Curriculum			
1 - The school enacts curriculum that is aligned with the Utah State Core Curriculum.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
The enacted curriculum is not aligned with the Utah State Core Curriculum; instead, it is based on other resources such as textbooks.	The enacted curriculum in some subject areas is fully aligned with the Utah State Core Curriculum, or the enacted curriculum in most subject areas is partially aligned with the Utah State Core Curriculum.	The enacted curriculum for all core academic subject areas is fully aligned with the Utah State Core Curriculum.	The enacted curriculum, supporting materials, and other resources for all subject areas are all fully aligned with the Utah State core Curriculum.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Curriculum			
2 - The enacted curriculum provides access to the Utah State Core Curriculum for all students.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
The enacted curriculum provides little or no access to the Utah State Core Curriculum.	The enacted curriculum provides access to the Utah State Core Curriculum for some students.	The enacted curriculum provides access to the Utah State Core Curriculum for all students.	The enacted curriculum provides access to the Utah State Core Curriculum for all students particularly diverse learners, English language learners, and special needs students.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Curriculum			
3 - Grade levels and departments collaborate to reach common curricular goals. (Horizontal articulation)			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Few or no grade levels and departments collaborate to reach common curricular goals. There is little or no horizontal articulation within and between academic content areas taught at the school.	Some grade levels and departments collaborate to reach common curricular goals. There is horizontal articulation within and between some academic content areas taught at the school.	Grade levels and departments collaborate to reach common curricular goals. There is ongoing horizontal articulation within and between all academic content areas taught at the school	Grade levels and departments collaborate to reach common curricular goals. There is ongoing horizontal articulation within and between all academic content areas taught at the school. Educators collaborate on scheduling, lesson development, progress monitoring within units, and summative assessments. Their collaboration informs instructional planning.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Curriculum			
4 - There is effective curricular coordination and articulation among all grade levels within the school as well as with other schools in the district. (Vertical articulation)			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
There is little or no apparent curricular coordination and articulation between grade levels within the school or with other schools in the district.	There is curricular coordination and articulation between some grade levels within the school and with some of the other schools in the district.	There is effective curricular coordination and articulation between all grade levels within the school and with other schools in the district. Teachers have common planning time.	There is effective curricular coordination and articulation between all grade levels within the school and with other schools in the district. Teachers understand what students are expected to know and be able to do at all grade levels and use common planning time to develop lessons and units collaboratively.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Curriculum			
5 - Curriculum expectations are communicated to all stakeholders.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Curriculum expectations are not communicated to parents or students.	Curriculum expectations are occasionally communicated to parents and/or students.	Curriculum expectations are regularly communicated to all parents and students. The administration and each teacher communicate what students need to know and be able to do at the conclusion of each grade and course.	Curriculum expectations are regularly communicated to all parents, students, and the community. The administration and each teacher communicate what students need to know and be able to do at the conclusion of each grade and course. Curriculum documents are translated into other languages as needed.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Curriculum			
6 - Professional development that is based on need helps educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Educators and staff rarely attend professional development to improve pedagogical knowledge and skills.	Educators and staff use their own resources to attend professional development to acquire greater pedagogical knowledge and skills.	Educators and staff regularly attend professional development to acquire and apply greater knowledge of effective, research-based, content-specific pedagogy. Educators and staff are provided time and financial support to pursue and apply professional development.	Educators and staff regularly attend professional development to acquire and apply greater knowledge of effective, research-based, content-specific pedagogy. All educators and staff are provided time and financial support to pursue and apply professional development. Knowledge is shared with colleagues in professional learning communities.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
1 - The enacted curriculum emphasizes the development of critical thinking and decision-making skills.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
There is little or no emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, problem solving, and sound decision-making skills in the curriculum.	There is some emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, problem solving, and sound decision-making skills in the curriculum.	There is strong emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, problem solving, and sound decision-making skills in the curriculum for all students. Students are required to demonstrate the application of these skills.	There is a strong emphasis on incorporating critical thinking, analyzing information, comprehending new ideas, problem solving, and sound decision-making skills in the curriculum for all students. Students are required to demonstrate the application of these skills. Development of these skills is imbedded in all content areas.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
2 - The enacted curriculum emphasizes the development of communication and collaboration skills.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
There is little or no emphasis on communication and collaboration skills in the curriculum.	There is some emphasis on communication and collaboration skills in the curriculum.	There is a strong emphasis on communication and collaboration skills in the curriculum for all students.	There is a strong emphasis on communication and collaboration skills in the curriculum for all students. Students are required to demonstrate the application of these skills.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
3 - Teachers demonstrate strong content knowledge and are highly qualified to teach the subject matter.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Few core content teachers demonstrate strong content knowledge in daily classroom instruction. Few are highly qualified.	Most core content teachers demonstrate strong content knowledge in daily classroom instruction. Most are highly qualified.	All core content teachers demonstrate strong content knowledge in daily classroom instruction. All are highly qualified.	All teachers demonstrate strong content knowledge in daily classroom instruction. All are highly qualified and at least some are seeking or have attained an advanced degree/certification.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
4 - Teachers use culturally responsive instructional strategies.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Teachers have limited knowledge of effective strategies to address the unique needs of students from different cultural and linguistic backgrounds. Teachers rarely customize instruction to respond to the linguistic and cultural needs of their students.	Teachers recognize and have some knowledge of the various cultural backgrounds of their students and are beginning to implement culturally responsive instructional strategies to meet the students' linguistic and cultural needs.	Teachers recognize the need to customize instruction. They have knowledge of culturally responsive instructional strategies to serve students from the diverse backgrounds represented in their classrooms. They implement instructional strategies to meet the linguistic needs and cultural backgrounds of their students.	Teachers recognize the need to customize instruction and seek additional information about the linguistic and cultural needs of their students. They have extensive knowledge of culturally responsive instructional strategies to serve students from the diverse backgrounds represented in their classrooms. They implement instructional strategies to meet the linguistic needs and cultural backgrounds of all students and reduce the achievement gap between subgroups of students.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
5 - Educators and staff collaborate, with a focus on the Utah State Core Curriculum, instruction, and assessment for improved student achievement.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Educators and staff rarely collaborate to plan and implement or adjust instruction based on student progress.	Educators and staff sometimes collaborate to plan and implement standards-based instruction. They occasionally collaborate to examine assessment results to adjust instruction.	Educators and staff regularly collaborate to plan and implement standards-based instruction. They examine student work and other evidence to monitor progress and adjust instruction. Educators and staff constructively analyze practices and procedures. Educators and staff identify individual student strengths and weaknesses and next steps for instruction.	Educators and staff regularly collaborate to plan and implement standards-based instruction. They examine student work and other evidence to monitor progress and adjust instruction. Educators and staff constructively analyze practices and procedures. Educators and staff identify individual student strengths and weaknesses and next steps for instruction. Educators collaborate to develop assessments, analyze assessment date, and adjust instruction accordingly.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
6 – Teachers use effective, differentiated, research-based instructional strategies, materials, and technology to meet the needs of all students.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Few teachers use effective, differentiated research-based instructional strategies, materials, and technology to meet the needs of individual students and student groups.	Some teachers use effective, differentiated research-based instructional strategies, materials, and technology to meet the needs of individual students and student groups.	Most teachers use effective, differentiated research-based instructional strategies, materials, and technology to meet the needs of individual students and student groups.	All teachers use effective, differentiated research-based instructional strategies, materials, and technology to meet the needs of individual students and student groups.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
7 - Teachers manage classroom behavior so that students are actively engaged in learning.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Few teachers teachers establish clear management routines and expectations and/or do not attempt to engage their students in assuming responsibility for their behaviors. Students are sometimes on task and actively engaged in learning.	Some teachers establish clear routines and behavioral expectations that support social and academic learning in the classroom and are beginning to engage their students in assuming responsibilities for the management of these routines and expectations. Students are often on task and actively engaged in learning.	Most teachers establish clear routines and behavioral expectations that support social and academic learning in the classroom. Students are engaged in learning how to manage themselves according to these routines and expectations. Students are on task and actively engaged in learning. Instructional time is maximized effectively.	All teachers establish clear routines and behavioral expectations that support social and academic learning in the classroom. Students manage themselves according to these routines and expectations and monitor others for this purpose. Discipline is routinely handled in the classroom. Students are on task and actively engaged in learning. Instructional time is maximized effectively.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
8 - Teachers provide additional instruction and intervention during, before, and after the school day and/or during the summer as needed to improve achievement.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Students rarely receive additional instructional opportunities and interventions. There is little variety in times available or content offered. There is no process to identify students who need additional instruction and intervention. Participation is limited.	Students receive additional instruction and intervention as needed to improve achievement during the school day, before or after school, and/or during the summer. There is a process to identify students who need additional instruction and intervention. Some students who are identified participate.	Students receive additional instruction and intervention as needed to improve achievement during the school day, before or after school, and/or during the summer. There is a process to identify students who need additional instruction and intervention. Most students who are identified participate. Participation results in improved achievement.	Students receive additional instruction and a variety of interventions as needed to improve achievement during the school day, before or after school, and/or during the summer. There is a process to identify students who need additional instruction and intervention. All students who are identified participate. Participation results in improved achievement.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Teaching and Learning			
9- Professional development that is based on need helps educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Educators and staff rarely attend professional development to improve pedagogical knowledge and skills.	Educators and staff use their own resources to attend professional development to acquire greater pedagogical knowledge and skills.	Educators and staff regularly attend professional development to acquire and apply greater knowledge of effective, research-based, content-specific pedagogy. Educators and staff are provided time and financial support to pursue and apply professional development.	Educators and staff regularly attend professional development to acquire and apply greater knowledge of effective, research-based, content-specific pedagogy. Educators and staff are provided time and financial support to pursue and apply professional development. Knowledge is shared with colleagues in professional learning communities.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Assessment			
1 - Classroom assessments of student learning are ongoing, rigorous, and aligned with core content.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Classroom assessments of student learning are infrequent, lack variety and rigor, and do not align with core content.	Classroom assessments of student learning are either infrequent, lack variety or rigor, or do not align with core content.	Classroom assessments of student learning are ongoing, varied, rigorous, and aligned with core content. Assessment information is regularly shared with parents and is used to initiate immediate intervention.	Classroom assessments of student learning are ongoing, varied, rigorous, and aligned with core content. Assessment information is regularly shared with parents and is used to initiate immediate intervention. Teachers collaborate to develop common formative assessments.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Assessment			
2 – Teachers analyze common formative and summative evaluation data to plan for continuous improvement for each student, subgroup of students, and the school as a whole.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Little evidence that common formative, benchmark, or summative evaluation data are analyzed in reading/language arts or mathematics to plan for continuous improvement for each student, subgroups of students, or the school as a whole.	Common formative, benchmark, and summative evaluation data are analyzed in either reading/language arts or mathematics to plan for improvement for some students, subgroups of students, or the school as a whole.	Common formative, benchmark, and summative evaluation data are analyzed in reading/language arts and mathematics to plan for continuous improvement for each student, subgroups of students, and the school as a whole.	A systematic process is in place to analyze academic achievement data, school context and climate data, as well as school demographic data for continuous improvement for each student, subgroups of students, and the school as a whole. Results of common formative assessments and benchmark tests in core content areas are used to guide instruction.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Assessment			
3 - Educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Educators and staff have not participated in a system of analyzing assessment data to determine the effectiveness of programs and materials.	Educators and staff are beginning to participate in a system of analyzing assessment data to determine the effectiveness of programs and materials.	Educators and staff regularly and systematically analyze assessment data to determine the effectiveness of programs and materials. They adjust programs or reallocate resources based on data analysis.	Educators and staff regularly and systematically analyze assessment data to determine the effectiveness of programs and materials with a targeted focus on all subgroups of students. They adjust programs and reallocate resources based on data analysis.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Assessment			
4 - Performance standards are clearly communicated, evident in classrooms, and observable in student work.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Performance standards are neither clearly communicated nor evident in classrooms or student work.	Performance standards are evident in classrooms and observable in student work on a limited basis.	Performance standards are clearly communicated, evident in classrooms, and observable in student work.	Performance standards are clearly communicated, evident in classrooms, and observable in student work. Teachers document and communicate daily curricular expectations. Students articulate performance standards in all content areas.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Assessment			
5 - Ongoing, specific, constructive feedback is given to students.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Students rarely receive specific, constructive feedback on their performances.	Students receive occasional, specific, constructive feedback on their performances.	Students receive ongoing, specific, constructive feedback on their performances. Parents are informed on a regular basis regarding the performance of their student.	Students receive daily, specific, constructive feedback and use the feedback to improve their performances. Parents are informed and are actively engaged as a partner of the teacher to improve student performance based on feedback.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Assessment			
6 - Professional development that is based on need and has a direct connection to student achievement data is provided for educators and staff.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Professional development is provided for school educators and staff with no regard for its impact on student achievement.	Professional development is provided to meet the needs of educators and staff with little regard for its impact on student achievement.	Professional development is provided for school educators and staff that addresses the learning needs of students identified through analysis of assessment data and student work.	Professional development is provided for school educators and staff that addresses the learning needs of students identified through analysis of assessment data and student work. Teachers whose students do not meet certain standards receive more intense, job-embedded professional development tied directly to the achievement of those standards.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Leadership			
1 - School leaders incorporate data systematically into the school improvement plan and translate the information into concrete action steps.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
School leaders rarely conduct an analysis of disaggregated data as part of the school's improvement planning process.	School leaders conduct an analysis of disaggregated data during the school's improvement planning process, but do not intentionally use the data for decisions.	School leaders conduct an analysis of disaggregated data and use the analysis to develop the school's improvement plan, identify goals, and devise concrete action steps.	In concert with teacher leaders and school community council members, school leaders conduct an analysis of disaggregated data and other indicators of student academic performance to develop the school's improvement plan. School leaders use the analysis to identify goals and devise specific concrete action steps.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Leadership			
2 - School leaders effectively manage and organize the school to improve student achievement.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
School leaders have made minimal changes in the organizational structure and management of the school to improve student achievement.	School leaders have made some changes in the organizational structure and management of the school to improve student achievement. The efforts are not comprehensive.	School leaders consider the needs of students and staff and institute changes in organizational structure (e.g., scheduling, hiring, allocating staff) to improve student achievement.	School leaders actively seek creative management and organizational solutions to improve student achievement. They are effective in transforming the school as measured by the school's continued ability to achieve and sustain its goals. Organizational structures encourage collaboration. They readily involve teachers, staff, and parents in planning and implementing strategies that focus on results.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Leadership			
3 - School leaders allocate resources and tools necessary for school improvement and increased student achievement.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
School leaders allocate resources and tools on an equal distribution basis without regard for impact on student achievement goals.	School leaders allocate some, but inadequate, resources and tools necessary for school improvement and increased student achievement.	School leaders allocate and/or reallocate resources and tools necessary to attain student achievement goals.	School leaders consistently allocate and/or reallocate resources and tools necessary to attain student achievement goals. They regularly seek additional resources and tools to enhance improvement efforts. They tightly align resources to student achievement goals.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Leadership			
4 - School leaders systematically monitor the effectiveness of teachers.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
School leaders rarely monitor the effectiveness of teachers, instructional programs, or implementation of professional development.	School leaders inconsistently monitor the effectiveness of teachers, instructional programs, and implementation of professional development.	School leaders regularly monitor the effectiveness of teachers, instructional programs, and implementation of professional development using explicit criteria and give specific-feedback to individual teachers.	School leaders regularly monitor the effectiveness of teachers, instructional programs, and implementation of professional development using explicit criteria and provide useful feedback that results in improved practice and programs. They confront poor performance and expect improvement.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Leadership			
5 - School leaders strategically communicate information regarding school improvement and student achievement to appropriate stakeholder groups.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
School leaders rarely communicate information regarding school improvement and student achievement.	School leaders sometimes communicate information regarding school improvement and student achievement to appropriate stakeholder groups.	School leaders regularly communicate information regarding school improvement and student achievement to appropriate stakeholder groups. Communication is intentional, understandable, and focused.	School leaders regularly and frequently communicate information regarding school improvement and student achievement to appropriate stakeholder groups. Communication is two-way, intentional, understandable, and focused and is the basis for taking action.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Culture and Collaborative Relationships			
1- The instructional organization of the school and the classroom supports the achievement of all students and subgroups of students.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Instructional resources—including time, teacher assignments, and classroom organizational structures—are managed in traditional ways without regard to student achievement. Classroom instruction is frequently interrupted.	The school is beginning to allocate instructional resources—including time, teacher assignments, and classroom organizational structures—with an attempt to improve student achievement. Disruption of instruction is intentionally being reduced.	Instructional resources—including time, teacher assignments, and classroom organizational structures—are aligned with student achievement needs. There is minimal disruption of instruction.	Instructional resources—including time, teacher assignments, and classroom organizational structures—are reallocated to support student achievement needs. The use of instructional resources is creative, innovative, aligned, research-based, and is managed to maximize student achievement. Instruction is only disrupted for emergencies.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Culture and Collaborative Relationships			
2 - Student achievement is highly valued and publicly celebrated.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
There is no public acknowledgment of student achievement.	The teachers recognize student achievement in their own classrooms.	The school and teachers recognize and celebrate student achievement publicly and on a regular basis.	There is a conscious effort to recognize and celebrate a wide variety of students and teachers and their achievements. The school provides opportunities for the accomplishments of students and teachers to be recognized at local, state, and national levels.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Culture and Collaborative Relationships			
3 - Staff, students, and the school community share a set of goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
The staff, students, and the school community do not have a common vision or a set of common goals of fostering academic achievement for all students .	The staff, students, and the school community are developing a common vision, goals, and practices of fostering academic achievement for all students.	The staff, students, and the school community share common goals and practices aligned with a common vision of fostering academic achievement for all students .	The staff, students, and the school community share, consistently implement, and communicate common goals and practices aligned with a common vision of fostering academic achievement for all students. .
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

School Culture/Climate			
4 - School rules, practices, and activities foster a sense of community and belonging.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
School rules, practices, and activities are based only on tradition without input from the school community.	The staff, students, and the school community are developing a common vision, goals, and practices for the purpose of fostering academic achievement for all students and disaggregated student groups.	School rules, practices, and activities are developed with input from the whole school community. Educators exhibit positive, nurturing relationships with students.	School rules, practices, and activities are developed with input from the whole school community. The traditions of the school evolve to welcome all school community members. School pride is evident. Educators exhibit positive, nurturing relationships with students and the school community.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Culture and Collaborative Relationships			
5 - All stakeholders are active partners in decision making and participate in schoolwide improvement.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Stakeholders are rarely encouraged to provide input on decisions relating to schoolwide improvement.	Stakeholders have limited input in decision making and schoolwide improvement efforts.	Stakeholders actively participate in decision making and in schoolwide improvement.	The school fully includes all stakeholders in all schoolwide improvement efforts and actively recruits representation from hard to reach groups.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	

Culture and Collaborative Relationships			
6 - Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement.			
☐ **Minimal**	☐ **Partial**	☐ **Proficient**	☐ **Exemplary**
Educators and staff rarely attempt to involve the local community, businesses, organizations, or institutions of higher education.	Educators and staff discuss possible partnerships with the local community, businesses, organizations, or institutions f higher education if approached.	Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement.	Educators and staff are actively involved in multiple partnerships with local community businesses, organizations, and institutions of higher education that directly impact student achievement.
Evidence: Check all that apply ☐ Interview ☐ Documentation ☐ Observation ☐ Focus Group		Comments	