning for improving staff culture.	Leader/leadership team model growth mindset and cultivate a culture in which all faculty and staff embrace a growth-oriented mindset, focused on improvement for self and students.  There are processes for consistently returning to the concept of staff culture, with the purpose of continuously improving and strengthening staff culture.
<b>Indicator 4.2</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
The professional development system is aligned to the vision for excellent instruction, culture, goals and aligned to teacher development needs based on data.	There is little evidence that professional development is intentionally selected and designed.  It is unclear how the professional development provided will improve instructional practice and/or increase student achievement.  There is no evidence of equitable processes for engaging faculty and	Processes for selecting and designing professional development opportunities are unclear/inconsistent, though there is an attempt to keep the PD focused on current school needs.  Professional development opportunities exist for all staff to engage in, though they are rarely differentiated, and/or may be	Professional development is designed to improve instructional practices and increase student achievement.  Professional development opportunities are frequent, differentiated, and varied.  Faculty members are identified to lead PD opportunities based on	Professional development is directly aligned to goals for improving instructional practices and increasing student achievement. There is evidence that the PD opportunities are developed and adjusted throughout the year based on the most current teacher and student data.  Professional development



	staff in the selection and design of professional development opportunities.	infrequent.  Design and facilitation of professional development is driven by few stakeholders, and only some faculty members have the opportunity to lead based on their strengths.	their strengths, and supported in their facilitation of PD.	opportunities are frequent, differentiated, and varied.  Faculty members are identified to lead PD opportunities based on their strengths and supported in their facilitation of PD.  With each PD, there is a plan for effective follow-up on the learned practices, with a role for leaders and teachers.
<b>Indicator 4.3</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
Data-driven and high-impact coaching cycles are in place for teachers, differentiated by need and aligned to schoolwide goals and the professional development system.	Coaching cycles are not present.  Opportunities for observation and feedback are only available when tied to evaluation.	Some teachers have the opportunity to engage in non-evaluative coaching cycles.  The systems for prioritizing teachers for coaching cycles need improvement and/or there is significant imbalance in the performance level of teachers identified for coaching opportunities.  Coaching cycles lack multiple elements within goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).	There are systems that allow all teachers to engage in non-evaluative coaching cycles.  Teachers are prioritized for coaching cycles based on data (both teacher and student). Both high-performing and struggling teachers receive coaching supports, though the time spent with each may need balancing.  Coaching cycles include most of the following elements: goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).	There are systems that allow all teachers to engage in non-evaluative coaching cycles.  Teachers are prioritized for coaching cycles based on data (both teacher and student). Prioritization directly drives the amount of time spent supporting teachers in the coaching cycle. Both high-performing and struggling teachers receive coaching supports.  Coaching cycles include goal-setting, observation, data collection, collaborative planning, implementation, reflection and support on next steps (including a connection to professional development opportunities).  The efficacy of coaching structures and opportunities are consistently assessed and improved throughout the year.
<b>Indicator 4.4</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
Systems are in place to support new teachers in successfully integrating into all aspects of their roles.	There is little to no evidence of functioning systems for supporting new teachers.	Systems for supporting new teachers provide them with some context on the school, but do not contain the most important messages.  New teachers are provided with resources at the beginning of the year OR only when they request	Systems for supporting new teachers thoroughly convey the school's vision and goals, and professional culture and expectations.  New teachers are provided with most of the resources necessary for assimilation into their role	Systems for supporting new teachers thoroughly convey the school's vision and goals, and professional culture and expectations.  New teachers are provided with all of the resources necessary for assimilation into their role

		<p>certain resources.</p> <p>Supports are inconsistent throughout the year. Some teachers receive consistent supports, while others may not.</p>	<p>throughout the year. Sometimes, teachers report needing to request information and/or resources.</p> <p>New teachers are provided with supports throughout the year. Supports are provided to all, and do not vary.</p>	<p>throughout the year.</p> <p>New teachers are provided with supports throughout the year. Supports are provided to all, but also vary based on need during the year.</p>
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<b>5Essentials Domain 5: Involved Families</b>				
<p>In schools with Involved Families, the entire staff builds strong external relationships. Such schools:</p> <ul style="list-style-type: none"> <li>• See parents as partners in helping students learn</li> <li>• Value parents' input and participation in advancing the school's mission</li> <li>• Support efforts to strengthen its students' community resources</li> </ul>				
<b>Indicator 5.1</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Leaders and teachers have established strong partnerships that support all students in learning.</p>	<p>There are few opportunities for families to be members of the school community to support all students in learning.</p> <p>There is no evidence that family input on school procedures and systems is valued.</p>	<p>There are some opportunities for families to be members of the school community to support all students in learning.</p> <p>There is limited evidence that leaders and teachers seek feedback from families on school procedures and systems at key points in the year.</p>	<p>There are consistent opportunities for families to be members of the school community to support all students in learning.</p> <p>There is evidence that leaders and teachers seek feedback from families on school procedures and systems at key points in the year.</p>	<p>There are a variety of ways for families to participate in the school community (e.g. tutoring, classroom helpers, fundraising, committees, etc.)</p> <p>There is evidence that leaders and teachers consistently seek feedback from families on school procedures and systems throughout the year. (ex. homework policies, events, school culture systems, etc.)</p>
<b>Indicator 5.2</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>There are frequent and varied opportunities for families to be involved in student learning, and there is adequate communication encouraging family input and participation in those opportunities.</p>	<p>There is little to no evidence of an annual calendar with opportunities for family engagement. Communication with families is inconsistent or not respectful of the diverse school community.</p> <p>There is little to no evidence that families are encouraged to attend school events, and few attend.</p>	<p>There is an annual calendar created by leaders and/or teachers that is publicized. Opportunities may only exist at certain points in the year (beginning or end). Communication may be inconsistent.</p> <p>Families are encouraged to participate in school events. Attendance is inconsistent, with some sustained attendance during the year.</p> <p>There is no evidence that the school reflects on the success of school events (what feedback was received, attendance, etc.) to consistently improve and vary their</p>	<p>Leaders and teachers create, publicize and update an annual calendar with events, meetings, and other opportunities for family engagement. During the year, there is adequate communication about these events.</p> <p>Families are encouraged to participate in school events, and the school takes steps to ensure participation. Families consistently attend.</p> <p>There is evidence that the school reflects on the success of some school events (what feedback was received, attendance, etc.) to</p>	<p>Leaders and teachers create, publicize and frequently update an annual calendar with events, meetings, and other opportunities for family engagement. During the year, there is adequate communication about these events. Communication is intentionally targeted at the diverse school community.</p> <p>Families are encouraged to participate in school events, and the school takes steps to ensure participation. Families consistently attend and attendance improves throughout the year.</p>

		opportunities for family engagement.	improve opportunities for family engagement.	There is evidence that the school reflects on the success of school events (what feedback was received, attendance, etc.) in order to consistently improve and vary their opportunities for family engagement.
<b>Indicator 5.3</b>	<b>Ineffective</b>	<b>Improvement Necessary</b>	<b>Effective</b>	<b>Highly Effective</b>
The school has established community partnerships that directly support the school's mission and vision for student success.	There are few/no relationships with community partners.	<p>There are few relationships with community partners, and/or the relationships do not directly support the school in a meaningful way.</p> <p>There are infrequent opportunities for faculty, staff, and students to engage with community partners.</p>	<p>There is evidence of relationships with community partners who support the school.</p> <p>There are opportunities for faculty, staff, and students to engage meaningfully with community partners.</p>	<p>There is evidence of relationships with community partners who support and advocate for the school.</p> <p>There are varied opportunities for faculty, staff, and students to engage meaningfully with community partners.</p>