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.

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.*	*How did leadership develop the vision of learning?* *How often is the vision of learning used to guide the policies/procedures and decisions of the school?* *How often is the vision of the learning reviewed and revised to reflect the current school community?*	
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.*	*Are high expectations for learning and growth of all students reflected in clear, measurable goals, policies/procedures and all decisions, based on all available data?* *Does leadership create opportunities for professional growth for all staff members based on walk-through data, formal evaluations and/or self-reflection, that allow staff to improve their teaching craft and encourage the development of leadership skills?* *Are policies/procedures written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivate mutual respect and collegiality among staff?* *Does leadership know federal and state requirements and the necessary support for teaching special populations?*	
1.3 Our leadership competently manages school operations to provide a safe,	*Output: Students believe that the school environment is psychologically,*	*Are school buildings, equipment and furnishings designed and maintained for the optimal safety of everyone who uses them?*	

efficient, and effective learning environment.	*physically, and academically safe.*	*Are the school safety and emergency preparedness plans current, disseminated to all, and subject to regular review and amendment and practiced regularly?* *Does the leadership identify 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?*
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.*	*How does the leadership collect and review data about community interests and needs as well as the environment in which the local school resides?* *Does the leadership provide meaningful, formal and informal opportunities for families and community members to interact with the school?* *How often does the leadership regularly share data through various parent friendly venues?* *Does the leadership develop and use a wide variety of communication strategies to encourage collaboration among diverse members of the community?*
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.*	*Does the leadership effectively balance administrative tasks and instructional leadership responsibilities?* *Does the principal maintain oversight of fiscal resources?* *How does the leadership team evaluate school needs and include sufficient time for staff input into the whole process?* *Does our LEA and/or school provide access to a student information system containing sufficient data to make informed decisions?* *Does leadership demonstrate the value and use of data; and lead a data-driven, collaborative culture by 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? *Is the school calendar established and acknowledged by the LEA, before the school year begins, 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?* *Does the leadership ensure that systems of supports are available for students who are struggling to meet their learning goals?* *Our systems are in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders?*	
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.*	*Does the LEA and/or school leadership have a plan to actively recruit appropriately certified teachers?* *Does the LEA and/or school Leadership have a plan in place to actively recruit teachers to meet the needs of diverse learners?* *Does the LEA and/or school leadership have a plan in place to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?*	
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.*	*Does the LEA and/or school leadership have a plan to actively retain appropriately certified teachers?* *Does the LEA and/or school Leadership have a plan in place to actively retain teachers to meet the needs of diverse learners?* *Does the LEA and/or school leadership have a plan in place to actively retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?*	

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.	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?	

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.

2.1 Our teachers maintain high academic expectations for all students.	Output: Students display behaviors that demonstrate their commitment to rigorous goals created by themselves or in conjunction with their teachers.	How many teachers' commitments and actions demonstrate high expectations for all learners? How many teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable? Do teachers plan rigorous instruction? Is there classroom evidence of data use informing instruction? Do teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments?	

		Do teachers purposefully and intentionally use MTSS principles to create an environment that empowers all students to be successful in their learning and reach expected levels of achievement? *Do teachers create a classroom environment where students hold themselves accountable for their individual learning?*	
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.*	*Is depth of knowledge evident in lessons?* *How much content aligns with the state standards?* *How many grade level teams/content areas have a common understanding of the content standards?* *Are curricula implemented with fidelity?*	
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.*	*Is instruction aligned with standards?* *Lesson planning includes learning goals, success criteria, and student misconceptions?* *Is understanding of student prior knowledge evident in planning?* *Do teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)?* *Pacing is appropriate for the group and all individual students?* *What part of instruction is formative assessment or assessment for learning?*	
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.*	*Do students have access to grade level appropriate general education curriculum?* *What role does teaching for understanding play in lessons?* *Are questioning strategies used?* *Do teachers employ a variety of student engagement strategies and best practices?* *Do teachers use evidence-based interventions, strategies, and routines?*	

		How often does student questioning help guide classroom discourse? How often do teachers provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas? Is collaboration between teacher to student and student to student valued and consistently evident? Are grouping strategies used intentionally to meet the needs of all students? Is feedback to students specific and actionable? How are students encouraged to use their own data? Is there coherence across content areas with real world applications experienced and valued?	
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.	Do teachers understand and implement a balance of assessment types? To what degree is assessment for learning and classroom formative assessment planned for and used for the appropriate purposes? What role do students play in the formative assessment process and use of data? How many students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance? How many teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments? How many teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to students?	

		Are classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data used appropriately?	
		What access to user-friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement do your educators have?	
		Do teachers have access to or are they promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement?	
		Are diagnostics and screeners available and used appropriately?	
		Is data used for accountability precisely defined and understood?	
2.6 Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.	*Output: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.*	*Are learning opportunities differentiated based on data including content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; and systemic, ongoing, high-quality training on effective data use and technology use?*	
2.7 Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.	*Output: Students excel within a collaborative educational community which focuses on the holistic student.*	*Are professional learning communities regularly scheduled and do they focus on increasing student learning?* *How often is articulation, across content areas and grade levels, scheduled?* *Do appropriate staff know the different types of available data and which kind of data to use for which decision?* *Do educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data?* *Do 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? Is parent communication consistent, frequent, data-based and focused on student learning and social growth? Do ongoing coaching and mentoring opportunities exist? Do ongoing, collaborative efforts between the teacher and the administrator lead to teacher action plans based on data to improve classroom instruction? | |

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.

| 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. | Does the school offer intervention and enrichment summer programs? Does the school offer intersession programs for both intervention and enrichment? | |
| 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. | Do classroom daily schedules optimize instructional time in content areas? Does the scheduling meet requirements for all special populations? Do schedules permit evidence-based interventions and enrichment? | |

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.*	*Are there daily, regularly scheduled, safe and well-supervised recesses offering cognitive, social, emotional, and physical benefits?* *Is lunchtime scheduled so that students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs?* *Are co-curricular activities available for all students?*	
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.*	*Does professional learning include job-embedded opportunities?* *Does scheduling provide time for professional learning?* *Do externships exist to meet and maintain certification?* *Are opportunities provided for peer to peer observation and feedback and other collaboration?*	
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.*	*Is there time reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time?* *Do regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth?* *Does leadership support and ensure release time for teachers to participate in IEP meetings and needed planning to support diverse learners?*	

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.

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.*	*Do students have access to a "Well Rounded Education", a wide variety of disciplines including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics?* *Do students have access to a school media center?* *Do students have access to appropriate technology resources?*	
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.*	*Does curricula align with the appropriate grade level and content standards?* *Is there a current curriculum adoption process and a revision cycle in place that are consistently followed for all content areas?*	
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.*	*Do pacing guides provide flexibility based on diverse learner needs?* *Do content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment?* *Is a proper balance of cognitive demand frequently evident?* *Does curricula address the content needs of teachers, students and parents?*	

4.4 Our written curricula accommodate the needs of all learners.	*Outputs: Students feel successful because they feel supported through a variety of opportunities and programs.*	*Does the curricula include consistent opportunities for extension and remediation within all disciplines?* *Do the curricula consider diverse learners and special populations?* *Do 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.)* *Do curricula support content integration and experiential learning opportunities?*	
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.*	*Are professional learning opportunities for the staff varied, differentiated?*	
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.*	*Does the school perform a gap analysis between curriculum and academic standards and take action based on analysis?*	

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.

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.*	*Are inclusive beliefs and practices evident and part of the school culture?* *Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?*	
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.*	*Does staff intentionally foster trusting interpersonal relationships with students and families?* *Is communication with families appropriately distributed in a language they comprehend?* *Do adults demonstrate unconditional caring for all students?*	
5.3 Our staff has intentional conversations that impact school conditions and	*Output: Student voice is respected in a school community where their heritage and culture is valued and accepted.*	*Are students and their families always treated equitably and with respect?* *Are the languages, cultures, traditions and values of the students and community respected and reflected in the school environment?*	

physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures		*Does staff intentionally cultivate student leadership and promote citizenship?* *Is community pride stressed?* *Does staff actively and consistently seek students' voice/input?* *Does the school staff develop and implement a school safety and emergency preparedness plans?* *Do conversations inform planning impacting the school environment?*	
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.*	*Does the school have policies and procedures to manage and support students with chronic health conditions or medical emergencies?* *Are there written guidelines and procedures in place for providing student health care services?* *Is professional development offered for school health care providers, i.e. school nurses, health aides, etc.?*	
5.5 Our school offers services to fully support the academic and social needs of students.	*Output: Students and families feel confident that their needs, both academic and social, will be met by the school.*	*Does the school have, counselor(s) available to assist students and families with academic and social needs?* *Are written guidelines and procedures in place for providing student both academic and social counseling services?* *Is professional development offered for school counselors?*	

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.

6.1 Our school creates and maintains positive	*Output: Achievement increases when students are immersed in a*	*Are parents welcomed in the school and involved as volunteers to support students and school programs?*	

collaborative partnerships among families, communities, and school to support student learning.	*strong partnership built among all school and community members.*	*Are there meaningful opportunities for engagement with families and community to participate in school activities?* *Are positive nurturing relationships built with students, parents, and community to improve inclusive practices?* *Does the school coordinate community resources for students, families, and the school to support the emotional, social and academic needs of students?* *Is there a system established to recruit volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities?* *Are positive and goal-oriented relationships that encourage parent involvement to heighten student achievement intentionally nurtured?*	
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.*	*Does the school establish lines of communication among all educational stakeholders, including families and community members and organizations?* *Is there communication between home and school, in a language and method families can understand?* *Is there effective communication from school-to-home and home-to-school about school programs and student progress?* *Does the school communicate methods for becoming an effective advocate for children and their education?* *Are communication strategies culturally, demographically and linguistically appropriate?*	
6.3 Our school engages families in critical data-informed decisions	*Output: Students know that families and other educational stakeholders share an invested interest in*	*Does an established school improvement team with representatives from all stakeholder groups meet to share responsibilities and decision-making governance and advocacy (can include parents, teachers, students, school*	

that impact student learning.	*data-based decisions guiding their education path to CCR through consistent communication.*	*health professionals, support staff and community members)?* *Does the school communicate its Integrated Action Plan to all stakeholders, including updates, successes and changes?* *Do opportunities to dialogue about different types of data exist?* *Does the school support parents in their responsibilities to monitor student progress towards individual learning goals?*	