

Comprehensive Needs Assessment

Principle 1-Effective Leadership

Effective leaders maintain a strong moral compass and 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. Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.
 - The vision of learning was developed by the professional staff and the community
 - The vision of learning is used to guide the policies and decisions of the school
 - The vision of learning is regularly reviewed and amended to best reflect the school community
1. Our leadership is committed to sustaining a culture of high expectations for learning and growth of all students within a respectful professional learning community for all staff.
 - High expectations for learning and growth for all students are reflected in clear, measurable goals, policies and decisions
 - Mutual respect and collegiality are cultivated through the structure of various leadership teams that include all staff
 - The leadership creates opportunities for professional growth for all staff members, based on formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills
 - Leadership is aware of federal and state requirements and supporting to teachers supporting special populations.
2. Our leadership effectively manages school operations to provide a safe, efficient, and effective learning environment.
 - The school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them
 - The school safety and emergency preparedness plans are current, disseminated to all, and subject to regular review and amendment, as needed.
 - The leadership identifies 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

3. Our leadership effectively collaborates with staff, family and community members to meet diverse local community interests and needs.
 - The leadership has systematically collected and reviewed data about the interests and needs of the community and the environment where the school is located
 - The leadership provides formal and informal opportunities for families and community members to interact with the school
 - The leadership incorporates families and community members in its decision-making processes
 - The leadership develops a variety of communication strategies to encourage collaboration among the diverse members of the community
4. Our leadership implements an effective system of academic and fiscal accountability to ensure every student's success.
 - The leadership team evaluates needs and prioritizes given resources to meet those needs
 - The leadership effectively balances administrative tasks and instructional leadership responsibilities
 - The leadership team maintains oversight of fiscal resources
 - The leadership ensures that instructional staff have the understanding and training to use the school's systems and tools to develop learning goals or targets and track progress for each student throughout the year
 - The leadership ensures that systems of supports are available for students who are struggling to meet their learning goals
 - The leadership team evaluates needs and prioritizes given resources to meet those needs

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.

1. Our teachers maintain high expectations for all students.
 - Safe and Supportive environment is maintained
 - All student opinions and thoughts are valued
 - Classrooms are organized for collaboration
 - Students are self-sufficient learners (student agency)
2. Our teachers have common knowledge of the content standards and curricula.
 - Depth of knowledge of all content areas that are taught is evident
 - Content is aligned to the state standards
 - Grade level teams/content areas have a common understanding of the content standards
 - Curricula is implement with fidelity
3. Teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.
 - All instruction is aligned to standards
 - Pacing is appropriate for group and individual students
 - Formative assessment or assessment for learning is intentionally planned
 - Understanding of student prior knowledge is evident in planning
 - Lesson planning includes learning goals, success criteria (how), and possible student misconceptions
4. Our teachers implement evidenced-based, rigorous and relevant instruction.
 - All students have access to the general education curriculum
 - Evidence-based interventions, strategies and routines are used
 - A variety of student engagement strategies and best practices are used.
 - Grouping strategies are used intentionally to meet the needs of all students

- Opportunities for students to construct their own knowledge including productive struggle with new ideas, are prevalent.
 - Collaboration is valued and evident between teacher to student and student to student
 - Teacher questioning is intentionally planned
 - Feedback to students is specific and actionable
 - Student questioning helps guide classroom discourse
 - Teaching for understanding by all students is the primary outcome
 - Students are encouraged to seek and value alternative modes of investigation or problem solving
 - Coherence across content areas and with real world application are experienced and valued
5. Our teachers have a strong understanding of assessment systems.
- Teachers assess at varied levels of cognitive demand
 - Students play a key role in the formative assessment process and use of data
 - Teachers utilize the appropriate type of assessment for a given purpose
 - Teachers utilize evidence of learning to determine the instructional next steps
 - Teachers utilize evidence of learning to provide actionable feedback to student
 - Teachers communicate assessment data to the appropriate partner
 - Teachers implement a balance of assessment types
 - Teachers use appropriate assessment data to ensure continuous improvement
6. Our teachers (and staff) participate in ongoing, appropriate professional learning opportunities.
- Content knowledge and pedagogy
 - Curriculum implementation
 - Student assessment (formative through summative)
 - Student engagement
 - Classroom management
7. Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.
- Ongoing coaching and mentoring opportunities exist
 - Professional learning communities are scheduled and focused on increasing student learning
 - Articulation across content areas and grade levels occurs regularly
 - Parent communication is consistent and frequent

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 effectively support their students and their own professional practice.

1. Our school day is organized to maximize instruction.
 - Classroom daily schedule optimizes instructional time in all content.
 - Scheduling meets requirements for all special populations
 - Time is scheduled for evidence-based interventions and enrichment
2. Our school year/calendar is organized to maximize instruction.
 - Summer programs are offered
 - Intersessions are used to offer both intervention and enrichment
3. Our professional day is organized to support professional learning for all teachers and staff.
 - Job embedded professional learning is provided
 - Scheduling is used to provide time for professional learning
 - Externships are exist to meet and maintain certification
4. Our professional 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.
 - Time is scheduled for weekly Professional Learning Communities (PLCs) through grade level/subject area common prep time
 - Opportunities are provided for peer to peer observation and feedback and other collaboration
 - Opportunities are provided for teams to meet across disciplines
 - Opportunities are provided for grade level/content articulation
5. Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.
 - A safe and well-supervised recess offers cognitive, social, emotional, and physical benefits
 - Students have time to eat adequate amounts of food to meet their nutritional needs,
 - Extracurricular activities are provided

Principal 4-Effective Curriculum

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Curricula are adopted at the local level by districts and schools. 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.

1. Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.
 - There is access to a wide variety of disciplines – such as music, the arts, world languages, social studies, environmental education, computer science and civics for all students.
2. Our written curricula are aligned with the AZ State Standards for all content areas.
 - All content standards areas including English Language Proficiency Standards are incorporated
 - Curricula are aligned to the appropriate grade level standards
 - Adoption process is current and a revision cycle is in place
3. Our written curricula are evidence based.
 - Pacing guides provide flexibility based on diverse learner needs
 - Learning progressions of content reflect an appropriate scope and sequence
 - Content is covered in depth and with coherence including vertical and horizontal alignment
 - An appropriate balance of cognitive demand is evident
 - Curricula address the content needs of teachers, students and parents
4. Our written curricula accommodate the needs of all learners.
 - Core, supplemental, accelerated and Intervention curricula are included
 - Diverse learners and Special populations are given consideration
 - Systems of Support / Multi-Tier System of Support (MTSS) / Universal Design for Learning (UDL) are included
 - Curricula supports content integration and experiential learning opportunities
5. Our entire staff participates in professional learning to support effective implementation of adopted curricula.
 - The professional learning opportunities for the staff include the review, navigation and use of the resources from the adopted curricula

- The professional learning opportunities for the staff include additional supports for the use of technology for instruction
 - The professional learning opportunities for the staff include integrating instruction across the curricula
 - Professional learning opportunities include content understanding
 - Professional learning opportunities include pedagogical understanding
 - Professional learning opportunities include adaptations and modifications to meet the needs of diverse learners
 - Professional learning opportunities include assessment system knowledge from formative to summative
 - Professional learning opportunities include technology associated with adopted curricula
 - Professional learning opportunities include integration across content areas (STEM) (special areas)
 - Professional learning opportunities include embedded academics in Career and Technical Education
6. Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement.
- Gap analysis between curriculum and instruction are conducted and action is taken based on analysis
 - Gap analysis between curriculum and standards are conducted and action is taken based on analysis
 - Gap analysis between curriculum and assessment are conducted and action is taken based on analysis

Principle 5-Data Culture

Achieving purposeful, sustained data use necessitates a culture shift. It requires paying deliberate attention to issues of leadership, policy, accountability, shared beliefs, and collaboration (Boudett & Steele, 2007; Firestone & Gonzalez, 2007). This entails establishing and providing leadership support to data teams, modeling effective data use, scheduling time for collaborative data-driven conversations, and connecting data analysis to clear action steps. Holcomb (1999) compellingly wrote about the importance of mobilizing broad stakeholder involvement and getting people excited about data use. She referred to this as focusing "people, passion, and proof" on strategically aligning all information about students and systems of a school to analyze what is and isn't working to improve student learning.

1. Our school staff is data literate.
 - Leadership demonstrates the value and use of data; leading a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use
 - Policies were written to allow teachers both individual and collaborative time to make use of data as part of a strategy to meet student learning goals
 - Staff and educators know the different types of available data that exist and which kind of data to use for which decision
 - Educators continuously access, interpret, 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
 - Data teams cultivate systemic, ongoing, high quality training on effective data use

2. Our educators understand the appropriate balance between data driven decision making and data driven accountability
 - Process for data based decision making is in place and used
 - Data used for accountability is specifically defined and understood
 - Opportunities to dialogue about different types of data exist on a regular basis
 - Teachers are provided with actionable data in a timely manner and in a usable format to make evidence-based decisions and support continuous improvement

- Teachers are provided assistance to utilize all available data appropriately
3. Our school has an active data leadership team.
 - Data leadership team structure and processes are defined and implemented with fidelity
 - Data leadership team facilitates data analysis meetings focused on the holistic student (i.e., social/emotional well-being and academic performance)
 - Data leadership team builds a professional learning calendar to provide professional learning on quality data-driven instruction, an understanding of rigorous assessments and create and use effective formative assessments for a continuous loop of student feedback
 - Data leadership team ensures assessments are fully aligned with instructional sequence and state assessments
 - Data leadership team appropriately and effectively communicates academic data trends to all stakeholders
 4. Our staff has access to comprehensive data to make informed decisions for continuous improvement.
 - Student information systems provide real-time access to student data
 - Our student information systems contain data such as: behavioral, attendance, ELL, IEP, teacher observations, student reflection, drop out, 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
 - Our framework for collecting, storing, accessing, and disseminating district, school, and student-level data is understood by all educators
 - All educators have access to user-friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement
 5. Our school has a balanced assessment system.
 - Diagnostics and screeners are available and used appropriately
 - Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes
 - Classroom summative assessments are planned for and used for the appropriate purposes
 - Interim/benchmark assessments are scheduled and used for the appropriate purpose
 - State assessment data are used appropriately to inform programs

6. Our school has a process to collect, critically examine, analyze, interpret, use and communicate data to all stakeholders.
 - A calendar is established prior to the school year with a detailed data plan that includes: professional development, assessment administration dates, scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction
 - Systems for all stakeholder levels are in place to facilitate frequent, ongoing data-driven conversations related to student learning
 - Differentiated, in-the-moment, checks for understanding and in-class assessments ensure individual student progress between benchmark assessments
 - Explicit teacher action-plans based on data for whole-class instruction, small groups, interventions, and before/after-school supports are created as a collaborative effort between the teacher and school data team
 - Students know their end goals, how they performed on assessments, and understand what action steps they need to take to improve and advance

Principle 6-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 community in which the school is located, the policies that govern how it operates, and the principles upon which the school was founded. 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 more concrete issues such as the physical and emotional safety of students, 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.

1. Our staff has high expectations for learning for all students.
 - Inclusive beliefs and practices are evident in classroom instruction and school culture

- Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.
 - The entire staff engages in the development and understanding of policies and plans that explicitly outline high expectations for learning for all students.
 - Continuous improvement is expected and supported
2. Our staff has intentional conversations around areas that impact school conditions and physical and emotional safety.
 - The staff is responsible for the development and implementation of school safety and emergency preparedness plans
 - Student leadership is intentionally cultivated
 - Responsible citizenship is actively promoted
 - Community pride is stressed
 - Students' voice/input is actively sought
 3. Our staff consciously builds educational environments which value the rich heritage of all of Arizona's communities and cultures, fostering appreciation for all, so that all students and their families are treated equitably and with respect.
 - Systemic transformation which supports culturally inclusive practices in the schools and classrooms
 - The languages, cultures, traditions and values of the students and community are respected and reflected in the school environment and the available materials and resources
 - Intentional conversations inform planning around areas that impact school environment
 4. Our staff creates an environment which builds mutual respect among the teachers, students, and families.
 - Trusting interpersonal relationships with students and families are intentionally fostered
 - Communication with families is in a language they comprehend and appropriately disseminated
 - Unconditional caring for all students is demonstrated by all adults
 - Meaningful opportunities for families and community to participate in school activities are planned and implemented
 5. Our school provides policies and safe practices relating to school health services.
 - The school has developed policies and procedures to manage and support students with chronic health conditions or medical emergencies
 - Written policies and procedures are in place for providing student health care services

- Provides opportunities for professional development for school health care providers, i.e. school nurses, health aids, etc.

Principle 7: 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.

1. Our school engages in ongoing, meaningful and inclusive communication among families, communities and school.
 - Lines of communication among all educational stakeholders, including families and community members and organizations are established
 - Communication between home and school, in a language and method families can understand, is regular, two-way and meaningful
 - Effective communications from school-to-home and from home-to-school about school programs and student progress is conducted regularly
 - Methods for becoming an effective advocate for children and their education are communicated
 - Communication strategies are culturally, demographically and linguistically appropriate.
2. Our school engages families in key decisions that impact student learning.
 - Families are included in decisions regarding homework and other curriculum-related activities
 - A school improvement team is established that includes representatives from all stakeholder groups including parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision making governance and advocacy
 - The school's continuous improvement plan is communicated to all stakeholders

3. Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.
 - Parents are welcome in the school, and involved as volunteers to support students and school programs
 - Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement
 - Community resources are used to strengthen schools, families, and student learning to connect schools with the community
 - Community resources and services for families, students, and the school are coordinated
 - A system has been established to recruit volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities
 - Positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured