School Four Domains Diagnostic Rubric[1]

Scoring: 1=Below Standard   2=Developing   3=Proficient   4=Exemplary

Domain 1 Leadership for Rapid School Improvement	Score	Domain 2 Talent Management	Score	Domain 3 Instructional Transformation	Score	Domain 4 Culture and Climate Shift	Score
1.1 Mission and Vision	/4	2.1 Staff Recruitment and Retention	/4	3.1 Vision for Instruction	/4	4.1 Commitment to Equity	/4
1.2 Continuous Improvement	/4	2.2 Talent Development	/4	3.2 Assessment Systems and Data Culture	/4	4.2 Family and Stakeholder Engagement	/4
1.3 Instructional Leadership	/4	2.3 Evaluation	/4	3.3 Systems of Student Supports for Instruction	/4	4.3 Engaging Learning Environment	/4
1.4 Influencing for Results	/4			3.4 Time Allocation	/4	4.4 Effective Student Supports	/4
Total	**/16**	**Total**	**/12**	**Total**	**/16**	**Total**	**/16**

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[1] **Note:** The rubric draws from the Four Domains of Rapid School Improvement from WestEd and indicators (e.g. 1a, 1b, etc) draw from the draft version of CO Four Domains of Rapid School Improvement

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Domain 1 - Leadership for Rapid School Improvement				
Indicator	**Below Standard (1)**	**Developing (2)**	**Proficient (3)**	**Exemplary (4)**
1.1 Mission and Vision (1a and 1c)	❏ **Vision/Mission -** No mission or vision exists, or little to no staff know the vision/mission	❏ **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 and 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.	❏ **Vision -** The school has an overarching 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. ❏ **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. Staff understand their role in the vision and mission and its importance.	*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. ❏ **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 is visible how they inform daily activity. Community members understand their role in the vision and mission and its importance.

				In addition to "Proficient":
1.2 Continuous Improvement (1b and 1c)	❏ The school lacks a meaningful process for identifying, planning, monitoring, and sustaining improvement strategies.	❏ **Identify -** 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 aggressive. ❏ **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 -** 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. ❏ **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** - Other stakeholders (teacher leaders, families, community members) are invited to provide feedback on improvement strategies. ❏ **Plan -** Resets the goal when it is met to raise the bar. ❏ **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 (1a)	❏ **Instructional Leadership Mindset -** 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 Leader Mindset -** 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 had an instructional leadership team but their roles lack clarity on how they support a rigorous learning environment ❏ **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 Leader Mindset -** 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). ❏ **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. ❏ **Schedule -** More than half of the principal's schedule is dedicated to driving the instruction in the building. ❏ **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.	*In addition to "Proficient":* ❏ **Instructional Leader Mindset -** The principal takes initiative in growing their own instructional lens. ❏ **Schedule -** Almost all of the principal's time is dedicated to driving instruction in the building. ❏ **Systems and Distributed Leadership -** The principal has clear oversight for all priorities and effectively supports others to ensure end of year goals are on track.

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1.4 Influencing for Results (1a)				In addition to "Proficient":
	❏ **Mindset** - Difficult decisions are made without buy-in and result in turbulent responses. ❏ **Communication** - Communication is poor and infrequent. ❏ **Crucial Conversations** - Clear lack of trust in the school due to lack of high stakes conversations ❏ **Systems** - There are not clear processes and structures for school operations.	❏ **Mindset** - Leadership includes some stakeholders when changing behaviors and mindsets but some resistance or lack of buy in exists. ❏ **Adaptive Leadership** - Leadership occasionally tailors communication to appeal to multiple stakeholder groups and/or they may allow initial buy in to stop necessary change or hesitates to make changes in favor of staff. ❏ **Communication** - Communication is limited and lacks clarity. ❏ **Crucial Conversations** - School leaders own the majority of high stakes conversations leading to unproductive divisions because staff is unwilling or unable to engage in high stakes conversations. ❏ **Decision Making** - Decision making is inefficient due to an unclear process which allows for too much or too little input. ❏ **Developing Others** - Lack of systems for staff reflection	❏ **Mindset** - School leadership leverages multiple stakeholders to change ingrained behaviors and influence mindsets. ❏ **Adaptive Leadership** - Leadership thinks ahead about likely reactions and adapts or tailors communication based on the audience. Does not let initial buy in stop necessary change and takes more than one action to build buy in over time. ❏ **Communication** - Verbal and written communication is clear, concise, and effective. ❏ **Crucial Conversations** - Staff engage in high stakes conversations when opinions are different to build understanding, buy in, ownership and minimize unproductive divisions. ❏ **Decision Making** - Decisions are made efficiently and staff understand and agree with the decision making process ❏ **Developing Others** - Builds capacity in staff to reflect and improve on their own practice. ❏ **Systems** - There are clear systems in place for daily operations of the building, key personnel, and plans that support implementation.	❏ **Mindset** - All staff actively look to push their own and other 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. ❏ **Crucial Conversations** - High stakes conversations happen across all levels of staffing. ❏ **Decision Making** - There is a decision making matrix that is transparent and understood by all staff and includes community stakeholders when appropriate. ❏ **Developing Others** - Due to constant reflection, staff drive their own growth and development outside of coaching sessions.

Domain 2 - Talent Management				
Indicator	**Below Standard (1)**	**Developing (2)**	**Proficient (3)**	**Exemplary (4)**
2.1 Staff Recruitment and Retention (2a)	❏ The strategy related to staff recruitment, hiring, and retention does not support student growth and achievement.	❏ **Recruiting/Interviewing/Hiring -** The school follows a district recruitment, interviewing, and hiring processes and timelines that limits their access to high quality candidates. ❏ **Onboarding -** New staff are not provided 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. ❏ **Retaining -** The school does not have a specific plan to retain or non-renew staff.	❏ **Recruiting -** The school strategically promotes the school to highlight the school's mission, instructional model, and talent management. ❏ **Interviewing -** Applicants engage in an interview process that assesses alignment to the school and skill set. ❏ **Hiring -** The hiring process and timeline ensures access to highly qualified candidates aligned to the school's mission. ❏ **Onboarding -** 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. ❏ **Staffing -** Based on the staffing model and available staff, there is a strategic approach to staffing assignments that matches teacher skills to student needs. ❏ **Retaining -** The school exercises its authority to make the final determination about whether to strategically retain or non-renew teachers based on performance or fit.	*In addition to "Proficient":* ❏ **Recruiting -** Specific new hires are deliberately recruited and selected to fill missing staff capacity and add expertise. ❏ **Interviewing/Hiring -** Key stakeholders play a role in the interviewing and hiring process. ❏ **Onboarding -** Between hiring and the first day of school, new hires receive several touch points with current staff to stay connected. ❏ **Retaining -** The school thinks strategically about how to retain high performing teachers (e.g. access to PD, leadership opportunities, etc).
2.2 Talent Development (2b)	❏ **Professional Learning -** Professional learning opportunities are infrequent or they feel more like staff meetings ❏ **Feedback -** Feedback is not given or it is provided only through email ❏ **Intervention -** There are no specific structures to support new and struggling teachers	❏ **Professional Learning -** Topics are selected without analyzing data or they're not aligned to the school's improvement strategies. ❏ **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. ❏ **Intervention -** Support for new and struggling teachers is not systemic and results in slow growth.	❏ **Professional Learning -** High-quality professional learning is offered at least monthly and aligned to improve instruction and management or centered on an improvement strategy. ❏ **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. ❏ **Intervention -** New and developing teachers are provided with ongoing, targeted support. Ineffective classroom practice is addressed immediately and effectively.	*In addition to "Proficient":* ❏ **Professional Learning -** Professional learning is differentiated based on ongoing analysis of student data and teacher needs. ❏ **Feedback -** Master teachers are provided the opportunity to coach their peers. ❏ **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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2.3 Evaluation (2c)				
	❏ **Roles -** Roles and responsibilities do not match day to day expectations. ❏ **Transparency/Evaluation Process -** School leaders do not effectively or fully implement a transparent process for supervision and evaluation of teachers. ❏ **Improvement Plan -** No system in place to implement improvement plans when necessary.	❏ **Roles -** Roles and responsibilities for some positions are unclear, do not align to the mission of the school, or do not communicate high expectations. ❏ **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.	❏ **Roles -** There are clear roles and responsibilities for every position that aligns to the mission of the school and communicates high expectations. ❏ **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 supports (as appropriate). ❏ **Improvement Plans -** Staff that are not meeting expectations are placed on an improvement plan that outlines goals and supports to meet expectations.	*In addition to "Proficient":* ❏ **Evaluation Process -** Teachers regard the evaluation process, including observation and feedback, 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 (1)**	**Developing (2)**	**Proficient (3)**	**Exemplary (4)**
3.1 Vision for Instruction (3b)	❏ **Curriculum -** The school curriculum is not aligned to state standards. ❏ **Instructional Practices -** The school has no evidence of expectations around instructional practices. ❏ **Standards -** Standards are not used to drive teaching and learning.	❏ **Curriculum -** The school uses a curriculum that is loosely aligned to state 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. ❏ **Standards -** Teachers and school leadership have a foundational understanding of the Colorado Academic Standards but may not analyze the standards or understand grade level expectations. ❏ **Equity -** Tier 1 instruction lacks rigor and/or scaffolds to support students or lower the rigor of the standards. Supports for students with special needs and culturally and linguistically diverse students lack consistency and leads to large gaps in performance compared to other subgroups.	❏ **Curriculum -** The school uses a curriculum that is evidence based and aligned to state 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, non-negotiable practices is understood and implemented by all teachers with support. ❏ **Standards -** Teachers and school leadership analyze and understand the Colorado Academic Standards and expectations for their grade level and/or content areas. ❏ **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. Disaggregated data is analyzed to find gaps and develop a plan to close them. There are effective supports for students with special needs and culturally and linguistically diverse students.	*In addition to "Proficient":* ❏ **Curriculum -** The curriculum is executed with integrity and any changes are to ensure access to grade level expectations. ❏ **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. ❏ **Standards -** Standards and grade level expectations are communicated to families.

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3.2 Assessment System and Data Culture (3a)	❏ **Assessments -** Assessments are not administered. ❏ **Data -** Data is not available for teachers to use ❏ **Data Meetings -** Teachers and coaches do not look at data and student work to inform instruction	❏ **Assessments -** Assessments are loosely aligned to state standards and occur inconsistently. ❏ **Data -** Assessment data is not readily available and/or does not allow for analysis at all levels, including subgroup data. ❏ **Assessment Cycle -** The calendar does not include explicit time to analyze and action plan using assessment data. ❏ **Data Meetings -** Data and student work is analyzed infrequently or done without coaching and support. ❏ **Monitoring -** Teachers may look at student work before, during, and after class but addressing gaps is inconsistent or not timely.	❏ **Assessments -** Assessments are aligned to state standards, and aligned to the instructional sequence followed by the school. Common interim assessments are administered 3-6 times each year and 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. ❏ **Assessment Cycle -** A yearly calendar maps out the assessment cycle that allows for common interim assessments, analysis, and action planning. ❏ **Data Meetings -** Teachers meet with their coaches regularly to review student work and data to prepare for upcoming lessons. ❏ **Monitoring -** Teachers have a process to collect, analyze, and address gaps in student learning during class. They use student data when planning and preparing for instruction.	*In addition to "Proficient":* ❏ **Assessments -** Teachers ensure students understand their performance and have clear next steps after common interim assessments. ❏ **Data -** Data is appropriately shared with community stakeholders and families use data to support learning at home. ❏ **Assessment Cycle -** The school staff builds systems that build momentum around testing weeks. ❏ **Data Meetings -** Data is collected and analyzed after reteach lessons to monitor effectiveness and student mastery.
3.3 System of Student Supports (3a)	❏ **Identification/Supports -** 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. ❏ **Supports -** The supports available may not be evidence based and may over scaffold or lower expectations for students. ❏ **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.	❏ **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. ❏ **Supports -** 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. ❏ **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.	*In addition to "Proficient":* ❏ **Supports -** Fidelity and 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.

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3.4 Time Allocation (3a)	**Below Standard (1)**	**Developing (2)**	**Proficient (3)**	**Exemplary (4)**
	❏ **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.	❏ **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 intervention is 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.

Domain 4 - Culture and Climate Shift				
Indicator	**Below Standard (1)**	**Developing (2)**	**Proficient (3)**	**Exemplary (4)**
4.1 Commitment to Equity	❏ **Systems -** There are no opportunities for staff and students to talk about differences and bias and conversations are avoided. ❏ **Inclusivity -** Some practices are discriminatory or exclude specific groups. ❏ **Decision Making -** Equitable access is not used as part of the decision making process.	❏ **Systems -** Some practices occur that provide staff and students the opportunity to talk about differences, biases, and question inequitable, systemic practices but they aren't consistent. ❏ **Inclusivity -** Differences and diversity are accepted and the school is free from discriminatory practices. ❏ **Decision Making -** Equitable access is usually used in making decisions but not stated as criteria ❏ **Adaptive Change -** Staff is committed, but at times hesitant, to challenge and change values, systems, and mindsets that allows for a more equitable environment.	❏ **Systems -** There are systemic practices (e.g. professional learning, whole group and small group discussions, etc) in place that provide staff and students the opportunity to talk about differences, biases, and question inequitable, systemic practices. ❏ **Inclusivity -** 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. ❏ **Decision Making -** Equitable access is a stated criteria for decision making. ❏ **Adaptive Change -** Staff is committed to challenging the status quo by challenging values, systems, and mindsets to allow for a more equitable environment.	*In addition to "Proficient":* ❏ **Systems -** Systemic practices extend to include community members. ❏ **Inclusivity -** School staff facilitate opportunities for students to learn about cultures and backgrounds of their peers. ❏ **Decision Making -** Community members are involved in decision making and evaluating the equitable practices at the school. ❏ **Adaptive Change -** Outside voices and experts, including community members, are brought in to facilitate new learning for staff aligned to the adaptive change process.

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4.2 Family and Stakeholder Engagement (4c)	❏ **Communication -** No systems 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 -** Systems in place to communicate with parents/guardians about instructional programs, opportunities to support student learning at home, and students' progress but they are used inconsistently. ❏ **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 with translation when necessary. ❏ **Events -** The school invites family and community participation in school activities that are related to school performance goals. ❏ **Environment -** The school environment is welcoming to all families and community members and allows for classroom observations.	*In addition to "Proficient":* ❏ **Support -** There is a consistent team of community members that aids in building a support plan. ❏ **Events -** Community leaders are part of the planning process for school events. ❏ **Environment -** The school is viewed as an integral part of the community

4.3 Engaging Learning Environment				In addition to "Proficient":
	❏ **Engagement -** There is not a defined expectation of student engagement. ❏ **Thread of Instruction -** The learning environment is unkempt or unsafe. ❏ **Routines and Procedures -** There are no routines or procedures for school wide systems	❏ **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. ❏ **Thread of Instruction -** Instruction may stop and start to address student behaviors or teachers inconsistently address student behaviors. ❏ **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. ❏ **Behavior Management -** Inconsistent behavior management systems take place at the school. ❏ **Student Culture Handbook -** The school has a handbook that addresses some areas like behavior management, discipline, and student support but some things may be out of date or inconsistent with execution. ❏ **Celebration -** The school recognizes and celebrates students' academic performance infrequently or the school celebrates work that does not meet grade level expectations.	❏ **Environment -** Hallways and classrooms display student work that reflects the rigorous learning environment and visuals that reflect the mission of the school. 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. ❏ **Thread of Instruction -** Instruction is seamless because very little time is spent on redirecting students. ❏ **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. ❏ **Behavior Management -** Teachers integrate Tier I social-emotional and behavioral supports into the regular classroom environment. ❏ **Student Culture Handbook -** The school ensures that Student expectations, the behavior management system, the discipline policy, and school supports are well defined in a handbook that all families, students, and community members have access to. ❏ **Celebration -** The school recognizes and celebrates students' academic performance and students report that their teachers expect them to do their best.	❏ **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. ❏ **Thread of Instruction -** The class functions as a team understanding that their actions impact others which eliminates minor misbehaviors. ❏ **Routines and Procedures -** Students move through routines and procedures with a sense of urgency. ❏ **Student Culture Handbook -** The school ensures that practices in the handbook are evaluated annually and revisions are made when needed. ❏ **Celebration -** Community members are involved in celebrating student success.

4.4 Effective Student Supports (4a)	❏ **Data -** Data on student behavior is not collected. ❏ **Rituals -** There are no rituals to reinforce the discipline policy. ❏ **Restorative Practices -** There is no attempt to rebuild trust. ❏ **Discipline** - There is no school wide discipline policy or isolated systems exist within classrooms.	❏ **Data -** Data is collected but it does not disaggregate different groups or is not used to analyze and action plan. ❏ **Rituals -** Rituals that take place do not effectively reinforce the discipline policy. ❏ **Restorative Practices -** Some restorative practices are used but they are inconsistent or do not help rebuild trust. ❏ **Discipline -** There is a school-wide discipline policy but the policy takes students out of learning at inappropriate times.	❏ **Data -** Clear systems are used to collect and track student culture data at the school, classroom, and individual level. Data is disaggregated and analyzed to ensure equitable practices. ❏ **Rituals -** Positive rituals and routines are used to reinforce the discipline policy. There is a regularly scheduled time for the school community to gather and celebrate others. ❏ **Restorative Practices -** The school has a process in place to ensure that behaviors that break trust are followed up on and appropriate restoration takes place. ❏ **Discipline** - The discipline policy ensures that consequences and supports appropriately match student behaviors.	*In addition to "Proficient":* ❏ **Data -** Due to effective analysis and action planning the data shows proportional rates when compared to school demographics. ❏ **Rituals -** Community members are invited to and participate in regular rituals at the school.

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