

VISION FOR QUALITY SCHOOLS

A shared vision that serves as a foundation for
building understanding about what matters most
for high quality schools.



DOMAIN 1 LEADERSHIP FOR SCHOOL QUALITY

Indicator 1.1

Vision, Mission, & Values

Maintain a clear, student-centered vision and mission grounded in high expectations and an “All Means All” mindset, with all decisions aligned to these shared values.

Indicator 1.2

Continuous Improvement

Leaders use a coherent framework to assess current conditions, identify high-leverage priorities, and establish clear goals, accountability, and monitoring systems to guide continuous improvement based on evidence.

Indicator 1.3

Instructional Leadership

Establish a strategy for teacher development aligned to the shared vision and implementation of HQIM, including professional learning, coaching cycles, collaborative planning, and understanding and using data. Assign clear distributed leadership responsibilities to ensure all teachers receive this development.

Indicator 1.4

Influencing for Results

Leaders demonstrate a strong belief in every student’s ability to succeed through clear communication, transparent decision-making focused on student outcomes, and adaptive, emotionally intelligent leadership that drives meaningful change.



DOMAIN 2 TALENT MANAGEMENT

Indicator 2.1

Talent Development

Lead coaching cycles for all teachers – including goal setting, modeling, practice, observation, and reflection – to support implementation of the adopted HQIM.

Facilitate regular, HQIM-based collaborative planning time – including all staff who support students – focused on unit internalization and lesson preparation within the HQIM.

Indicator 2.2

Strategic Staffing

Recruitment, hiring, staffing, onboarding, and retention practices are intentionally aligned to the school’s mission and instructional vision, strategically supporting educator effectiveness and student needs.

Indicator 2.3

Evaluation

Effective practice is recognized and developed through leadership opportunities, targeted support plans, and clear performance expectations centered on responsibility for the success of all students.



DOMAIN 3 BEST FIRST INSTRUCTION

Indicator 3.1

Vision for Instruction

Lead the implementation of the vision for instruction to ensure all students can access best first instruction.

Indicator 3.2

Implementation of High-Quality Instructional Materials (HQIM)

Set clear expectations for implementation of adopted high-quality instructional materials (HQIM), including use, unit internalization, lesson preparation, and student work analysis.

Indicator 3.3

Assessment & Data-Driven Instruction

Support all staff who support students to understand and use data – with a particular focus on formative and qualitative data (i.e., student work and HQIM-based assessments) to ensure all students are succeeding with grade-level and above instruction based through the adopted HQIM.

Indicator 3.4

Equitable Access to Grade-Level Instruction

Instructional supports and a coherent MTSS framework ensure all students access rigorous grade-level content through targeted scaffolds and interventions that address diverse learning needs without lowering expectations.



DOMAIN 4 CULTURE & CLIMATE

Indicator 4.1

Engaging Learning Environments

Clear routines, defined expectations, and shared responsibilities create a structured environment that maximizes instructional time and promotes student engagement, ownership, and positive behavior

Indicator 4.2

Student Supports & Culture

Clear behavioral expectations, restorative practices, aligned MTSS supports, and positive rituals work together to foster a proactive, inclusive, and supportive student culture.

Indicator 4.3

Adult Culture

Staff work collaboratively with a clear focus on instruction and shared responsibility for student outcomes, while leaders reinforce core values, recognize progress, and use positive rituals and celebrations to strengthen staff culture.

Indicator 4.4

Family & Community Partnerships

Clear and consistent communication keeps families informed about student learning, while structured systems and community partnerships actively engage them as collaborators in supporting student achievement and well-being.