School Four Domains Diagnostic Rubric[1]

DOMAIN 1: Leadership for Rapid School Improvement	DOMAIN 2: Talent Management	DOMAIN 3: Instructional Transformation	DOMAIN 4: Culture and Climate Shift
1.1 : Mission and Vision ❑ Vision ❑ Mission ❑ Values ❑ Model the Way ❑ Alignment ❑ Equity	**2.1: Staff Recruitment and Retention** ❑ Recruiting ❑ Interviewing/Hiring ❑ Onboarding and Mentoring ❑ Staffing ❑ Retention ❑ Equity	**3.1 : Vision for Instruction** ❑ Standards and Curriculum ❑ Lesson Planning ❑ Intellectual Preparation ❑ Instructional Practices ❑ Equity	**4.1: Family and Stakeholder Engagement** ❑ Support ❑ Communication ❑ Events ❑ Environment
1.2 : Continuous Improvement ❑ Identify and Prioritize ❑ Plan ❑ Monitor ❑ Sustain	**2.2 : Talent Development** ❑ Professional Learning ❑ Peer Learning ❑ Observation/Feedback ❑ Monitor ❑ Developing Others ❑ Intervention ❑ Equity	**3.2: Assessment Systems and Data Culture** ❑ Assessments and Assessment Cycle ❑ Data ❑ Data Driven Instruction ❑ Structures ❑ Equity	**4.2 : Engaging Learning Environment** ❑ Environment ❑ Engagement ❑ Encourage the Heart
1.3 : Instructional Leadership ❑ Instructional Focus ❑ Instructional Leadership Team ❑ Schedule ❑ Systems and Distributed Leadership ❑ Enable Others to Act	**2.3 : Evaluation** ❑ Transparency ❑ Evaluation Process ❑ Improvement Plan ❑ Equity	**3.3: Systems of Student Supports for Instruction** ❑ Identification ❑ Communication ❑ Evaluation ❑ Equity	**4.3: Effective Student Supports and Culture** ❑ Rituals ❑ Celebration ❑ Routines and Procedures ❑ Community Meeting and Celebrations ❑ Student Advisory ❑ Student Culture Handbook ❑ Behavior Management ❑ Restorative Practices ❑ Equity
1.4 : Influencing for Results ❑ Equity Mindset ❑ Adaptive Leadership ❑ Emotional Intelligence ❑ Communication ❑ Decision Making ❑ Challenge the Process		**3.4 : Time Allocation** ❑ Daily Schedule ❑ Intervention	

*Resources to support the Four Domains Indicators are located in the resource tab of performance management tools

[1] **Note:** The rubric draws from the Four Domains for Rapid School Improvement from WestEd and has been adapted into the Colorado Four Domains for Rapid School Improvement

DOMAIN 1: Leadership for Rapid School Improvement				
Indicator	**Below Standard**	**Developing**	**Proficient**	**Exemplary**
1.1: Mission, Vision & Values	❑ **Vision/Mission -** No mission or vision exists, or little to no staff know the vision/mission. ❑ **Equity -** Decision making is not informed by consideration of equitable outcomes for traditionally underserved stakeholders.	❑ **Vision/Mission -** The vision and mission is vague and/or does not set an aspirational goal. Less than half of staff know or believe in the vision/mission. ❑ **Values -** Values are inconsistent throughout the building because of a lack of clarity, no normed values, or too many values. Staff do not actively model values or incorporate the values in their classrooms. ❑ **Alignment -** Improvement strategies are loosely based on the vision and mission and only used to anchor decision making some of the time. Staff are unclear on their role in the vision, mission and its importance. ❑ **Equity -** The school's vision and mission and decision making are occasionally informed by consideration of equitable outcomes for traditionally underserved stakeholders.	❑ **Vision -** The school has an overarching shared vision that communicates the ultimate goal. The vision is aspirational, focused on student achievement and the majority of the staff know and believe in the vision. ❑ **Mission -** The mission explains how the school will achieve the ultimate goal (the vision). The mission is aspirational, focused on student achievement and the majority of the staff know and believe in the mission. ❑ **Values -** The school has a set of 3-5 normed values that staff and students reference consistently in the building. Staff consistently model the values and incorporate the language of the values in the building. ❑ **Model the Way -** The principal lives the values of the school through all aspects of the school and teaches others how to model the values of the school. For example, if belonging is a value, the principal models this by greeting every student, staff and stakeholder when they enter the building every day. ❑ **Alignment -** Improvement strategies are aligned to the vision and mission of the school and they are used to anchor decision making the majority of the time (ie. schedules, staffing, budget). Staff understand their role in the vision and mission and its importance. ❑ **Equity -** The school's vision and mission and decision making are consistently informed by consideration of equitable outcomes for traditionally underserved stakeholders.	*In addition to "Proficient":* ❑ **Vision/Mission -** The community is involved in the vision and mission setting. All staff know and believe in the vision and mission and understand their role in the work. The school utilizes the vision and mission for marketing and branding. ❑ **Values -** Students and staff model the values and use the language of the values consistently. The values are used to hold others accountable and are shared with the community. ❑ **Alignment -** The vision and mission are used to drive every aspect of the school and are visible. They use it to inform daily activity. ❑ **Equity -** The school communicates the importance of equity to all stakeholders and provides resources to support diversity, equity and inclusion (DEI) work.

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Indicator	Below Standard	Developing	Proficient	Exemplary
1.2: Continuous Improvement	❑ **Identify and Prioritize -** The school does not select improvement strategies using data and will not result in raising student achievement. ❑ **Plan -** The school does not have goals, benchmarks, and action steps to guide continuous improvement. ❑ **Progress Monitor -** School level data is not collected. ❑ **Sustain -** If the school has defined Improvement strategies, they are not effective because they aren't communicated to staff.	❑ **Identify and Prioritize -** The school selects improvement strategies with little use of data. Improvement strategies lack clarity, are of the wrong magnitude, or do not communicate high expectations to raise student achievement. ❑ **Plan -** Goals, benchmarks, and action steps lack clarity and alignment, or they're not measurable and rigorous. ❑ **Progress Monitor -** School level data is collected but not effectively analyzed or used for reflection or it's used irregularly. ❑ **Sustain -** Improvement strategies have lost momentum because they are not regularly communicated. Staff is unsure of strategies, their importance, or their role within each strategy.	❑ **Identify and Prioritize -** The school implements a protocol to diagnose the current state of the school and identifies 2-3 improvement strategies to raise student achievement. ❑ **Plan -** The school has a plan to address each improvement strategy by mapping out aspirational goals, benchmarks with leading indicators, and highest leverage action steps with owners. ❑ **Progress Monitor -** The school has processes in place to monitor and reflect on data related to goals, benchmarks, and action steps regularly. The team steps back throughout the year to analyze, reflect and plan next steps. ❑ **Sustain -** School leadership sustains a focus on the improvement strategies by regularly communicating the progress with staff. Staff understands their role in each improvement strategy and its importance.	*In addition to "Proficient":* ❑ **Identify and Prioritize-** Other stakeholders (teacher leaders, families, community members) are invited to provide feedback on improvement strategies. ❑ **Plan -** The school resets the goal when it is met to raise the bar. ❑ **Progress Monitor -** Systems are in place for school leaders to interact with the data related to goals, benchmarks, and action steps daily. ❑ **Sustain -** Staff has a deep understanding of improvement strategies, their role, and can name progress within each strategy with great detail.
1.3: Instructional Leadership	❑ **Instructional Focus -** The principal is not viewed as the instructional leader OR student learning is not their top priority. ❑ **Schedule -** The principal's core responsibilities and tasks fall outside of supporting instruction.	❑ **Instructional Focus -** Some view the principal as the instructional leader but the principal and staff also may not agree that driving student learning is their top priority. ❑ **Schedule -** Less than half of the principal's schedule is dedicated to driving the instruction in the building. ❑ **Instructional Leadership Team -** The school has an instructional leadership team but their roles lack clarity on how they support a rigorous learning environment or are focused on operations rather than instruction. ❑ **Systems and Distributed Leadership -** Some systems exist at the school that protect the principal's time. The principal is the owner of too many non-instructional tasks and priorities.	❑ **Instructional Focus -** The principal is viewed as the instructional leader and they believe that their top priority is driving student learning (i.e. coaching, leading PD, leading data meetings, etc). ❑ **Schedule -** More than half of the principal's schedule is dedicated to driving the instruction in the building. ❑ **Instructional Leadership Team -** The school has an instructional leadership team that meets regularly to align feedback, plan PD, and engage in walkthroughs to monitor instructional practices to ensure all students meet ambitious learning standards. ❑ **Systems and Distributed Leadership -** The principal has set a clear vision for all aspects of the school and effectively supports, coaches, and empowers others to take ownership to allow the principal to focus on instruction. ❑ **Enable Others to Act-** The principal fosters collaboration among all stakeholders by building trusting relationships with them and strengthens others to develop their competence and commitment.	*In addition to "Proficient":* ❑ **Instructional Focus -** The principal takes initiative in growing their own and others' instructional lens. ❑ **Schedule -** Almost all of the principal's time is dedicated to driving instruction in the building.

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Indicator	Below Standard	Developing	Proficient	Exemplary
1.4: Influencing for Results	❏ **Equity Mindset -** School Leadership doesn't demonstrate that all students can and will achieve and does not model an equity mindset or challenge deficit mindsets and language. ❏ **Adaptive Leadership -** Leadership doesn't allow buy-in to stop necessary change. ❏ **Communication -** School leaders' communication is poor and infrequent. They do not engage in difficult conversations which contributes to a lack of trust. ❏ **Decision Making -** There are not clear processes in place or transparency for making decisions.	❏ **Equity Mindset -** School Leadership occasionally models an equity mindset and belief in students. They occasionally challenge deficit mindsets and language. ❏ **Adaptive Leadership -** Leadership may allow initial buy in to stop necessary change or hesitate to make changes in favor of staff. ❏ **Communication -** School leaders' communication is limited and lacks clarity. They are willing to engage in difficult conversations but they are often unproductive or the school leader does not follow through. ❏ **Decision Making -** Decision making is inefficient due to an unclear process which allows for too much or too little input.	❏ **Equity Mindset -** School leadership believes all students can and will achieve and models an equity mindset, regularly challenging deficit mindsets and language. ❏ **Adaptive Leadership -** Leadership thinks ahead about likely reactions and does not let initial buy in stop necessary change and takes more than one action to build buy in over time. ❏ **Emotional Intelligence-** The principal utilizes the four domains of emotional intelligence (self-awareness, self-management, social awareness and relationship management) to lead the school around accomplishing the vision and mission. For example, the principal demonstrates social awareness and relationship management by being aware of challenges with culture in the building and addressing those with staff. ❏ **Communication -** School leaders provide intentional communication that is clear, concise and effective. They proactively engage in conversations to build understanding, buy in and ownership and do not shy away from difficult conversations. ❏ **Decision Making -** Decisions are made efficiently and staff understand and agree with the decision making process. Equitable access is a stated criteria for decision making. ❏ **Challenge the Process-** The principal seeks opportunities for innovative ways to improve the school and is willing to take risks to achieve small wins and use those as learning experiences.	*In addition to "Proficient":* ❏ **Equity Mindset -**All staff actively look to push their own and others' mindsets in an effort of continuous improvement. ❏ **Adaptive Leadership -** Leadership highlights early, visible wins to build buy in. Effectively uses times of crises to build urgency. ❏ **Communication -** High stakes conversations happen across all levels of staffing. Staff are empowered to engage in conversations with each other to hold each other accountable and problem solve. ❏ **Decision Making -** There is a decision making matrix that is transparent and understood by all staff and includes community stakeholders when appropriate. Decisions are reflective of the mission, vision and core values.

Domain 2: Talent Management

Indicator	Below Standard	Developing	Proficient	Exemplary
2.1: Staff Recruitment and Retention	❑ **Recruiting/Interviewing/Hiring -** The strategy related to staff recruitment, hiring, and retention does not support student growth and achievement. ❑ **Equity -** The school does not consider staff diversity.	❑ **Recruiting/Interviewing/Hiring -** The school follows a district recruitment, interviewing, and hiring processes and timelines that limits their access to high quality candidates. ❑ **Hiring -** Once candidates are hired, there is limited or no communication with them until their start date. ❑ **Onboarding -** New staff are provided limited training on the school's mission, instructional model, and priorities before the year starts or training is ineffective. ❑ **Staffing -** Staffing assignments are based on seniority or politics. ❑ **Retention -** The school does not have a specific plan to retain or non-renew staff. ❑ **Equity -** The school makes efforts to recruit, hire and retain educators of color but lacks a consistent or systematic approach to doing so.	❑ **Recruiting -** The school strategically recruits in a variety of ways to promote the school highlighting the school's mission, instructional model, and talent management. ❑ **Interviewing/Hiring -** Applicants engage in an interview and hiring process, with key stakeholders, that assesses alignment to the school's mission and skill set (i.e demonstration lesson) and ensures access to highly qualified candidates. Once candidates are hired, there are multiple touchpoints to ensure commitment and connection to the school and community. ❑ **Onboarding and Mentoring -** The school has a process in place to ensure new staff understand the school's mission, instructional model, and priorities before the school year starts. Mentors are intentionally selected to provide new staff with monthly mentoring to promote retention and build capacity. ❑ **Staffing -** Based on the staffing model and available staff, there is a strategic approach to staffing assignments that matches teacher skills to student needs. ❑ **Retention -** The school exercises its authority to make the final determination about whether to strategically retain or non-renew teachers based on performance or fit. ❑ **Equity -** The school has intentional practices to recruit, hire and retain educators of color and other diverse groups.	*In addition to "Proficient":* ❑ **Recruiting -** Specific new hires are deliberately recruited and selected to fill missing staff capacity and add expertise. ❑ **Interviewing/Hiring -** Community stakeholders play a role in the interviewing and hiring process. The school ensures multiple opportunities to bring all staff together integrating new staff into the community. ❑ **Onboarding and Mentoring -** New hires receive monthly mentoring and meet regularly with leadership and other new staff around specific topics. ❑ **Retention -** The school thinks strategically about how to retain high performing teachers (e.g. access to PD, leadership opportunities, etc).

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Indicator	Below Standard	Developing	Proficient	Exemplary
2.2: Talent Development	❑ **Professional Learning -** Professional learning opportunities are infrequent or feel more like a staff meeting. ❑ **Observation/ Feedback -** Feedback is not given or it is provided only through email. ❑ **Intervention -** There are no specific structures to support new and struggling teachers. ❑ **Equity -** Practices that incorporate diversity, equity and inclusion are not in place.	❑ **Professional Learning -** Topics are selected without analyzing data or they're not aligned to the school's improvement strategies. ❑ **Peer Learning -** Staff have limited opportunities to learn from each other through peer observation, sharing knowledge and resources. ❑ **Observation/ Feedback -** Teachers do not receive regular feedback and/or feedback is ineffective and does not include practice. ❑ **Monitor -** There is inconsistent follow up on professional learning. ❑ **Developing Others -** There is a lack of systems for staff reflection. ❑ **Intervention -** Support for new and struggling teachers is not systemic and results in slow growth. ❑ **Equity -** There are some practices in place that incorporate diversity, equity and inclusion. There are limited opportunities for staff and students to talk about differences, biases, and question inequitable, systematic practices.	❑ **Professional Learning -** High-quality professional learning is offered at least monthly and aligned to improve instruction and management or centered on an improvement strategy. ❑ **Peer Learning -** Staff have the opportunity to learn from each other through peer observation, sharing knowledge and resources. ❑ **Observation / Feedback -** Teachers regularly receive feedback according to skill and need to develop their teaching practices. Practice is part of the feedback process. ❑ **Monitor -** Instructional leadership team track action steps and engage in regular walkthroughs to assess current needs and follow up on professional learning. ❑ **Developing Others -** The leader builds capacity of staff to reflect and improve on their own practice. ❑ **Intervention -** New and developing teachers are provided with ongoing, targeted support. Ineffective classroom practice is addressed immediately and effectively. ❑ **Equity -** There are systematic practices (e.g. professional learning, whole group and small group discussions, etc) in place that incorporate diversity, equity and inclusion and provide staff and students with opportunities to talk about differences, biases, and question inequitable, systematic practices.	*In addition to "Proficient":* ❑ **Professional Learning -** Professional learning is differentiated based on ongoing analysis of student data and teacher needs. ❑ **Peer Learning -** Staff actively seek out opportunities to learn from their peers. ❑ **Observation/Feedback -** Lead teachers are provided the opportunity to coach their peers. ❑ **Developing Others -** Due to constant reflection, staff drive their own growth and development outside of coaching sessions. ❑ **Intervention -** Support from new and developing teachers comes from several staff members and their support is aligned to their areas of need.

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Indicator	Below Standard	Developing	Proficient	Exemplary
2.3: Evaluation	❑ **Transparency/Evaluation Process -** School leaders do not effectively or fully implement a transparent process for supervision and evaluation of teachers. ❑ **Improvement Plan -** There is no system in place to implement staff improvement plans when necessary. ❑ **Equity -** Goals and performance expectations do not include consideration of diversity, equity and inclusion or culturally responsive pedagogy and teacher practices.	❑ **Transparency -** There is a lack of understanding of the performance expectations, evaluation process, and how student achievement is used in the process. ❑ **Evaluation Process -** There is a system in place for evaluation but it does not include meaningful next steps for teachers with support. ❑ **Improvement Plans -** Staff that need improvement are not identified quickly and plans to improve their professional skills are ineffective. ❑ **Equity -** Goals and performance expectations inconsistently include consideration of diversity, equity and inclusion and culturally responsive pedagogy and teacher practices.	❑ **Transparency -** Staff understand performance expectations, the evaluation process, and how student achievement is used in the process. ❑ **Evaluation Process -** Evaluations are consistent, predictable, meaningful and coupled with clear, actionable next steps and professional support (as appropriate). ❑ **Improvement Plans -** Staff that are not meeting expectations are placed on an improvement plan that outlines goals and supports them to meet expectations. ❑ **Equity -** Goals and performance expectations include consideration of diversity, equity and inclusion and culturally responsive pedagogy and teacher practices.	*In addition to "Proficient":* ❑ **Evaluation Process -** Teachers regard the evaluation process as an important factor in their professional growth. ❑ **Improvement Plan -** Professional supports include key staff outside of the administration team when appropriate.

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Domain 3: Instructional Transformation

Indicator	Below Standard	Developing	Proficient	Exemplary
3.1: **Vision for Instruction**	❏ **Standards and Curriculum -** Teachers do not use standards to drive teaching and learning and do not use curriculum aligned to Colorado Academic Standards or Common Core Standards. ❏ **Instructional Practices -** The school has no evidence of expectations around instructional practices.	❏ **Standards and Curriculum -** Teachers and school leadership have a foundational understanding of the Colorado Academic Standards but may not analyze the standards or understand grade level expectations and use a curriculum that is loosely aligned to Colorado Academic Standards or Common Core Standards and/or is executed inconsistently. ❏ **Lesson Planning -** The school provides very few resources and support for teachers to plan or revise lessons to support students in meeting grade level expectations. ❏ **Intellectual Preparation -** Teacher preparation is inconsistent due to a lack of systems, resources, and supports. ❏ **Instructional Practices -** A consistent set of practices are not evidence based and/or implemented by teachers inconsistently. ❏ **Equity -** Tier 1 instruction lacks rigor and/or scaffolds to support students or lowers the rigor of the standards. Support for students with special needs and culturally and linguistically diverse students lack consistency and lead to large gaps in performance compared to other subgroups.	❏ **Standards and Curriculum -** Teachers and school leadership analyze and understand the Colorado Academic Standards or Common Core Standards and expectations for their grade level and/or content areas and use a curriculum that is evidence based and aligned to the standards and college readiness standards. ❏ **Lesson Planning -** The school provides the necessary resources and support for teachers to plan or revise lessons that support students in meeting grade level expectations. ❏ **Intellectual Preparation -** Teachers use curriculum resources to intellectually prepare for lessons that ensures deep understanding of how the lesson fits in the unit as a whole. Teachers go into lessons knowing possible misconceptions and how to address them. ❏ **Instructional Practices -** A consistent set of evidence based practices is understood and implemented by all teachers with support. ❏ **Equity -** Effective planning for best first instruction ensures equitable and challenging learning experiences, using appropriate scaffolds to allow all students to access grade-level content.	*In addition to "Proficient":* ❏ **Standards and Curriculum -** Standards and grade level expectations are communicated to families and the curriculum is executed with integrity and any changes are to ensure access to grade level expectations and college readiness standard ❏ **Lesson Planning -** High quality feedback is provided on teacher created lesson plans. ❏ **Intellectual Preparation -** Horizontal and vertical teams meet regularly to ensure alignment in preparation and execution.

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Indicator	Below Standard	Developing	Proficient	Exemplary
3.2: Assessment Systems and Data Culture	❑ **Assessments** - Common assessments are not administered. ❑ **Data** - Data is not available for teachers to use. ❑ **Data Driven Instruction** - Teachers and coaches do not look at data and student work to inform instruction. ❑ **Structures** - There are few to no collaborative structure in place. ❑ **Equity** - The school's monitoring of data does not meaningfully consider equitable outcomes for traditionally underserved students.	❑ **Assessments and Assessment Cycle** - Common assessments are loosely aligned to Colorado Academic Standards or Common Core Standards and occur inconsistently. There is not a plan for teachers to analyze and plan using assessment data. ❑ **Data** - Assessment data is not readily available and/or does not allow for analysis at all levels, including subgroup data. ❑ **Data Driven Instruction** - Data and student work is analyzed infrequently or done without coaching and support. Addressing gaps in students' learning is inconsistent or not timely. ❑ **Structures** - Some structures are in place to support staff collaboration but have minimal impact on teacher practice and student outcomes. ❑ **Equity** - The school's monitoring of data occasionally includes considerations of equitable outcomes for traditionally underserved students.	❑ **Assessments and Assessment Cycle** - Common assessments are aligned to Colorado Academic Standards or Common Core Standards, and aligned to the instructional sequence followed by the school. They are readily available to teachers as a means of defining the required level of rigor associated with each standard. ❑ **Data** - Assessment data is readily available to teachers and students. Assessment data allows for analysis at all levels, from individual to school, and subgroup data is disaggregated to ensure equitable practices are in place to support students. ❑ **Data Driven Instruction** - Teachers meet with instructional leaders regularly and have a process to collect, analyze, and address gaps in student learning during class. They review student data to plan and prepare for instruction. ❑ **Structures** - Structures are in place to support staff collaboration to maximize time to improve teacher practice and student outcomes. ❑ **Equity** - The school's monitoring of data consistently includes considerations of equitable outcomes for traditionally underserved students and student subgroups with known achievement gaps. ❑ **Equitable Grading Considerations for 6-12:** The school utilizes equitable grading practices to ensure grades are accurate, bias resistant, motivational and avoid zeros.	*In addition to "Proficient":* ❑ **Assessments and Assessment Cycle** - Teachers ensure students understand their current performance and work with students to set and internalize goals and next steps. ❑ **Data** - Data is appropriately shared with community stakeholders and families use data to support learning at home. ❑ **Data Driven Instruction** - Data is collected and analyzed after reteach lessons to monitor effectiveness and student mastery. ❑ **Structures** - Highly Effective Structures are in place for staff collaboration resulting in accelerated student learning. ❑ **Equity** - The school is transparent about its shortcomings and challenges in regard to monitoring of data and dialogues with stakeholders about improving systems.

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Indicator	Below Standard	Developing	Proficient	Exemplary
3.3: **Systems of Student Supports for Instruction**	❑ **Identification/Equity -** There are no formal and systemic supports to identify and support struggling students.	❑ **Identification -** The school has a problem-solving process in place that is unclear, inefficient, or inconsistent in providing necessary supports to close gaps. ❑ **Communication -** Communication is inconsistent between teachers when aligning supports due to an unclear or lack of a system. ❑ **Evaluation -** Effectiveness of programming is infrequently evaluated. ❑ **Equity -** The supports available may not be evidence based and may over scaffold or lower expectations for students.	❑ **Identification -** The school has a problem-solving process, as part of a larger MTSS approach, in place to identify students for behavior and academic intervention using valid data and a plan is put in place to accelerate growth with clear criteria and protocols. ❑ **Communication -** There is a system in place to allow for consistent communication between teachers to align supports. ❑ **Evaluation -** Effectiveness of programming is regularly evaluated and best practices are revisited based on most recent research. ❑ **Equity -** The school has a variety of supports available. Supports available are evidence based and help ensure that students can meet expectations. Supports in place do not lower expectations for students but instead ensure they can meet expectations.	*In addition to "Proficient":* ❑ **Identification -** The school has a problem-solving process in place to identify students for behavior and academic enrichment ❑ **Supports -** Outcome data are used to determine decisions about adjusting supports and interventions. ❑ **Communication -** The school's intervention policies are clearly communicated to stakeholders. ❑ **Evaluation -** There is a dedicated team of teachers and leaders that regularly evaluate the programming and codify best practices to be replicated in future years.
3.4: **Time Allocation**	❑ **Daily Schedule -** The schedule does not allow students to access grade level content or the needed interventions.	❑ **Daily Schedule -** There is an insufficient amount of instruction per day for one or more subjects or the schedule does not adequately support students/teachers. ❑ **Intervention -** The time spent in intervention becomes a barrier to students meeting grade level expectations or occurs during grade level instruction.	❑ **Daily Schedule -** The daily schedule allows for a sufficient amount of instruction per day. The schedule is designed to meet student and teacher needs that allows for intervention, teacher planning and collaboration. Also, the daily schedule should reflect the school's mission and vision. ❑ **Intervention -** The schedule ensures students have adequate access to grade level instruction and timely intervention is aligned to grade level instruction and used as a way to support that access, instead of a barrier to meet grade level expectations.	*In addition to "Proficient":* ❑ **Daily Schedule -** The school uses before and after school to supplement instruction and build in extra curricular activities. ❑ **Acceleration -** The schedule ensures opportunities for students to accelerate their explorations of a concept or opportunities to pursue independent projects.

Domain 4: Culture and Climate Shift

Indicator	Below Standard	Developing	Proficient	Exemplary
4.1: **Family and Stakeholder Engagement**	❑ **Communication -** No systems are in place to communicate with parents/guardians about instructional programs, opportunities to support student learning at home, and students' progress. ❑ **Events -** No opportunities exist for families to engage with the school.	❑ **Support -** Some work is done to support parents, guardians, and community members in understanding how to support students to meet high expectations but it is inconsistent. ❑ **Communication -** Communication with parents/guardians regarding instructional programs, opportunities to support student learning at home, and students' progress are inconsistent. ❑ **Events -** The school events are not related to school performance goals. ❑ **Environment -** Limited, one-size-fits-all opportunities exist for families to engage with the school.	❑ **Support -** The school strategically includes parents/guardians and community members in cultivating a culture of high expectations for students' learning and their consistent support of students' efforts. ❑ **Communication -** Staff regularly engage in meaningful communication with all families about students' academic and social progress and how to support students at home using a variety of platforms with translation when necessary. ❑ **Events -** The school invites family and community participation in school activities that are related to school performance goals while taking proactive actions to ensure that language barriers and other factors (such as work schedules, transportation) do not reduce the participation of non-speaking families. ❑ **Environment -** School leaders create a culture that is welcoming to all families and community members and allows for classroom observations. Some staff in the front office are multilingual speakers or have resources to effectively communicate with all families.	*In addition to "Proficient":* ❑ **Communication -** Staff engage in home visits to solicit feedback from families related to the needs of their students and the school's performance goals. ❑ **Events -** Community leaders are part of the planning process for school events. ❑ **Environment -** The school is viewed as an integral part of the community and serves as a hub for families to access support and resources.
4.2: **Engaging Learning Environment**	❑ **Engagement -** There is not a defined expectation of student engagement.	❑ **Environment -** Some hallways display student work to reflect rigorous learning. Visual resources are available but some are hard to access for students. ❑ **Engagement -** Student engagement is defined at the school but it is not consistently addressed or staff are not equipped with strategies to foster that engagement. Instruction may stop and start to address student behaviors.	❑ **Environment -** The physical school environment reflects the school's vision and mission. Hallways and classrooms display student work that reflects the rigorous learning environment. Visual resources are clearly visible and easy to access for all students. ❑ **Engagement -** The school has clearly defined student engagement during lessons that allows for high levels of student thinking. All staff are equipped with the strategies to foster strong student engagement. Little time is spent redirecting students. ❑ **Encourage the Heart-** The principal creates a spirit of community by recognizing contributions by all stakeholders and celebrating the school's values	*In addition to "Proficient":* ❑ **Environment -** Student and community backgrounds are represented throughout the school. ❑ **Engagement -** Students are advocates for their own learning and can explain how their actions, and the actions of their peers, teachers, and community, can best support their goals. The class functions as a team understanding that their actions impact others which eliminates minor misbehaviors.

Indicator	Below Standard	Developing	Proficient	Exemplary
4.3 Effective Student Supports and Culture	❑ **Rituals/Celebration** - There are no rituals to promote a positive student culture or recognize students. ❑ **Routines and Procedures** - There are no routines or procedures for school wide systems. ❑ **Restorative Practices** - There are no restorative practices in place. ❑ **Equity** - Differences and diversity are not recognized and there may be discriminatory practices occurring.	❑ **Rituals** - Rituals that take place do not effectively promote a positive student culture. ❑ **Celebration** - The school recognizes and celebrates students' academic performance infrequently or the school celebrates work that does not meet grade level expectations. ❑ **Routines and Procedures** - The school has routines and procedures in place but they are not consistently reinforced or staff rely too heavily on compliance rather than rationale. ❑ **Student Culture Handbook** - The school has a handbook that addresses some areas like behavior management and discipline but is not grounded in the mission and vision or does not address positive student supports. ❑ **Behavior Management** - Inconsistent behavior management systems take place at the school. ❑ **Restorative Practices** - Some restorative practices are used but they are inconsistent. ❑ **Equity** - Differences and diversity are recognized but not often celebrated.. There may be some unintended discriminatory practices. There are inconsistent practices that ensure students from different backgrounds feel included.	❑ **Rituals** - Positive rituals and routines are used to promote a positive student culture. ❑ **Celebration** - The school recognizes and celebrates students' academic performance at least monthly. ❑ **Routines and Procedures** - The school has clear routines and procedures for the whole school (i.e. lunch) and classroom specific systems (i.e. paper passing) that maximizes instructional time. ❑ **Community Celebrations and Meetings**- The school has a monthly celebration or meeting to highlight students and staff aligned to the school's core values, mission and vision. ❑ **Student Advisory/Crew** - The school has a student advisory/crew structure in place to support students' sense of belonging and provide academic and social emotional support. ❑ **Student Culture Handbook** - The school ensures that student expectations, the behavior management system, the discipline policy, and positive school supports are well defined in a handbook and grounded in the mission and vision. All families, students, and community members have access to the handbook. ❑ **Behavior Management** - Teachers integrate Tier I social-emotional and behavioral supports into the regular classroom environment. Teachers use consistent practices classroom to classroom to best support students. ❑ **Restorative Practices** - The school has a consistent system for restorative practices that are part of the school culture. ❑ **Equity** - Differences and diversity are encouraged and celebrated and the school is free from discriminatory practices. There are systemic practices that ensure students from different backgrounds feel included.	*In addition to "Proficient":* ❑ **Rituals and Celebration** - Community members are invited to and participate in regular rituals and celebrations at the school to recognize students' academic and/or behavioral success. ❑ **Student Culture Handbook** - The school ensures that practices in the handbook are evaluated annually and revisions are made when needed. ❑ **Equity** - There are systemic practices that ensure that all families, especially students from different backgrounds, feel included.

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