Principle V - 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.

Rating	0	1	2	3
Question 1:	There are no school safety	The staff implements an	The staff develops and	The staff develops and implements a
Describe how your school	and emergency	LEA developed, not school	implements a school safety	school safety and emergency
encompasses concrete	preparedness plan.	developed safety and	but not emergency	preparedness plan.
issues such as student		emergency preparedness	preparedness plan.	
physical and emotional		plan.		
safety			Informal conversations	
	Conversations impacting	Few conversations inform	inform planning that	Intentional conversations inform
	the school environment	planning that impacts	impacts school	planning that impacts school
	are not held.	school environment	environment including	environment including students'
		including students'	students' emotional needs.	emotional needs.
		emotional needs.		
Question 2:	The languages, cultures,	The languages, cultures,	The languages, cultures,	The languages, cultures, and traditions
Describe the degree to	and traditions and values	and traditions and values	and traditions and values	and values of the students and
which your school	of the students and	of the students and	of the students and	community are consistently respected
embraces and celebrates	community are not	community are rarely	community are sometimes	and reflected in the school
racial, ethnic, linguistic,	respected and reflected in	respected and reflected in	respected and reflected in	environment.
academic and cultural	the school environment.	the school environment.	the school environment.	
diversity				
Question 3:	The school/district has	The school/district has	The school/district has	The school/district has presented
Describe specific,	presented evidence in the	presented evidence in the	presented evidence in the	evidence in the form of surveys,
consistent and observable	form of surveys, policies,	form of surveys, policies,	form of surveys, policies,	policies, practices, photographs, video
staff behaviors, practices,	practices, photographs,	practices, photographs,	practices, photographs,	or other means that clearly shows at
procedures that reflect a	video or other means that	video or other means that	video or other means that	least the following: regular formal
commitment to high	clearly shows few if any of	clearly shows some, but	clearly shows most, but	events organized to promote student
expectations and increase	the following: regular	not all of the following:	not all of the following:	achievement, commitment to teacher
student achievement for	formal events organized to	regular formal events	regular formal events	collaborative processes for planning
all students.	promote student	organized to promote	organized to promote	and data examination, commitment to

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achiovomon	t, commitment student	achievement,	student achievement,	the use of research based instructional
	•	•	,	
to teacher c	ollaborative commit	ment to teacher	commitment to teacher	practices, student traditions and
processes fo	or planning and collabor	rative processes for	collaborative processes for	experiences that reinforce high
data examin	lation, planning	g and data	planning and data	expectations for high academic and
commitmen	t to the use of examination	ation, commitment	examination, commitment	behavioral expectations, positive
research bas	sed to the u	se of research	to the use of research	respectful relationships and authentic
instructiona	l practices, based in	nstructional	based instructional	symbols of high expectations for
student trad	litions and practice	es, student	practices, student	student achievement.
experiences	that reinforce tradition	ns and experiences	traditions and experiences	
high expecta	ations for high that reir	nforce high	that reinforce high	
academic ar	nd behavioral expecta	tions for high	expectations for high	
expectation	s, positive academ	ic and behavioral	academic and behavioral	
respectful re	elationships expecta	tions, positive	expectations, positive	
and authent	ic symbols of respectf	ful relationships	respectful relationships	
high expecta	ations for and aut	hentic symbols of	and authentic symbols of	
student ach	ievement. high exp	pectations for	high expectations for	
	student	achievement.	student achievement.	