### Instructional Core

**Indicator 1.1**
Rigorous, engaging, and coherent curricula aligned to State standards
- a) Curricula aligns to State and/or content standards
- b) Rigorous habits and higher order skills for all
- c) Planning and revising to ensure access to curricula and cognitive engagement for all students

**Indicator 1.2**
Research based, effective instruction that yields high quality student work
- a) Shared beliefs informed by the Danielson Framework and aligned to pedagogy and curricula
- b) Teaching strategies provide multiple entry points that engage all learners
- c) High levels of student thinking and participation that culminate in meaningful work products

**Indicator 2.2**
Curricula-aligned assessment practices that inform instruction
- a) Curricula-aligned assessment practices and grading policies that provide actionable feedback
- b) Common assessment analysis that drives curricular and instructional adjustments
- c) Checks for understanding, and student self-assessment that lead to effective lesson adjustments

### School Culture

**Indicator 1.4**
Structures for a positive learning environment, inclusive culture, and student success
- a) Safe and inclusive school culture
- b) School coordinates social emotional learning, attendance, and youth development for academic success
- c) Aligned professional development and supports for adoption of effective academic and personal behaviors

**Indicator 3.4**
A culture of learning that communicates and supports high expectations
- a) Communication of high expectations to staff, inclusive of training, and a system of accountability
- b) Communication of and support for families’ understanding of high expectations for college and career readiness
- c) Staff communicate and support high expectations to all students

### Systems for Improvement

**Indicator 1.3**
Aligned resource use to support instructional goals that meet all students’ needs
- a) Resource use aligns to instructional goals
- b) Use of time improves instruction and challenges all students
- c) Student programs align to teacher expertise and support access to learning that leads to college and career readiness

**Indicator 3.1**
School level theory of action and goals shared by the school community
- a) School level goals and theory of action are tracked for progress and accelerate student learning
- b) Data driven needs assessments inform school level goals, action plans, and professional development
- c) Community involvement in setting school level goals and action plans

**Indicator 4.1**
Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes
- a) Teacher growth supported by effective feedback and next steps from observations and data
- b) Feedback to teachers supports development and offers trends and next steps using the Danielson Framework
- c) Data informed professional development and teacher/administrator performance based decisions

**Indicator 4.2**
Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice
- a) Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity
- b) Student work/data analysis within teams improves curricula, teaching, and learning
- c) Embedded distributed leadership structures that influence key decisions

**Indicator 5.1**
Regularly evaluate school level decisions with a focus on State standards
- a) Evaluating and adjusting curricular and instructional practices based on student needs
- b) Evaluating school culture and expectations to make adjustments
- c) Evaluating and adjusting use of resources, teacher team effectiveness, and professional development
Accessibility Report

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