

## 2017-18 Arizona Exemplary Title I Programs Award! – Scoring Rubric

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

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	<p>achievement, commitment to teacher collaborative processes for planning and data examination, commitment to the use of research based instructional practices, student traditions and experiences that reinforce high expectations for high academic and behavioral expectations, positive respectful relationships and authentic symbols of high expectations for student achievement.</p>	<p>student achievement, commitment to teacher collaborative processes for planning and data examination, commitment to the use of research based instructional practices, student traditions and experiences that reinforce high expectations for high academic and behavioral expectations, positive respectful relationships and authentic symbols of high expectations for student achievement.</p>	<p>student achievement, commitment to teacher collaborative processes for planning and data examination, commitment to the use of research based instructional practices, student traditions and experiences that reinforce high expectations for high academic and behavioral expectations, positive respectful relationships and authentic symbols of high expectations for student achievement.</p>	<p>the use of research based instructional practices, student traditions and experiences that reinforce high expectations for high academic and behavioral expectations, positive respectful relationships and authentic symbols of high expectations for student achievement.</p>
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