

# Appendix B

## Individual Principle Rubrics for use by Committees or teams or Work Groups to Focus on One Principle

Includes links to resources and possible evidence

### *Principle 1 Effective Leadership*

*Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.*

**Indicator 1.1** *Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.*

*Output: Students believe that all staff and students share a vision of learning and is reflected in staff and student attitudes and behaviors.*

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>There is no vision of learning</i>	<i>Leadership developed the vision of learning in isolation with little or no data</i>	<i>Leadership developed the vision of learning with some of the stakeholders using some data</i>	<i>Leadership developed the vision of learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform the process</i>
<i>Element B</i>	<i>The vision of learning is not used to guide the policies/procedures and decisions of the school or there is no vision of learning</i>	<i>The vision of learning is infrequently used to guide the policies/procedures and decisions</i>	<i>The vision of learning is sometimes used to guide the policies/procedures and decisions</i>	<i>The vision of learning is consistently used to guide the policies/procedures and decisions</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element C</i>	<i>The vision of learning is old and has never been reviewed and amended to reflect the school community or it does not reflect the school community</i>	<i>The vision of learning has not been recently reviewed and revised to reflect the school community</i>	<i>The vision of learning is reviewed and revised every two or three years to reflect the school community</i>	<i>The vision of learning is reviewed and revised annually to reflect current school community</i>

**Indicator 1.2 Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.**

Output: High student academic achievement and growth demonstrate a commitment of all staff and students to high expectations.

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>High expectations for learning and growth of all students are not reflected in clear, measurable goals, policies/procedures and decisions</i>	<i>High expectations for learning and growth of students are reflected in some policies/procedures and some decisions. Goals are not always clear, measureable or based on data</i>	<i>High expectations for learning and growth of all students are reflected in some clear, measurable goals, some policies/procedures and some decisions; based on some available data</i>	<i>High expectations for learning and growth of all students are reflected in clear, measurable goals, policies/procedures and all decisions; based on all available data</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element B</i>	<i>Opportunities for professional growth for all staff members are not available</i>	<i>Opportunities for professional growth for all staff members is one size fits all</i>	<i>The leadership creates some opportunities for professional growth for all staff members, based on walk through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills</i>	<i>The leadership creates many opportunities for professional growth for all staff members, based on walk-through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills</i>
<i>Element C</i>	<i>Policies/procedures are <b>NOT</b> written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality</i>	<i>Policies/procedures are written to allow teachers both individual or collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality</i>	<i>Policies/procedures are written to allow teachers both individual <b>or</b> collaborative time, bi-weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff</i>	<i>Policies/procedures are written to allow teachers both individual and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff</i>
<i>Element D</i>	<i>Leadership does not know federal and state requirements and the support necessary for special populations</i>	<i>Leadership knows some federal and state requirements and the necessary support for teaching special populations</i>	<i>Leadership knows most federal and state requirements and the necessary support for teaching special populations</i>	<i>Leadership knows federal and state requirements and the necessary support for teaching special populations</i>

**Indicator 1.3 Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.**

Output: Students believe that the school environment is psychologically, physically, and academically safe.

**Choose the statement within each element which best matches your school.**

Rating	0	1	2	3
Element A	Maintenance is severely lacking and there are safety concerns	Maintenance of school buildings, equipment, and furnishings are lacking	Some school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them	All school buildings, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them
Element B	There are no safety plans	The <u>school safety and emergency preparedness plans</u> are not current, disseminated, or subject to regular review and amendment, or practiced	The school safety and emergency preparedness plans are current, disseminated, but are not reviewed regularly and/or practiced	The school safety and emergency preparedness plans are current, disseminated to all, and subject to regular review and amendment, and practiced regularly
Element C	The leadership does not identify minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies sufficient resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment	The leadership identifies multiple resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment

**Indicator 1.4 Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.**

Output: Students, family, and community are actively involved as partners with the school.

**Choose the statement within each element which best matches your school.**

Rating	0	1	2	3
Element A	<i>The leadership does not collect or review data about community interests and needs as well as the environment in which the local school resides</i>	<i>The leadership collects but does not review data about community interests and needs as well as the environment in which the local school resides</i>	<i>The leadership collects and reviews some data about community interests and needs as well as the environment in which the local school resides</i>	<i>The leadership systematically collects and reviews data about community interests and needs as well as the environment in which the local school resides</i>
Element B	<i>The leadership does not provide formal or informal opportunities for families and community members to interact with the school</i>	<i>The leadership provides minimal meaningful, formal or informal opportunities for families and community members to interact with the school</i>	<i>The leadership provides meaningful, formal and informal opportunities for families and community members to interact with the school</i>	<i>The leadership provides numerous meaningful, formal and informal opportunities for families and community members to interact with the school</i>
Element C	<i>The leadership does not share data through various parent-friendly venues</i>	<i>The leadership rarely shares data through various parent-friendly venues</i>	<i>The leadership sometimes shares data through various parent-friendly venues</i>	<i>The leadership regularly shares data through various parent-friendly venues</i>
Element D	<i>The leadership does not use a <u>variety of communication strategies</u> to encourage collaboration among the diverse members of the community</i>	<i>The leadership develops and uses minimal communication strategies to encourage collaboration among the diverse members of the community</i>	<i>The leadership develops and uses some communication strategies to encourage collaboration among the diverse members of the community</i>	<i>The leadership develops and uses a wide variety of communication strategies to encourage collaboration among the diverse members of the community</i>

**Indicator 1.5 Our leadership implements a system of academic and fiscal accountability to ensure every student's success.**

Output: High student academic achievement and growth indicate a strong integrated infrastructure supporting every student's success.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	<i>The leadership does not balance administrative tasks and instructional leadership responsibilities</i>	<i>The leadership attempts to balances administrative tasks and instructional leadership responsibilities</i>	<i>The leadership sometimes balances administrative tasks and instructional leadership responsibilities</i>	<i>The leadership effectively balances administrative tasks and instructional leadership responsibilities</i>
Element B	<i>There is inadequate oversight of fiscal resources</i>	<i>The principal maintains oversight of fiscal resources, with no input</i>	<i>The principal maintains oversight of fiscal resources, with some input</i>	<i>The principal, with the leadership team, maintains oversight of fiscal resources</i>
Element C	<i>The leadership team does not use a <u>data based decision making process</u> to evaluate needs of the school</i>	<i>Using a data based decision making process, the leadership team evaluates needs of the school without staff input</i>	<i>Using a data based decision making process, the leadership team evaluates needs of the school with some time for staff input into the whole process</i>	<i>Using a robust data based decision making process, the leadership team evaluates school needs and include sufficient time for staff input into the whole process</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element D</i>	<i>Our LEA and/or school does not have or provide access to a student information system</i>	<i>Our LEA and/or school provides a student information system containing limited data and/or it is not provided in a timely way</i>	<i>Our LEA and/or school provides access to a student information system containing some of the data listed above, but <b>not in real time</b></i>	<i>Our LEA and/or school provides <b>real time access</b> to a student information system containing sufficient data to make informed decisions such as behavioral, attendance, EL, IEP, dropout, graduation rate, formative assessments, district interim/benchmark, classroom summative assessments, health and academic screenings, diagnostic tests, end of year/ end of course assessments, state assessments, course enrollment, program participation and schedules as well as teacher observations, student reflection</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element E</i>	<i>Data is not a priority at our school</i>	<i>Leadership makes an attempt to demonstrate the value and use of data; but does not ensure that the instructional staff has the understanding, training and ability to access the school's data systems and tools to goals or targets and track progress for each student throughout the year</i>	<i>Leadership demonstrates the value and use of data; and is starting to develop a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; makes an attempt to ensure that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year</i>	<i>Leadership demonstrates the value and use of data; leading a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; ensuring that instructional staff has the understanding, training and ability to access the school's data systems and tools to develop learning goals or targets and track progress for each student throughout the year</i>



<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element F</i>	<i>School data calendar is not developed before school begins</i>	<i>An attempt is made to establish a school data calendar, but changes are often required by the LEA</i>	<i>Before the school year begins, a school calendar is established and acknowledged by the LEA including some but not all of the following: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction</i>	<i>Before the school year begins, a school calendar is established and acknowledged by the LEA with a detailed data plan that includes: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction</i>
<i>Element G</i>	<i>There are not any systems of supports available for students who are struggling to meet their learning goals and leadership is aware of this situation</i>	<i>The leadership assumes that there are systems of supports available for students who are struggling to meet their learning goals</i>	<i>The leadership expects that there are systems of supports available for students who are struggling to meet their learning goals, but does not ensure it</i>	<i>The leadership ensures that systems of supports are available for students who are struggling to meet their learning goals</i>
<i>Element H</i>	<i>Systems are not in place to facilitate ongoing data-driven conversations related to student learning</i>	<i>Infrequent systems are in place, to facilitate data-driven conversations related to student learning with all stakeholders</i>	<i>Systems are in place, to facilitate data-driven conversations related to student learning with all stakeholders</i>	<i>Adequate systems are in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders</i>

**Indicator 1.6 Our leadership commits to recruiting effective teachers who meet the state’s criteria for being appropriately certified to teach diverse learners.**

Output: Students’ diverse needs are being met by appropriately certified and effective teachers in every classroom.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	<i>The LEA and/ or school leadership does not have a plan in place</i>	<i>The LEA and/ or school leadership has a plan in place but doesn't follow it</i>	<i>The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively recruit teachers for vacant positions</i>	<i>The LEA and/or school leadership has a plan in place and follows it to actively recruit appropriately certified teachers</i>
Element B	<i>The LEA and/ or school Leadership does not have a plan in place</i>	<i>The LEA and/ or school Leadership has a plan in place but doesn't follow it</i>	<i>The LEA and/ or school Leadership has a plan in place but doesn't always follow it to recruit teachers to meet the needs of diverse learners</i>	<i>The LEA and/or school Leadership has a plan in place and follows it to actively recruit teachers to meet the needs of diverse learners</i>
Element C	<i>The LEA and/ or school leadership dos not have a plan in place</i>	<i>The LEA and/ or school leadership has a plan in place but doesn't follow it</i>	<i>The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness</i>	<i>The LEA and/or school leadership has a plan in place and follows it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness</i>

**Indicator 1.7 Our leadership commits to retaining effective teachers who meet the state’s criteria for being appropriately certified to teach diverse learners.**

Output: Students’ diverse needs are being met by appropriately certified and effective “continuing” teachers in every classroom.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
<i>Element A</i>	<i>The LEA and/ or school leadership does not have a plan in place.</i>	<i>The LEA and/ or school leadership has a plan in place but doesn't follow it</i>	<i>The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively retain appropriately certified teachers to meet the needs of diverse learners</i>	<i>The LEA and/or school leadership has a plan in place and follows it to actively retain appropriately certified teachers to meet the needs of diverse learners</i>
<i>Element B</i>	<i>The school leadership does not have a plan in place</i>	<i>The school leadership has a plan in place but doesn't follow it</i>	<i>The school leadership has a plan in place but doesn't always follow it to actively retain teachers to meet the needs of diverse learners.</i>	<i>The school leadership has a plan in place and follows it to actively retain teachers to meet the needs of diverse learners.</i>
<i>Element C</i>	<i>The school leadership does not have a plan in place</i>	<i>The school leadership has a plan in place but doesn't follow it</i>	<i>The school leadership has a plan in place but doesn't always follow it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness</i>	<i>The school leadership has a plan in place and follows it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness</i>

**Indicator 1.8 Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.**

*Output: Students of color, students economically disadvantaged and students with special needs are not taught by inexperienced, unqualified, or ineffective educators at higher rates than students outside those demographics.*

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>The LEA and/or school leadership does not have a plan in place</i>	<i>The LEA and/or school leadership has a plan in place but doesn't follow it</i>	<i>The LEA and/or school Leadership has a plan in place but doesn't always follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners</i>	<i>The LEA and/or school Leadership has a plan in place and follows it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners</i>

<b>Principle 1 Effective Leadership Data/Evidence</b>	
<b>1.1</b>	
	<i>Written vision, mission and core belief statements</i>
	<i>Meeting notes/minutes from stakeholder meetings</i>
	<i>Meeting notes/minutes from staff meetings</i>
	<i>Evidence of vision, mission and core beliefs posted in office areas and classrooms</i>

	<b>1.2</b>
	<i>Meeting notes/minutes from Leadership Team meetings</i>
	<i>Evidence of vision, mission and core beliefs posted in office areas and classrooms</i>
	<i>Meeting notes/minutes from Leadership Team meetings</i>
	<i>Meeting notes/minutes from staff meetings</i>
	<i>Integrated action plans</i>
	<i>PLC notes</i>
	<i>School calendar</i>
	<i>Staff and stakeholder surveys</i>
	<i>Classroom observations</i>
	<i>Classroom environment audits for evidence of high expectations</i>
	<i>Data dashboard or other evidence that data is shared in timely and useable format</i>
	<i>Lesson plans (high expectations, data informed instruction, goals...)</i>
	<i>School calendar</i>
	<i>Student data books, notes, wall, other system for ongoing use of data</i>
	<i>Professional Learning calendar</i>
	<i>Schedules, daily, weekly</i>
	<i>Compliance with state and Federal regulations</i>
	<b>1.3</b>
	<i>Procedures and plans relative to emergency preparedness,</i>
	<i>Site audit of facilities, equipment, furniture</i>
	<i>Resource audit</i>
	<b>1.4</b>
	<i>Family involvement activity calendar</i>
	<i>Samples of parent and community communication</i>

	<i>Meeting notes/minutes from Stakeholder meetings</i>
	<i>Meeting notes/minutes from Leadership Team meetings</i>
	<i>Meeting notes/minutes from staff meetings</i>
	<b>1.5</b>
	<i>Assessment audit</i>
	<i>Balanced assessment system</i>
	<i>Assessment calendar</i>
	<i>Intervention calendar</i>
	<i>Intervention implementation plan</i>
	<i>Data decision making model</i>
	<i>Data dashboard or other evidence that data is shared in timely and useable format</i>
	<i>Conversation notes</i>
	<b>1.6</b>
	<i>Recruitment plans</i>
	<i>Hiring protocols and procedures</i>
	<i>Hiring records</i>

	<b>1.7</b>
	<i>Written retention plan</i>
	<i>Teacher evaluations</i>
	<i>Evidence of appropriate certification</i>
	<b>1.8</b>
	<i>Written equitable distribution plan</i>
	<i>Teacher evaluations</i>

## ***Principle 2 Effective Teachers and Instruction***

Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

### ***Indicator 2.1 Our teachers maintain high academic expectations for all students.***


*Output: Students are self-sufficient learners within a safe, supportive, and collaborative environment.*

***Choose the statement within each element which best matches your school.***

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Teachers' commitments and actions do not demonstrate high expectations for all learners</i>	<i>Few teachers' commitments and actions demonstrate high expectations for all learners</i>	<i>Some teachers' commitments and actions demonstrate high expectations for all learners</i>	<i>All teachers' commitments and actions demonstrate high expectations for all learners</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element B</i>	<i>Teachers do not <u>establish goals</u> and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.</i>	<i>Few teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.</i>	<i>Some teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.</i>	<i>All teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable.</i>
<i>Element C</i>	<i>Teachers do not plan rigorous Instruction in all classrooms</i>	<i>Teachers plan rigorous Instruction in just a few classrooms</i>	<i>Teachers plan rigorous Instruction in some classrooms</i>	<i>Teachers plan rigorous Instruction in all classrooms</i>
<i>Element D</i>	<i>Evidence of <u>data use that informs instruction</u> is not present</i>	<i>Evidence of data use that informs instruction is present in just a few classrooms</i>	<i>Evidence of data use that informs instruction is present in some classrooms</i>	<i>Evidence of data use that informs instruction is present in all classrooms</i>
<i>Element E</i>	<i>Teachers do not <u>monitor evidence of student learning</u> to determine if sufficient progress is being achieved and make any necessary adjustments</i>	<i>Few teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments</i>	<i>Some teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments</i>	<i>All teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments</i>



<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element F</i>	<i>Teachers do not purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement</i>	<i>Very few teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement</i>	<i>Some teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement</i>	<i>All teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement</i>
<i>Element G</i>  HowStudentsLearn_ SAAL.pdf	<i>Teachers do not create a classroom environment where students hold themselves accountable for their individual learning</i>	<i>Very few teachers create a classroom environment where students hold themselves accountable for their individual learning</i>	<i>Some teachers create a classroom environment where students hold themselves accountable for their individual learning</i>	<i>All teachers create a classroom environment where students hold themselves accountable for their individual learning</i>

**Indicator 2.2 Our teachers have shared knowledge of the content standards and curricula.**

Output: Every student receives the same guaranteed and viable curriculum, aligned to state standards.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Depth of knowledge of content areas is not evident</i>	<i>knowledge of some content areas is evident</i>	<i>Some depth of knowledge of most content areas is evident</i>	<i>Depth of knowledge of all content areas is evident</i>
<i>Element B</i>	<i>Content does not align with the state standards</i>	<i>Very little content aligns with the state standards</i>	<i>Some content aligns with the state standards</i>	<i>Content aligns with the state standards</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element C</i>	<i>Grade level teams/content areas do not have a common understanding of the content standards</i>	<i>Few grade level teams/content areas have a common understanding of the content standards</i>	<i>Some grade level teams/content areas have a common understanding of the content standards</i>	<i>All grade level teams/content areas have a common understanding of the content standards</i>
<i>Element D</i>	<i>Curricula is not implemented with fidelity</i>	<i>Some curricula is implemented with loose fidelity</i>	<i>Some curricula is implemented with some fidelity</i>	<i>All curricula is implemented with complete fidelity</i>

**Indicator 2.3** Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.

Output: Students receive comprehensive lessons designed to meet the needs of all learners.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Most instruction does not align with standards	Limited instruction aligns with standards	Some instruction aligns with standards	All instruction aligns with standards
Element B	Lesson planning does not include <u>learning goals, success criteria, or possible student misconceptions</u>	Lesson planning includes learning goals only	Lesson planning includes learning goals, success criteria, but not possible student misconceptions	Lesson planning includes learning goals, success criteria, and possible student misconceptions
Element C	Understanding of student prior knowledge is not evident in planning	Little understanding of student prior knowledge is evident in planning	Some understanding of student prior knowledge is evident in planning	Understanding of student prior knowledge is evident in planning
Element D	Very few, if any, teachers use Universal Design for Learning (UDL) in planning lessons	Some teachers use Universal Design for Learning (UDL) in planning lessons	Most teachers use Universal Design for Learning (UDL) in planning lessons	All teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)
Element E	Pacing is not appropriate for the group or individual students	Pacing is appropriate for some of the group but not for individual students	Pacing is appropriate for the group and some individual students	Pacing is appropriate for the group and all individual students

Rating	0	1	2	3
Element F	<i>Formative assessment or assessment for learning is not part of instruction</i>	<i>Formative assessment or assessment for learning is infrequently part of instruction</i>	<i>Formative assessment or assessment for learning is a limited part of instruction</i>	<i>Formative assessment or assessment for learning is an essential part of instruction</i>

**Indicator 2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.**

Output: Students are engaged in classrooms where they are encouraged to take responsibility for their own learning through effective instruction.

**Choose the statement within each element which best matches your school.**

Rating	0	1	2	3
Element A	<i>Very few or no special population students have access to the general education curriculum (grade level appropriate)</i>	<i>Some students have access to the general education curriculum (grade level appropriate)</i>	<i>Most students have access to the general education curriculum (grade level appropriate)</i>	<i>All students have access to the general education curriculum (grade level appropriate)</i>
Element B	<i>Teaching for understanding is not the primary outcome for lessons</i>	<i>Teaching for understanding by most students is the primary outcome for some lessons</i>	<i>Teaching for understanding by all students is an outcome for most lessons</i>	<i>Teaching for understanding by all students is the primary outcome for all lessons</i>
Element C	<i>Teacher does not use questioning strategies</i>	<i>Teachers do not intentionally develop lesson questions, but ask some questions spontaneously</i>	<i>Teachers develop and ask some high level lesson questions</i>	<i>Teachers intentionally develop and ask high level lesson questions</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element D</i>	<i>Teachers do not employ a variety of student engagement strategies and best practices</i>	<i>Few teachers employ a variety of student engagement strategies and best practices</i>	<i>Most teachers employ a variety of student engagement strategies and best practices</i>	<i>All teachers employ a variety of student engagement strategies and best practices</i>
<i>Element E</i>	<i>Teachers do not use evidence-based interventions, strategies, and routines</i>	<i>Few teachers use evidence-based interventions, strategies, and routines</i>	<i>Most teachers use evidence-based interventions, strategies, and routines</i>	<i>All teachers use evidence-based interventions, strategies, and routines</i>
<i>Element F</i>	<i>Student questioning does not help guide classroom discourse</i>	<i>Student questioning rarely helps guide classroom discourse</i>	<i>Student questioning sometimes helps guide classroom discourse</i>	<i>Student questioning frequently helps guide classroom discourse</i>
<i>Element G</i>	<i>Teachers do not provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas</i>	<i>Teachers provide minimal opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas</i>	<i>Teachers provide a few opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas</i>	<i>Teachers regularly provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas</i>
<i>Element H</i>	<i>Collaboration is not valued and not evident between teacher to student and student to student</i>	<i>Collaboration is rarely evident between teacher to student and student to student</i>	<i>Collaboration seems valued and sometimes evident between teacher to student and student to student</i>	<i>Collaboration is valued and consistently evident between teacher to student and student to student</i>
<i>Element I</i>	<i>Grouping strategies are not used intentionally to meet the needs of all students</i>	<i>Very limited grouping strategies are used intentionally to meet the needs of all students</i>	<i>Some grouping strategies are used intentionally to meet the needs of all students</i>	<i>A variety of grouping strategies is used intentionally to meet the needs of all students</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element J</i>	<i>Feedback to students is not specific or actionable</i>	<i>Feedback to students is specific but never actionable</i>	<i>Feedback to students is specific but not always actionable</i>	<i>Feedback to students is specific and actionable</i>
<i>Element K</i>	<i>Students are not encouraged to look at their own data</i>	<i>Students are encouraged to look at their own data</i>	<i>Students are encouraged to become knowledgeable of their own data</i>	<i>Students are encouraged to become knowledgeable of their own data, and to seek and value alternative modes of investigation or problem-solving</i>
<i>Element L</i>	<i>There is no coherence across content areas and with real world application are experienced and valued</i>	<i>Little coherence across content areas and with few real world application is experienced and valued</i>	<i>Some coherence across content areas with some real world application is experienced and valued</i>	<i>Coherence across content areas and with real world application are experienced and valued</i>



**Indicator 2.5 Our teachers have a strong understanding of types of assessment.**

**Output: Students and teachers collaboratively utilize assessment data to plan, drive, and evaluate student learning outcomes**

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>A balance of assessment types are not understood and implemented</i>	<i>Few teachers understand and implement a balance of assessment types</i>	<i>Some teachers understand and implement a balance of assessment types</i>	<i>All teachers understand and implement a balance of assessment types</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element B</i>	<i>Assessment for learning and classroom formative assessment are not planned for or used for the appropriate purposes</i>	<i>Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by few teachers</i>	<i>Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by some teachers</i>	<i>Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by all teachers</i>
<i>Element C</i>	<i>Regular formative assessment processes and use of data are not evident</i>	<i>Students do not play a role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in a few classrooms</i>	<i>Students play a limited role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in some classrooms</i>	<i>Students play a fundamental role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in all/most classrooms</i>
<i>Element D</i>	<i>Students do not know their end goals, how they perform on assessments or understand what action steps they need to take to improve and advance</i>	<i>Few students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance</i>	<i>Some students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance</i>	<i>All students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element E</i>	<i>Differentiated, in-the-moment, checks for understanding and in-class assessments are not used to ensure individual student progress between benchmark assessments</i>	<i>Few teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments</i>	<i>Some teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments</i>	<i>All teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments</i>
<i>Element F</i>	<i>Teachers do not use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps</i>	<i>Few teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student</i>	<i>Some teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student</i>	<i>All teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student</i>
<i>Element G</i>	<i>Classroom summative assessment, interim/benchmark assessment and state assessment data are not used</i>	<i>Planned classroom summative assessment and state assessment data are used; no benchmarks or interims are given</i>	<i>Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are not always used</i>	<i>Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are used appropriately</i>



<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element H</i>	<i>All educators do not have access to user-friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement</i>	<i>All educators have access to data reports but they are not user-friendly, succinct,</i>	<i>All educators have access to user-friendly, succinct data reports, which include some, but not all, item-level analysis, standards-level analysis, and achievement</i>	<i>All educators have access to user-friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement</i>
<i>Element I</i>	<i>Teachers do not have access to or are promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement</i>	<i>Teachers are provided with data to make evidence-based decisions and support continuous improvement, but there is a lag time and it is difficult to understand</i>	<i>Teachers are provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement, but there is a lag time</i>	<i>Teachers have access to or are promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement</i>
<i>Element J</i>	<i>Diagnostics and screeners are not available and used appropriately</i>	<i>Diagnostics and screeners are available but not used at all</i>	<i>Diagnostics and screeners are available and but not used on a regular basis</i>	<i>Diagnostics and screeners are available and used appropriately</i>
<i>Element K</i>	<i>Data used for accountability is not precisely defined or understood</i>	<i>Data used for accountability is loosely defined and understood</i>	<i>Data used for accountability is generally defined and understood</i>	<i>Data used for accountability is precisely defined and understood</i>

**Indicator 2.6 Our teachers and appropriate other staff participate in ongoing, applicable professional learning opportunities.**

Output: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	<p><i>There are few, if any learning opportunities that include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use</i></p>	<p><i>Learning opportunities are one size fits all and include some of the following areas : content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use</i></p>	<p><i>Some learning opportunities are differentiated based on data and include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use</i></p>	<p><i>All learning opportunities are differentiated based on data and include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use</i></p>

**Indicator 2.7 Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**

Output: Students excel within a collaborative educational community which focuses on the holistic student

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	<i>Professional learning communities are not scheduled or do not focus on increasing student learning</i>	<i>Professional learning communities are scheduled but do not focus on increasing student learning</i>	<i>Professional learning communities are scheduled sporadically and focus on increasing student learning</i>	<i>Professional learning communities are regularly scheduled and focus on increasing student learning</i>
Element B	<i>Articulation, across content areas and grade levels, is not scheduled</i>	<i>Articulation, across content areas and grade levels, occurs infrequently</i>	<i>Articulation, across content areas and grade levels, is scheduled but doesn't always occurs regularly</i>	<i>Articulation, across content areas and grade levels, is scheduled and occurs regularly</i>
Element C	<i>Staff does not know the different types of available data and which kind of data to use for which decision</i>	<i>Few staff know the different types of available data and which kind of data to use for which decision</i>	<i>Some staff know the different types of available data and which kind of data to use for which decision</i>	<i>All appropriate staff know the different types of available data and which kind of data to use for which decision</i>
Element D	<i>Educators do not understand our framework for collecting, storing, accessing, and disseminating district, school and student-level data</i>	<i>Few educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data</i>	<i>Some educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data</i>	<i>All educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element E</i>	<i>Educators do not access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes</i>	<i>Educators infrequently access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes</i>	<i>Educators sporadically access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes</i>	<i>Educators continuously access, interpret, analyze, act upon, and communicate multiple types of data from the classroom, the school, the district or charter holder, the state and other sources (e.g., research, community data, etc.) to improve student outcomes</i>
<i>Element F</i>	<i>Parent communication is not consistent or frequent</i>	<i>Parent communication is not data-based or focused on student learning and social growth</i>	<i>Parent communication is data-based and focused on student learning and social growth, but not frequent</i>	<i>Parent communication is consistent, frequent, data-based and focused on student learning and social growth</i>
<i>Element G</i>	<i>Ongoing coaching and mentoring opportunities do not exist</i>	<i>A few ongoing coaching and mentoring opportunities exist</i>	<i>Some ongoing coaching and mentoring opportunities exist</i>	<i>Many ongoing coaching and mentoring opportunities exist</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element H</i>	<i>There are no teacher action plans based on data</i>	<i>A collaborative effort between the teacher and Data Leadership team/administrator leads to general plans only</i>	<i>A collaborative effort between the teacher and Data Leadership team/administrator leads to some teacher planning based on data for whole-class instruction, small groups, interventions, and before/after-school supports</i>	<i>An ongoing collaborative effort between the teacher and Data Leadership team/administrator leads to explicit teacher action plans based on data for whole-class instruction, small groups, interventions, and before/after-school supports to improve instruction and student outcomes</i>

<b>Principle 2 Effective Teachers and Instruction Data/Evidence</b>	
<b>2.1</b>	
	Classroom policies and procedures
	Student surveys/Student interviews
	Teacher lesson plans
	Student work
<b>2.2</b>	
	PLC team minutes/agendas
	Classroom observations
	Teacher lesson plans

	Informal student assessment information
	Curriculum mapping
	Pacing guides
	<b>2.3</b>
	Formal and informal student assessment information analyzed
	Teacher lesson plans
	Formal and informal student assessments provided
	Classroom observations
	Evidence of differentiated instruction
	Grade level or content meeting minutes
	Evidence of classroom level RTI
	<b>2.4</b>
	Classroom observations
	Evidence of differentiated instruction
	Evidence of classroom level RTI
	Teacher lesson plans
	Flexible student groupings evident
	Continuum of service options for special populations (SPED, EL, etc.)
	Classroom policies and procedures
	Student surveys/Student interviews
	Student data portfolios/Student data evident in classroom
	PLC team minutes/agendas
	Curriculum mapping
	Report cards

	Progress reports
	Parent Meetings
	<b>2.5</b>
	Evidence of user friendly data provided to teachers
	Teacher lesson plans
	Classroom observations
	Evidence of RTI and/or referral process
	PLC team minutes/agendas
	Assessment planner implemented
	Assessment system for instructional purposes
	Student surveys/Student interviews
	Student data evident in classroom/Student data portfolios
	<b>2.6</b>
	PLC team minutes/agendas
	Job embedded professional learning
	Teachers seek professional development
	Teachers engaged in professional learning
	Teachers plan professional learning opportunities

2.7
Evidence of user friendly data provided to teachers
PLC team minutes/agendas
Classroom observations
Curriculum mapping
Coaching/mentoring for teachers evident
Teachers provided regular assessment data and training on analysis
Teachers provide regular feedback to admin/team regarding data use and needs
Data use framework embedded in teacher instruction and planning
Regular parent communication from teacher (newsletter, email blasts, etc.)
Professional development offerings include data use and communication results
Assessment planner implemented



### Principle 3 Effective Organization of Time

Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

#### **Indicator 3.1 Our school year/calendar is organized to maximize instruction.**

*Output: Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.*

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>The school does not offer summer programs</i>	<i>The school offers summer programs for intervention or enrichment</i>	<i>The school offers summer programs for both intervention and enrichment</i>	<i>The school offers intervention and enrichment summer programs that are well planned, targeted, evidence-based; with an evaluation component</i>
<i>Element B</i>	<i>School does not have intersessions</i>	<i>The school does not offer intersession programs</i>	<i>The school offers intersession programs for intervention or enrichment</i>	<i>The school offers intersession programs for both intervention and enrichment</i>

**Indicator 3.2 Our school day is organized to maximize instruction.**

Output: Students are engaged in a comprehensive instructional program supported by effective and efficient use of time.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Classroom daily schedules vary throughout the school with no consistency or do not consistently optimize instructional time</i>	<i>Classroom daily schedules optimize instructional time for ELA and MATH only</i>	<i>Classroom daily schedules optimize instructional time in some content areas</i>	<i>Classroom daily schedules optimize instructional time in all content areas</i>
<i>Element B</i>	<i>Special populations are not considered when schedules are developed</i>	<i>Scheduling does not meet requirements for a few special populations</i>	<i>Scheduling meets requirements for some special populations</i>	<i>Scheduling meets requirements for all special populations</i>
<i>Element C</i>	<i>Schedules do not permit evidence-based interventions and/or enrichment</i>	<i>Schedules permit evidence-based interventions or enrichment, but not both</i>	<i>Schedules permit evidence-based interventions and enrichment, but not daily</i>	<i>Schedules permit daily evidence-based interventions and enrichment</i>

**Indicator 3.3 Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.**

Output: Students are engaged in non-instructional programs that offer cognitive, social, emotional, and physical benefits.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	There are no daily recesses	Recesses are scheduled but are not always well-supervised	Safe and well-supervised recesses that offer cognitive, social, emotional, and physical benefits are scheduled daily, but schedule is not always followed	Daily, regularly scheduled, safe and well-supervised <u>recesses offer cognitive, social, emotional, and physical benefits</u>
Element B	Students have insufficient time to eat (less than 10 minutes)	Students have minimal time to eat	Students have time to eat adequate amounts of food to meet their nutritional needs,	Students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs
Element C	Co-curricular activities are not available	Very limited co-curricular activities is available for some students	Limited co-curricular activities is available for all students	A large variety of co-curricular activities is available for all students

**Indicator 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.**

Output: Student attitudes reflect an understanding of a shared culture of life-long learning.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Professional learning does not include job-embedded opportunities</i>	<i>Professional learning includes few job-embedded opportunities</i>	<i>Professional learning includes some job-embedded opportunities</i>	<i>Professional learning includes many job-embedded opportunities</i>
<i>Element B</i>	<i>Scheduling is not used to provide time for professional learning</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Scheduling is used to provide time for professional learning</i>
<i>Element C</i>	<i>Externships do not exist to meet and maintain certification</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Externships exist to meet and maintain certification</i>
<i>Element D</i>	<i>Opportunities are not provided for peer to peer observation and feedback and other collaboration</i>	<i>Few opportunities are provided for peer to peer observation and feedback and other collaboration</i>	<i>Some opportunities are provided for peer to peer observation and feedback and other collaboration</i>	<i>Many opportunities are provided for peer to peer observation and feedback and other collaboration</i>

**Indicator 3.5 Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.**

Output: Students engage in cohesive, effectively planned and well-articulated instructional programs across content and grade levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	<i>Time is not reserved for <u>Professional Learning Communities</u> (PLCs) and data reflection through grade level/subject area common prep time</i>	<i>There is time reserved for monthly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time</i>	<i>There is time reserved for bi weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time</i>	<i>There is time reserved for weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time</i>
Element B	<i>Scheduled opportunities do not exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth</i>	<i>Few scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth</i>	<i>Some scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth</i>	<i>Regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth</i>
Element C	<i>Leadership does not support appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners</i>	<i>Leadership supports but does not ensure appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners</i>	<i>Leadership supports and ensures some release time for teachers to participate in IEP meetings and needed planning to support diverse learners; but time is insufficient</i>	<i>Leadership supports and ensures appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners</i>

	<b>Principle 3-Effective Organization of Time Data/Evidence</b>
	<b>3.1</b>
	Planning meeting minutes
	School Calendar
	Overview of Summer program enrichment and intervention offerings
	Overview of Intercession enrichment and intervention offerings
	<b>3.2</b>
	Planning meeting minutes
	PLC agendas and minutes
	Bell schedule
	Daily schedules
	Lesson plans
	Intervention schedules
	Governing Board Policies/ Professional Days
	21st Century Learning, after school activities, extra-curricular activities
	RED, MET, IEP meeting schedules
	<b>3.3</b>
	Teacher duty lists (indicated supervised recess time for students)
	Food and Nutrition policies and procedures
	Co-curricular activity calendar and participation numbers
	Bell Schedules for recesses and lunch
	Governing Board Policies/ Professional Days
	21st Century Learning, after school activities, extra-curricular activities

<b>3.4</b>
Schedule of professional learning opportunities for faculty and staff
Governing Board Policies/ Professional Days
Peer to peer observation schedules
Peer to peer observation notes
Peer to peer feedback forms
<b>3.5</b>
Professional day schedules
Student contact daily schedules
PLC schedules
PLC agendas and minutes
Articulations between grade levels
IEP meetings schedules

## **Principle 4 Effective Curriculum**

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

### **Indicator 4.1 Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.**

*Output: Students are engaged in a variety of disciplines resulting in a well-rounded education*

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Students do not have access to a wide variety of disciplines</i>	<i>Most students have access to a variety of disciplines – including some of the following; physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics</i>	<i>All students have access to a variety of disciplines – including most but not all of the following; physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics</i>	<i>All students have access to a wide variety of disciplines – including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics</i>
<i>Element B</i>	<i>Students do not have access to a school media center</i>	<i>Most students have access to a school media center staffed by a certified librarian</i>	<i>All students have access to a school media center, but not staffed by a certified librarian</i>	<i>All students have access to a school media center staffed by a certified librarian</i>



<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element C</i>	<i>Students do not have access to appropriate technology resources</i>	<i>Some students have access to appropriate technology resources,</i>	<i>All students have access to appropriate technology resources; however those resources are shared via computer labs, computer carts or personal technology devices</i>	<i>All students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology</i>

**Indicator 4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.**

*Outputs: Students have access to evidence-based curriculum and materials aligned to AZ State Standards.*

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Curricula does not align with the appropriate grade level and content standards</i>	<i>Curricula aligns with the appropriate grade level or content standards, but not always both</i>	<i>Curricula mostly aligns with the appropriate grade level and content standards</i>	<i>Curricula aligns with the appropriate grade level and content standards</i>
<i>Element B</i>	<i><u>Curriculum adoption process</u> is not current</i>	<i>Curriculum adoption process is current and a revision cycle is in place only for Math and ELA</i>	<i>Curriculum adoption process is current but revision cycle is not always followed for all content areas</i>	<i>Curriculum adoption process is current and a revision cycle is both in place and consistently followed for all content areas</i>

**Indicator 4.3 Our written curricula are evidence and standards based.**

Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	We do not have pacing guides	Pacing guides do not provide any flexibility	Pacing guides provide some flexibility based on diverse learner needs	Pacing guides provide flexibility based on diverse learner needs
Element B	Content learning progressions do not reflect an appropriate scope and sequence	Content learning progressions reflect a scope and sequence with questionable coherence and little vertical and horizontal alignment	Content learning progressions reflect an appropriate scope and sequence with some coherence including some vertical and horizontal alignment	Content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment
Element C	A proper balance of <u>cognitive demand</u> is not evident	A proper balance of cognitive demand is rarely evident	A proper balance of cognitive demand is sometimes evident	A proper balance of cognitive demand is frequently evident
Element D	Curricula do not address the content needs of teachers, students, and parents	Curricula rarely address the content needs of teachers, students, and parents	Curricula mostly address the content needs of teachers, students, and parents	Curricula address the content needs of teachers, students and parents

**Indicator 4.4 Our written curricula accommodate the needs of all learners.**

Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promotes a proper balance of cognitive knowledge levels.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	Curricula does not include opportunities for extension and remediation within any disciplines	Curricula include few opportunities for extension and remediation within ELA or Math	Curricula include some opportunities for extension and remediation within ELA and Math only	Curricula include consistent opportunities for extension and remediation within all disciplines
Element B	Curricula do not consider diverse learners and special populations-one size fits all	Curricula consider few diverse learners and special populations	Curricula consider some diverse learners and special populations	Curricula consider diverse learners and special populations
Element C	Curricula do not include Systems of Support / <u>Multi-Tier System of Support</u> (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)	Curricula include few Systems of Support / Multi-Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)	Curricula include some systems of Support / Multi-Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)	Curricula include Systems of Support / Multi-Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)
Element D	Curricula do not support content integration and experiential learning opportunities	Curricula support very little content integration and experiential learning opportunities	Curricula support some content integration and experiential learning opportunities	Curricula support content integration and experiential learning opportunities



**Indicator 4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula.**

Output: Students are engaged in curricula that is characterized by the use of effective instructional strategies and resources through a wide variety of disciplines

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The professional learning opportunities for the staff are very limited	The professional learning opportunities for the staff are varied but not differentiated or chosen based on data/evidence of need	The professional learning for the staff are varied and differentiated but not chosen based on data/evidence of need	The professional learning opportunities for the staff are varied, differentiated and chosen based on data/evidence of need

Research shows that the following list of professional learning opportunities is representative of the many areas teachers request, need and benefit from. Check the all that apply to your context. Add your own as appropriate.

a. review, navigation, and use of the resources from the selected curricula	Completed	Planned	Not Planned
b. additional supports for the use of technology for instruction	Completed	Planned	Not Planned
c. integrating instruction across the curricula	Completed	Planned	Not Planned
d. connecting instruction within a discipline or grade level(earth and life science)	Completed	Planned	Not Planned
e. content understanding	Completed	Planned	Not Planned
f. pedagogical understanding	Completed	Planned	Not Planned

<i>g. accommodations and modifications to meet the needs of diverse learners</i>	<i>Completed</i>	<i>Planned</i>	<i>Not Planned</i>
<i>h. assessment system knowledge from formative to summative</i>	<i>Completed</i>	<i>Planned</i>	<i>Not Planned</i>
<i>i. technology associated with adopted curricula</i>	<i>Completed</i>	<i>Planned</i>	<i>Not Planned</i>
<i>j. integration across content areas (STEM) (special areas)</i>	<i>Completed</i>	<i>Planned</i>	<i>Not Planned</i>
<i>k. embedded academics in L. L Career and Technical Education</i>	<i>Completed</i>	<i>Planned</i>	<i>Not Planned</i>

**Indicator 4.6** *Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.*

*Output: Student performance increases due to the continual alignment of the curriculum, standards, instruction, and assessment.*

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>The school does not perform a gap analysis between curriculum and academic standards</i>	<i>The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in ELA or Math</i>	<i>The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in most content areas</i>	<i>The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in all content areas</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element B</i>	<i>The school does not perform a gap analysis between curriculum and instruction</i>	<i>The school performs a gap analysis between curriculum and instruction and takes action based on analysis in ELA and Math</i>	<i>The school performs a gap analysis between curriculum and instruction and takes action based on analysis in most content areas</i>	<i>The school performs a gap analysis between curriculum and instruction and takes action based on analysis in all content areas</i>
<i>Element C</i>	<i>The school does not perform a gap analysis between curriculum and instruction and assessment</i>	<i>The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in ELA or Math</i>	<i>The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in most content areas</i>	<i>The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in all content areas</i>

## **Principle 4-Effective Curriculum Data/Evidence**

### **4.1 Written Curricula**

Physical/online curricula for all disciplines with academic standards

Master schedule includes all disciplines with academic standards for all grade levels

### **4.2 Aligned to State Standards**

Coding and standards are present in all resources supporting disciplines with academic standards

Adoption process is available/accessible to the public

Revision cycle is public and includes multiple year cycle

Adoption process includes a focus on alignment to state standards (content and ELP)

Adoption cycle reflects what actually happened/occurred

Includes public/parents/teachers/administrators/content experts/community and any interested parties

### **4.3 Evidence and standards based**

Pacing guides are available for all disciplines with academic standards
Flexibility is provided in pacing guides on a number of indicators (remediation)
Scope and sequence resources are provided for all disciplines with academic standards
Horizontal and vertical alignment is evident in written curricula
Tasks and activities have a depth of knowledge (DOK) range of 1 through 3
Written Curricula provide content support for teachers, students and parents
<b>4.4 Accommodate the needs of all learners</b>
Includes extension and intervention opportunities – planning/pacing guides
Includes guidance for extension and interventions*
Resources to support teachers in the instruction of extension and interventions*
Please see additional MTSS support documents – Behavior also in Climate
<b>4.5 Staff Professional Learning</b>
Opportunities for professional development for all staff are posted and available
<b>4.6 Monitor and Evaluate Adopted Curricula</b>
Gap analysis documentation/data is available for all staff
Gap analysis cycle is public and includes multiple year cycle
Action plan based on gap analysis data is available
Course Catalog or List of Course Offerings for students (preferably with course descriptions)
Curriculum Map (should contain connections to state academic standards)
Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each discipline)
Content Area/Grade Level Pacing Guide (reflects flexibility, appropriate scope and sequence, and responsiveness to the needs of students, teachers, parents)
Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience)



### ***Principle 5 Conditions, Climate and Culture***

Inclusive schools are conducive to student learning, fulfillment and well-being, as well as professional satisfaction, morale and effectiveness. Students, parents, teachers, administrators and other stakeholders contribute to their school's culture, as do other influences such as the local community, the policies that govern how it operates and the school's founding principles. School conditions, climate and culture are impacted by the beliefs, perceptions, relationships, attitudes and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.

#### ***Indicator 5.1 Our staff has high expectations for learning for all students.***

*Output: Students view themselves as integral members of an inclusive school community which increases student efficacy.*

***Choose the statement within each element which best matches your school.***

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Inclusive beliefs and practices are not evident in classroom instruction, data reflection or the school culture</i>	<i>Inclusive beliefs and practices are evident in some classroom instruction and data reflection but not a part of the whole school culture</i>	<i>Inclusive beliefs and practices are evident in most classroom instruction, data reflection and the school culture</i>	<i>Inclusive beliefs and practices are evident in all classroom instruction, data reflection and the school culture</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element B</i>	<i>The staff does not engage in the development and understanding of policies/procedures and plans that outline continuous improvement and high expectations for learning for all students</i>	<i>Some staff engages in the development and understanding of policies/procedures and plans that vaguely outline continuous improvement and high expectations for learning for all students</i>	<i>Most staff engages in the development and understanding of policies/procedures and plans that generally outline continuous improvement and high expectations for learning for all students</i>	<i>All staff engages in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students.</i>

**Indicator 5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students and families.**

Output: Student success thrives in an environment built on trust, communication, and mutual respect.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Staff does not intentionally foster trusting interpersonal relationships with students and families</i>	<i>Few staff intentionally foster trusting interpersonal relationships with students and families</i>	<i>Some staff intentionally fosters trusting interpersonal relationships with students and families</i>	<i>All staff intentionally fosters trusting interpersonal relationships with students and families</i>
<i>Element B</i>	<i>Communication with families is not always appropriately distributed in a language they comprehend</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Communication with families is appropriately distributed in a language they comprehend</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element C</i>	<i>Adults do not demonstrate unconditional caring for all students</i>	<i>Few adults demonstrate unconditional caring for all students</i>	<i>Most adults demonstrate unconditional caring for all students</i>	<i>All adults demonstrate unconditional caring for all students</i>

**Indicator 5.3** *Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona’s communities and cultures. Culturally Responsive Practices*

*Output: Student voice is respected in a school community where their heritage and culture is valued and accepted.*

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>All students and their families are not treated equitably and with respect</i>	<i>All students and their families are sometimes treated equitably and with respect</i>	<i>All students and their families are usually treated equitably and with respect</i>	<i>All students and their families are always treated equitably and with respect</i>
<i>Element B</i>	<i>The languages, cultures, traditions and values of the students and community are not respected and reflected in the school environment</i>	<i>The languages, cultures, traditions and values of the students and community are rarely respected and reflected in the school environment</i>	<i>The languages, cultures, traditions and values of the students and community are sometimes respected and reflected in the school environment</i>	<i>The languages, cultures, traditions and values of the students and community are consistently respected and reflected in the school environment</i>
<i>Element C</i>	<i>The staff does not intentionally cultivate student leadership and promotes citizenship</i>	<i>Some staff intentionally cultivates student leadership and promotes citizenship</i>	<i>Most staff intentionally cultivate student leadership and promotes citizenship</i>	<i>All staff intentionally cultivates student leadership and promotes citizenship</i>
<i>Element D</i>	<i>Community pride is not stressed</i>	<i>Community pride is sometimes stressed</i>	<i>Community pride is often stressed</i>	<i>Community pride is consistently stressed</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element E</i>	<i>The staff does not actively seek students' voice/input</i>	<i>The staff rarely actively seeks students' voice/input</i>	<i>The staff sometimes actively seeks students' voice/input,</i>	<i>The staff actively and consistently seeks students' voice/input</i>
<i>Element F</i>	<i>There are <u>no school safety and emergency preparedness plans</u></i>	<i>The staff implements an LEA developed, not school developed safety and emergency preparedness plans</i>	<i>The staff develops and implements a school safety but not emergency preparedness plans</i>	<i>The staff develops and implements a school safety and emergency preparedness plans</i>
<i>Element G</i>	<i>Conversations impacting the school environment are not held</i>	<i>Few conversations inform planning that impacts school environment</i>	<i>Informal conversations inform planning that impacts school environment</i>	<i>Intentional conversations inform planning that impacts school environment</i>

**Indicator 5.4 Our school provides guidelines and safe practices relating to school health services.**

Output: Students receive services from a trained school health care provider supported by school policies and procedures.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>The school does not have policies and procedures to manage and support students with chronic health conditions or medical emergencies</i>	<i>The school has policies and procedures for medical emergencies only</i>	<i>The school has adequate policies and procedures to manage and support students with chronic health conditions or medical emergencies</i>	<i>The school has consistently used, robust policies and procedures to manage and support students with chronic health conditions or medical emergencies</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element B</i>	<i>Written guidelines and procedures are not in place for providing student health care services</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Written guidelines and procedures are in place for providing student health care services</i>
<i>Element C</i>	<i>Professional development is not offered for school health care providers, i.e. school nurses, health aids, etc.</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Professional development is offered for school health care providers, i.e. school nurses, health aids, etc.</i>

**Indicator 5.5** *Our school offers services to fully support the academic and social needs of students.*

Output: Students receive services supported by school policies and procedures.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>The school does not have counselor(s).</i>	<i>The school has counselor(s) to assist students and families with academic and social needs, but they are not certified.</i>	<i>The school has part-time, certified counselor(s) to assist students and families with academic and social needs.</i>	<i>The school has full-time, certified, counselor(s) available to assist students and families with academic and social needs.</i>
<i>Element B</i>	<i>Written guidelines and procedures are not in place for providing student both academic and social counseling services.</i>	<i>Written guidelines and procedures are not in place for providing student both academic and social counseling services, but counselor(s) are available.</i>	<i>Written guidelines and procedures are in place for providing student either academic or social counseling services.</i>	<i>Written guidelines and procedures are in place for providing student both academic and social counseling services.</i>
<i>Element C</i>	<i>Professional development is not offered for school counselors <b>NO</b></i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>Professional development is offered for school counselors <b>YES</b></i>

	<b>Principle 5 -Conditions, Climate, and Culture Data/Evidence</b>
	<b>5.1</b>
	Celebrations of learning/attendance/growth/behavior
	Communications - points of pride/newsletters
	Observations between teachers and students
	Inclusive practices-build culture through conversations- PLC notes
	Culture - reporting progress of all students
	Monitoring intervention deployed/
	<b>5.2.</b>
	A. LEA uses a guide or planning template to create a Comprehensive Multi-Hazard Emergency Readiness Plan (ERP)
	<a href="http://rems.ed.gov/K12PlanningProcess.aspx">http://rems.ed.gov/K12PlanningProcess.aspx</a>
	<a href="http://rems.ed.gov/K12BasicPlan.aspx">http://rems.ed.gov/K12BasicPlan.aspx</a>
	<a href="http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf">http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf</a>
	<a href="https://training.fema.gov/emi.aspx">https://training.fema.gov/emi.aspx</a>
	B. LEA identifies resources that provide guidance on school environment
	<a href="http://supportiveschooldiscipline.org/learn/reference-guides/conditions-learning-cfl">http://supportiveschooldiscipline.org/learn/reference-guides/conditions-learning-cfl</a>
	<a href="https://safesupportivelearning.ed.gov/school-climate">https://safesupportivelearning.ed.gov/school-climate</a>
	<a href="https://www.samhsa.gov/nrepp">https://www.samhsa.gov/nrepp</a>
	C. LEA identifies resources that provide guidance on cultural inclusion to all staff
	<a href="http://www.usc.edu.au/connect/work-at-usc/staff/cultural-diversity-and-inclusive-practice-toolkit">http://www.usc.edu.au/connect/work-at-usc/staff/cultural-diversity-and-inclusive-practice-toolkit</a>
	LEA provides translation services to parents and community members
	<a href="http://www.brycs.org/clearinghouse/Highlighted-Resources-Interpretation-and-Translation-in-the-Schools.cfm">http://www.brycs.org/clearinghouse/Highlighted-Resources-Interpretation-and-Translation-in-the-Schools.cfm</a>
	LEA provides/promotes events that embrace cultural diversity

	<a href="http://www.sbhihelp.org/files/Diversity88Ways.pdf">http://www.sbhihelp.org/files/Diversity88Ways.pdf</a>
	<b>5.3</b>
	A. LEA uses an evidence based model to intentionally promote mutual respect among all stakeholders
	<a href="http://www.ascd.org/programs/learning-and-health/wsccl-model.aspx">http://www.ascd.org/programs/learning-and-health/wsccl-model.aspx</a>
	<b>5.4.</b>
	A. LEA has written policies and procedures specific to school health services.
	<a href="http://www.azed.gov/health-nutrition/files/2014/07/delivery-of-specialized-health-care-in-the-school-setting-with-cover-r.pdf">http://www.azed.gov/health-nutrition/files/2014/07/delivery-of-specialized-health-care-in-the-school-setting-with-cover-r.pdf</a>
	<a href="https://www.nasn.org/PolicyAdvocacy/PositionDocuments/NASNPositionStatements">https://www.nasn.org/PolicyAdvocacy/PositionDocuments/NASNPositionStatements</a>
	<a href="http://www.azed.gov/health-nutrition/school-health-programs/school-health-services/guidelines-and-screenings-to-support-school-health-services/">http://www.azed.gov/health-nutrition/school-health-programs/school-health-services/guidelines-and-screenings-to-support_school-health-services/</a>
	B. LEA provides professional development to all school health staff.
	<a href="https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smId/824/ArticleID/51/Default.aspx">https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/smId/824/ArticleID/51/Default.aspx</a>
	Attendance records
	Nurse visits/ trends/testing dates
	Attendance
	Behavior/culture of

**Principle 6 Family and Community Engagement**

Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reciprocal partnership among families, communities and schools that reflects a shared responsibility to foster children's development and learning.

**Indicator 6.1 *Our School creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.***

Output: Achievement increases when students are immersed in a strong partnership built among all school and community members.

**Choose the statement within each element which best matches your school.**

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>Parents are not welcome in the school and/or not involved as volunteers to support students and school programs</i>	<i>Parents are tacitly welcome in the school and sometimes are involved as volunteers to support students and school programs</i>	<i>Parents are welcome in the school and involved as volunteers to support students and school programs</i>	<i>Parents are warmly and actively welcomed in the school and involved as volunteers to support students and school programs</i>
<i>Element B</i>	<i>Meaningful opportunities for engagement do not exist for families and community to participate in school activities</i>	<i>Few meaningful opportunities for engagement exist with families and community to participate in school activities</i>	<i>Some meaningful opportunities for engagement exist with families and community to participate in school activities</i>	<i>Many meaningful opportunities for engagement exist with families and community to participate in school activities</i>
<i>Element C</i>	<i>Personnel do not build positive nurturing relationships with students, parents, and community to improve inclusive practices</i>	<i>Few personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices</i>	<i>Many personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices</i>	<i>All personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices,</i>



<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element D</i>	<i>School does not coordinate community resources for students, families, and the school support the emotional, social and academic needs of students</i>	<i>School coordinates a few available community resources for students, families, and the school support the emotional, social and academic needs of students</i>	<i>School coordinates some available community resources for students, families, and the school to support the emotional, social and academic needs of students</i>	<i>School coordinates many community resources for students, families, and the school to support the emotional, social and academic needs of students</i>
<i>Element E</i>	<i>A system has not been established to recruit volunteers</i>	<i>A system has been established to recruit volunteers, matching a few of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities</i>	<i>A system has been established to recruit volunteers, matching some of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities</i>	<i>A system has been established to recruit volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities</i>
<i>Element F</i>	<i>Positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are not intentionally nurtured</i>	<i>A few positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured</i>	<i>Some positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured</i>	<i>Positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured</i>

**Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.**

Output: Students' educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>School establishes lines of communication among non-educational stakeholders, including families and community members and organizations</i>	<i>School establishes lines of communication among few educational stakeholders, including families and community members and organizations</i>	<i>School establishes lines of communication among some educational stakeholders, including families and community members and organizations</i>	<i>School establishes lines of communication among all educational stakeholders, including families and community members and organizations</i>
<i>Element B</i>	<i>Communication between home and school is in English only or there is no communication</i>	<i>Communication between home and school, in a language and method families can understand, is one way only</i>	<i>Communication between home and school, in a language and method families can understand, is sporadic, two-way and meaningful</i>	<i>Communication between home and school, in a language and method families can understand, is regular, two-way and meaningful</i>
<i>Element C</i>	<i>Effective communication from school-to-home and home-to-school about school programs and student progress is not conducted</i>	<i>Effective communication from school-to-home and home-to-school about school programs and student progress is conducted infrequently</i>	<i>Effective communication from school-to-home and home-to-school about school programs and student progress is conducted sporadically</i>	<i>Effective communication from school-to-home and home-to-school about school programs and student progress is regularly conducted</i>
<i>Element D</i>	<i>School does not communicate methods for becoming an effective advocate for children and their education</i>	<i>Not applicable</i>	<i>Not applicable</i>	<i>School communicates methods for becoming an effective advocate for children and their education</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element E</i>	<i>Communication strategies are not culturally, demographically and linguistically appropriate.</i>	<i>Communication strategies are rarely culturally or demographically or linguistically appropriate, but not consistently all three</i>	<i>Communication strategies are sometimes culturally, demographically and linguistically appropriate.</i>	<i>Communication strategies are always culturally, demographically and linguistically appropriate.</i>

**Indicator 6.3 Our school engages families in critical data-informed decisions that impact student learning.**

Output: Students know that families and other educational stakeholders share an invested interest in data-based decisions guiding their education path to CCR through consistent communication.

Choose the statement within each element which best matches your school.

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element A</i>	<i>There is no established school improvement team that brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy</i>	<i>School improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy, established but seldom, if ever, meets</i>	<i>An established school improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy, but it does not meet on a regular basis</i>	<i>An established school improvement team brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy on a regular basis</i>

<i>Rating</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>
<i>Element B</i>	<i>The school does not communicate its Integrated Action Plan to all stakeholders</i>	<i>The school communicates its Integrated Action Plan to all stakeholders once a year</i>	<i>The school communicates its Integrated Action Plan to all stakeholders twice a year</i>	<i>The school communicates its Integrated Action Plan to all stakeholders, including updates, successes and changes throughout the year</i>
<i>Element C</i>	<i>Opportunities to dialogue about different types of data do not exist</i>	<i>Opportunities to dialogue about different types of data exist infrequently</i>	<i>Opportunities to dialogue about different types of data exist on a sporadic basis</i>	<i>Opportunities to dialogue about different types of data exist on a regular basis</i>
<i>Element D</i>	<i>School does not support parents in their responsibilities to monitor student progress towards individual learning goals</i>	<i>School minimally supports parents in their responsibilities to monitor student progress towards individual learning goals</i>	<i>School has some methods to support parents in their responsibilities to monitor student progress towards individual learning goals</i>	<i>School supports parents in their responsibilities to monitor student progress towards individual learning goals</i>

<b>Principle 6 Family and Community Engagement Data/ Evidence</b>	
<b>6.1.</b>	
	Comprehensive support services, including health and social services, are available to students and their families in a timely manner.
	Resource Fair held for families to provide information on available community resources.
	Parent participation in parent education activities is inclusive of the school's demographics.

	Records of communication between the teacher and parent to indicate regular communication throughout the school year.
	Documentation of families and key community leaders are involved in the governance of and planning for our school.
	Visitors are greeted and assisted when they enter our buildings.
	Information on how to volunteer.
	Adults and students can be observed supporting and encouraging respectful and collaborative behavior.
	Access to membership profile of your school team (Site Council, School Improvement) representative of schools demographics
	Agendas, minutes, flyers of meetings/courses / curriculum nights and other events held at the school for parents
	Parental survey document(s)
	Title 1 Parent Compact
	Parent Handbook, plan(s) describing how the school involves parents
	New student flyer/handbook for parents
	Leadership team minutes indicating an allocated time where parental involvement is discussed
	Agendas, surveys, announcements of opportunities for parental involvement are in more than one language
	Calendar describing recruitment events, time and place
	<b>6.1 and 6.2</b>
	School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.
	Title 1 Parent Compact

	Records of phone calls, emails, and other communications sent to parents inviting them to the school and or updating them about meetings and upcoming events
	Presentation agendas which include information about a translator being present at the meeting
	<b>6.2.</b>
	Parent Education activities occur at least once a month throughout the school year.
	An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs.
	Information on financial assistance (waiver fees) is included in any information on co-currular activities that is given to families.
	Posters of upcoming parent education programs are prominently displayed.
	Parent education activities are announced via multiple platforms: social media, flyers, website, marquee
	Documents describing the system the LEA/ schools use to recruit volunteers, including how to apply, description of work to be done; hours and dates volunteers are needed.
	<b>6.2 and 6.3.</b>
	Parents and students meet annually with their teachers to set and support individual learning goals.
	Newsletter or other communication informing parents to decisions made by the School Improvement Team
	<b>6.3.</b>
	Records of communication between the teacher and parent to indicate regular communication throughout the school year.
	Survey results determine how information is sent to parents.
	Minutes of School Improvement Team meetings which show that parents are members of the team during data discussions.
	Updated Parent Portal (web based student progress report by subject and overall grades for each quarter)

