

Principle 1: Strong, Effective Leadership	Where does the CIP address this?	LEA Leadership[
What specific evidence shows that our school and district leadership is committed to high student achievement?		<i>L1 - Develops and implements a vision of learning that is shared and supported by all stakeholders.</i>
How is our leadership inclusive of all members of our school community in developing a shared and sustained philosophy, vision, mission and goals?	<i>L4, SR1</i>	<i>L2 - Sustains a culture and instructional program conducive to student learning and staff professional growth.</i>
How does instructional decision making in our school and district utilize specific performance data and research?		<i>L3 - Manages the organization to provide a safe, efficient, and effective learning environment.</i>
How is our leadership creating the necessary structures and conditions that will ensure coherency and alignment in our instructional program?		<i>L4 - Collaborates with faculty and community members to meet diverse community interests and needs.</i>
		<i>L5 - Implements a system of academic, cultural, and fiscal accountability for every student's success.</i>
Principle 2: Effective Teachers		Curriculum and Instruction
How does the overall quality of our instructional program impact student success on meeting/exceeding the AZ State Standards?		<i>CI 1 - Implements an LEA-wide comprehensive curriculum aligned to college and career ready standards.</i>
What are the various professional development opportunities we offer our staff and how do these opportunities target identified needs?		<i>CI 2 - Employs an intentional process to hire and equitably distribute content proficient and effective staff.</i>
How are skills newly acquired in professional development settings monitored for classroom implementation?		<i>CI 3 - Applies an intentional process for selection and evaluation of programs and materials.</i>
How are the needs and performance of teachers evaluated relative to their effectiveness in producing student results?		<i>CI 4 - Provides job-embedded professional development focused on effective instructional strategies and implementation of the curriculum.</i>
		<i>CI 5 - Supports a shared framework for effective, evidence-based instruction.</i>

Principle 3: Additional Instructional Time		Supports and Interventions
How does our district/school maximize current instructional time in core academic subjects?		<i>SSIS 1 - Supports the framework that provides appropriate interventions and extended learning services for all students.</i>
What does our district/school do to ensure extended learning time is not only available for all students, but is also effective?		<i>SSIS 2 - Provides timely and accurate data to determine interventions at the school and individual level.</i>
What does our district/school do to ensure staff development is available to all teachers?		<i>SSIS 3 - Provides sufficient resources required to support and maintain interventions.</i>
		<i>SSIS 4 - Ensures that personnel providing interventions are highly qualified and effective.</i>
		<i>SSIS 5 - Supports the coordination of supplemental and intervention services.</i>
Principle 4: Strengthen Instructional Program Based on Student Need		
What is the specific evidence that our school and district have a written curriculum aligned with AZ State Standards? What systematic process is in place for monitoring, reviewing and evaluating the curriculum?		
What is the overall quality of our instructional program in helping all students meet/exceed AZ State Standards?		
What are the various professional development opportunities we offer our staff? How well are these opportunities targeted to their identified needs? Are they continuous and job-embedded?		
How are we differentiating instruction to meets the needs of all students?		

Principle 5: Data Informs Instruction		Data, Assessment and Evaluation
What is the specific evidence that our school and district use multiple standards-based assessments, strategies and data to monitor and measure student performance and revise the curriculum and instruction as needed?		<i>D1 - Maintains a data management system.</i>
How does our school and district collect, disaggregate, and analyze both formative and summative achievement data to make informed decisions for all populations?		<i>D2 - Maintains an assessment system to evaluate student performance.</i>
How effectively are our schools and district communicating to all stakeholders the specifics of our accountability plan based on state and federal requirements?		<i>D3 - Coordinates a process to collect, share, analyze, and use data for continuous improvement at all levels.</i>
What specific assessments have our school and district selected and/or created that generate compelling evidence of student achievement over time?		<i>D4 - Sustains a data-driven culture that reinforces the continuous improvement process.</i>
		<i>D5 - Measures teacher and principal effectiveness by implementing the Framework for Measuring Educator Effectiveness.</i>
Principle 6: School Environment focused on Achievement/Non-Academic Factors Affecting Student Achievement		
What is the evidence that we have a well-documented process for the wise use of funds that focuses on student achievement?		
What is the evidence that there is a process for evaluating overall improvement capacities of district structures, policies, processes and programs which have been designed to improve organizational capacity and quality?		
How effective is our instructional model for educating “at-risk” populations?		

In regards to the school improvement process, how effective is our communication and training to the school board? In terms of the completion of the LCIP and SCIP, how effective is our input to the board?		
Principle 7: Engaging Families and Communities		Stakeholder Relations
What is the specific evidence that our district fosters community relationships to assist with the improvement in the schools?		<i>SR 1 - Engages stakeholders in key decisions that impact student achievement.</i>
How do our family engagement programs and activities increase student achievement?		<i>SR 2 - Creates partnerships among families, school and LEA staff, and the community to support student performance.</i>
How are we ensuring that our communication strategies are culturally and linguistically appropriate?		<i>SR 3 - Establishes lines of communication among all educational stakeholders</i>
		Continuous Improvement
		<i>IMP1 - Commits to a culture of continuous improvement.</i>
		<i>IMP2 - Conducts a comprehensive needs assessment.</i>
		<i>IMP3 - Establishes goals, strategies, and action steps aligned with identified needs as the basis for the continuous improvement plan.</i>
		<i>IMP 4 - Implements the continuous improvement plan with fidelity.</i>
		<i>IMP 5 - Uses the continuous improvement process to evaluate and adjust all LEA systems.</i>