### Instructional Core

**Indicator 1.1**
Rigorous, engaging, and coherent curricula aligned to State standards

- Curricula aligns to State and/or content standards
- Rigorous habits and higher order skills for all
- 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

- Shared beliefs informed by the Danielson Framework and aligned to pedagogy and curricula
- Teaching strategies provide multiple entry points that engage all learners
- High levels of student thinking and participation that culminate in meaningful work products

**Indicator 1.3**
Aligned resource use to support instructional goals that meet all students’ needs

- Resource use aligns to instructional goals
- Use of time improves instruction and challenges all students
- Student programs align to teacher expertise and support access to learning that leads to college and career readiness

**Indicator 1.4**
Structures for a positive learning environment, inclusive culture, and student success

- Safe and inclusive school culture
- School coordinates social emotional learning, attendance, and youth development for academic success
- Aligned professional development and supports for adoption of effective academic and personal behaviors

**Indicator 1.5**
Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes

- Teacher growth supported by effective feedback and next steps from observations and data
- Feedback to teachers supports development and offers trends and next steps using the Danielson Framework
- Data informed professional development and teacher/administrator performance based decisions

**Indicator 2.2**
Curricula aligned assessment practices that inform instruction

- Curricula aligned assessment practices and grading policies that provide actionable feedback
- Common assessment analysis that drives curricular and instructional adjustments
- Checks for understanding, and student self-assessment that lead to effective lesson adjustments

**Indicator 3.1**
School level theory of action and goals shared by the school community

- School level goals and theory of action are tracked for progress and accelerate student learning
- Data driven needs assessments inform school level goals, action plans, and professional development
- Community involvement in setting school level goals and action plans

**Indicator 3.4**
A culture of learning that communicates and supports high expectations

- Communication of high expectations to staff, inclusive of training, and a system of accountability
- Communication of and support for families’ understanding of high expectations for college and career readiness
- Staff communicate and support high expectations to all students

**Indicator 3.5**
Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice

- Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity
- Student work/data analysis within teams improves curricula, teaching, and learning
- Embedded distributed leadership structures that influence key decisions

**Indicator 4.1**
Support and evaluation of teachers through the Danielson Framework and analysis of learning outcomes

- Teacher growth supported by effective feedback and next steps from observations and data
- Feedback to teachers supports development and offers trends and next steps using the Danielson Framework
- 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

- Teacher teams engage in collaborative inquiry that supports goals and strengthens teacher capacity
- Student work/data analysis within teams improves curricula, teaching, and learning
- Embedded distributed leadership structures that influence key decisions

**Indicator 5.1**
Regularly evaluate school level decisions with a focus on State standards

- Evaluating and adjusting curricular and instructional practices based on student needs
- Evaluating school culture and expectations to make adjustments
- Evaluating and adjusting use of resources, teacher team effectiveness, and professional development