Quality Review 2021-2022: Big Ideas by Indicator and Sub-indicator

Instructional Core

Indicator 1.1 **Rigorous, engaging, and coherent curricula aligned to State standards and/or content standards** a) Curricula aligns to State standards and expectations for CRSE practices 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 aligned to pedagogy and curricula and informed by the Danielson Framework, State Standards, and CRSE practices 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 learning 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 learning 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 learning 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 and expectations for CRSE practices** 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 learning