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Comprehensive Needs Assessment
Root Cause Analyses
Integrated Action Plan
FY21 Guidance

Arizona Department of Education

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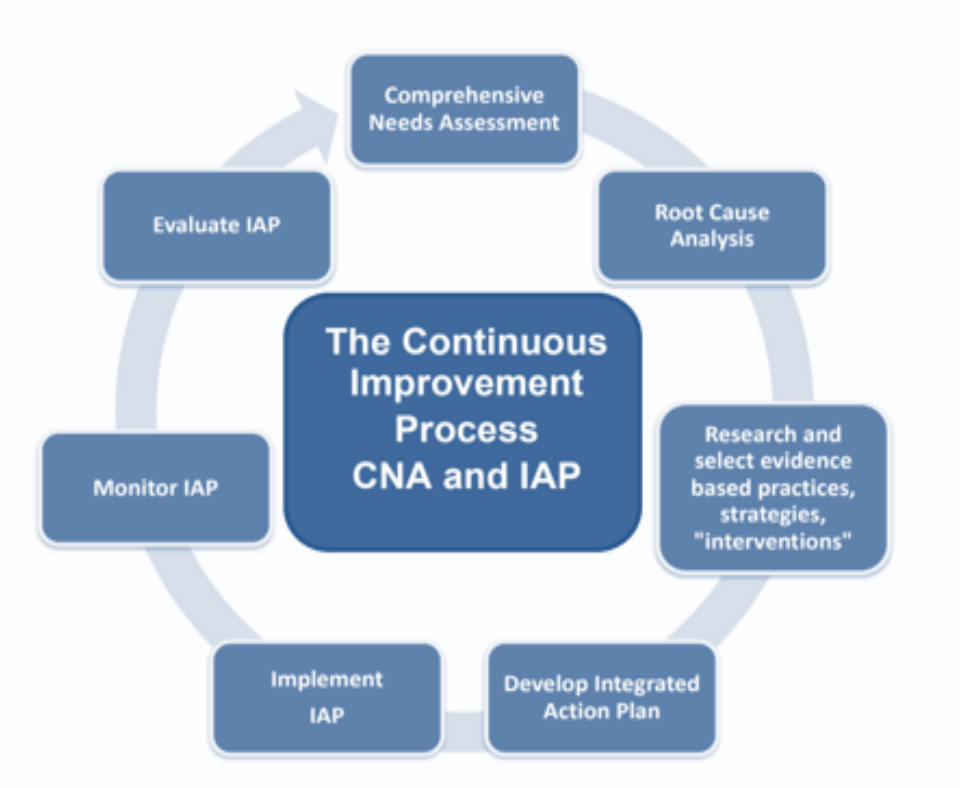
Continuous Improvement

Continuous improvement is a process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. For example, when a school is continuously improving, a variety of changes occur in ways that cumulatively affect multiple dimensions of a school system.

The concept of continuous improvement also recognizes that improving school effectiveness is not only highly complex, but it entails unforeseen challenges and complications that require a sustained commitment to ongoing improvements.

Major components of continuous school improvement encompass creating, reviewing or revising the school vision; gathering and analyzing data related to that vision; planning the school's work to align with the vision, selecting strategies, implementing the action steps; and gathering data to measure the impact.

Sustainable continuous improvement requires schools to have the knowledge, skills, and expertise needed to improve educational results and sustain improvement over time. Continuous improvement must build leader and staff capacity. The improvement cycle includes ongoing data collection that helps educators monitor progress and make adjustments in real time.



What Is a Needs Assessment?

A needs assessment is a systematic set of procedures that are used to determine needs, examine their root causes, and set priorities for future action. A needs assessment leads to action that will eliminate root causes and improve systems, services, processes and operations.
A needs assessment:

- Requires a team approach
- Requires gathering and analyzing data
- Informs identification of primary needs, root causes, need statements and desired outcomes
- Creates cohesion through the alignment of vision with greatest needs, root causes, and possible solutions.
- Identifies what's working, what's not and what'sneeded
- Correlates qualitative and quantitative data

ADE Comprehensive Needs Assessment (CNA)

The CNA is required by ADE. It is designed to inform need statements, identify root causes, desired outcomes, goals, strategies and action steps for the Title I, II, III, IV and School Improvement programs.

The CNA will guide the process of evidence-based decision making in schools and LEAs to drive continuous improvement and significantly impact student achievement.

The CNA reflects the school's current state. Acknowledging that state honestly and transparently, based on evidence, allows a school to determine the best next steps to reach desired outcomes. It is not about a comparison between and among schools. It is about identifying strengths, needs and desired outcomes specific to individual schools and their context. The CNA will allow the school to identify the greatest needs, root causes, and possible solutions.

A limited number of well-defined desired outcomes and/or goals are a common feature of successful school and LEA improvement plans. These desired outcomes with goals, strategies and actions steps, help focus a school's work by setting a target for student learning and achievement or systems, processes and programs that will impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement increase. Carefully chosen foundational small steps, lead to desired outcomes and systemic change over time.

Remember: The CNA is **not** a test; it is **not** an evaluation of good or bad. It **is** about knowing where you are as a school in relation to research-based exemplars of effective school systems, to improve and be the best school possible in your context.

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Principles, Indicators and Elements

The Principles, with the Indicators and Elements describe an effective school system. Originally developed collaboratively by a team from multiple ADE program areas and representatives from schools and LEAs from across state, this self- reflection process required for continuous improvement is based on current educational research and evidence-based best practice.

The Principles, Indicators and Elements describe criteria applicable to all schools, no matter their size, student population, philosophy or location. Schools use the Principles, Indicators and Elements to identify primary needs when addressed and resolved result in increased student achievement and strengthened school systems leading to sustainable improvement.

Principle 1: Effective Leadership
Principle 2: Effective Teachers and Instruction
Principle 3: Effective Organization of Time
Principle 4: Effective Curriculum
Principle 5: Conditions, Climate and Culture
Principle 6: Family and Community Engagement

Completing the Comprehensive Needs Assessment

- **Establish the Comprehensive Needs Assessment Leadership Team**: a powerful, enthusiastic team from across the organization and community is essential to transform an organization. Deciding who should take part in the process is crucial. Diversity and inclusion is key. Building the momentum for change requires strong leadership and visible support from key people. Working as a team helps create momentum and build the sense of urgency in relation to the need for change.
- The CNA Leadership Team guides the larger CNA team of all staff members and stakeholders to complete the CNA process, gathering and analyzing data, discussing ratings, coming to consensus on individual elements. They plan and facilitate the process itself, including appropriate involvement and representation that will lead to sustainable systemic change.

  Overview of team tasks:
  - Establish group norms
  - Develop completion timeline
  - Establish roles and responsibilities
  - Facilitate CNA Completion Team; staff and stakeholder meetings

  CNA Data Collection, and Analysis
  - Data collection
  - Data analysis to select the Element descriptors that best match your school for all Principles' Indicators.
  - Discuss, discuss, discuss
  - Reach consensus on each rating

- **CNA Completion Team:** The CNA team consists of people who are responsible for working collaboratively throughout the comprehensive needs assessment process.
  - Ideal team members possess knowledge of programs with the capacity to plan and implement the comprehensive needs assessment, and the ability to ensure stakeholder involvement
  - Include stakeholders representing all parts of the system, principal, other administrative staff, teachers, paraprofessionals, school office staff, parents, families, community members, and students

- Stakeholders are those individuals with valuable experiences and perspective who provide the team with important input, feedback, and guidance and represent all factions of the school community

CNA Completion Team Meetings

1. **The facilitator's role** is to ensure that all CNA Completion Team members' voices are heard and all possible thoughts and theories from the group are considered before coming to an agreement of a specific CNA Element descriptor that matches the current state.

   Discuss the school vision and mission to ground the work

2. **Use the rubrics (Appendix C)**. Using the rubrics allows CNA working teams to discuss each indicator, elements and evidence in detail and come to consensus on final rating. Before selecting the answer that reflects the current state within each element, data need to be collected, reviewed and analyzed. The data should act as information gathering and a confirmation of the selection.

   The discussion is key!

3. The CNA includes suggestions of **data or evidence** to be collected pertinent to the CNA Indicator and Element. These are suggestions of what data may be useful. While these suggestions are not required data points, we highly recommend you use multiple data sources.

Guiding questions for gathering data:

- What data do we currently collect that is relevant to the CNA Indicator and Element?
- What additional data is needed or can contribute as evidence?
- Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
- Which data points do you feel are the most meaningful and useful?

Demographic data Guiding Questions

- How do student outcomes differ by demographics and programs?
- What is the longitudinal progress of a specific cohort of students?
- What are the characteristics of students who achieve proficiency and of those who do not?
- Where are we making the most progress in closing achievement gaps?

Dropout rate Guiding Questions

- Are there significant differences in dropout rates among subgroups?
  - Are there any trends? Who? When?
- Student attendance rate
  - Have there been changes in the attendance rate overtime?
  - Are there trends among subgroups or grade levels?

Discipline incidents Guiding Questions

- Have there been changes in the discipline incidents rate overtime?
- Have there been changes in the types of discipline incidents overtime?
- Are there trends among subgroups, grade levels or teachers?

Truancy

- Have there been changes in the truancy rate overtime?
- Are there trends among subgroups or grade levels?

Teacher attendance rate

- Are there any overall trends?
- Do the trends correlate with achievement data?

Other Possible Leading Indicator Data

- Formative Assessments
- Early Reading Proficiency
- Enrollment in Pre-Algebra and Algebra
- Over-Age/Under-Credited Students
- Student Attendance and Suspensions
- Special Education Enrollment
- Student Engagement
- Principal Quality

a) Lagging/Achievement Indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

- Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup

- **Possible Student Achievement Guiding Questions**
  - Are there trends among subgroups?
  - Are there trends among gradelevels?
  - Are there teacher specific trends?
  - Are there trends relative to ELA or Mathematics?
- **Percentage of limited English proficient students who attain English language proficiency**
  - Are there trends among gradelevels?
  - Are there teacher specific trends?
  - Have there been changes in the proficiency ratesovertime?
  - ***Graduation rate***
  - What processes are in place to support practices that positively affect graduation outcomes? What gaps exist in outcomes among student subgroups?
  - Have there been changes in the graduation rates over time? 4-year cohort? 5-year cohort? 6-year cohort?

4. Once the data is compiled for each indicator, the **team reviews** it all. This provides an opportunity for the team to share what they see in the data and to discuss what these findings mean for each CNAElement.

a) Guiding questions for data review:

- What patterns or trends can be found in the data?
- *What are some positive areas that can be found in the data?*
- *What areas of need must be addressed based on the data?*
- *What can you infer from the data?*
- *What, if any, additional data is needed?*

Remember, it is **THE PROCESS** to determine the current reality that has the **POWER**.

The **DISCUSSION** is what is important.

The scores you agree on and the summaries of the scores guide identification of the greatest needs.

Process

1. Comprehensive Needs Assessment Completion

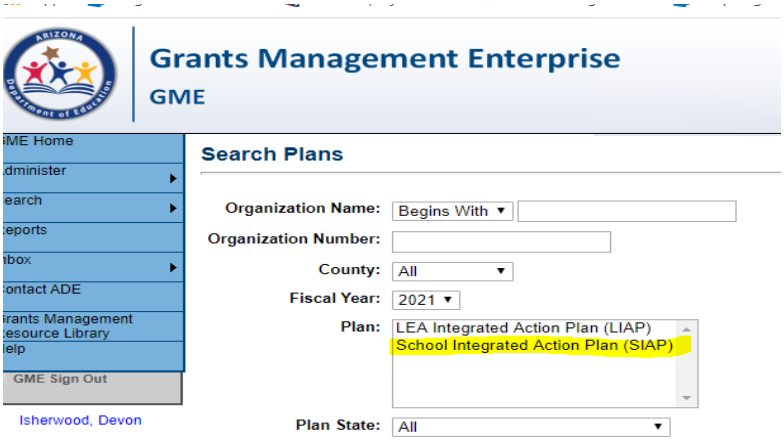
GME Guidance Resources

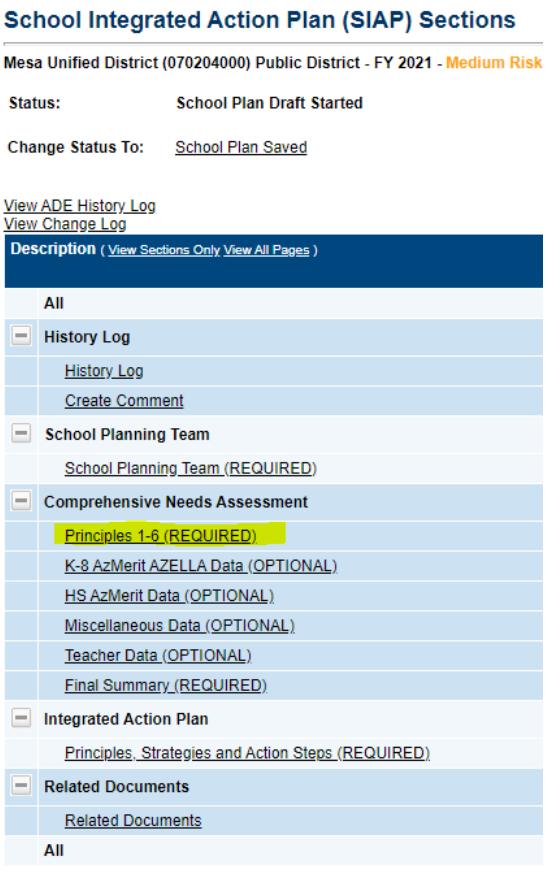
Planning Tool

LEA Integrated Action Plan (Quick Reference Guide)
Planning Tool Print (Quick Reference Guide)
School Integrated Action Plan (Mini-Handbook)
User Roles Assignment - Planning Tool (Short Snip)

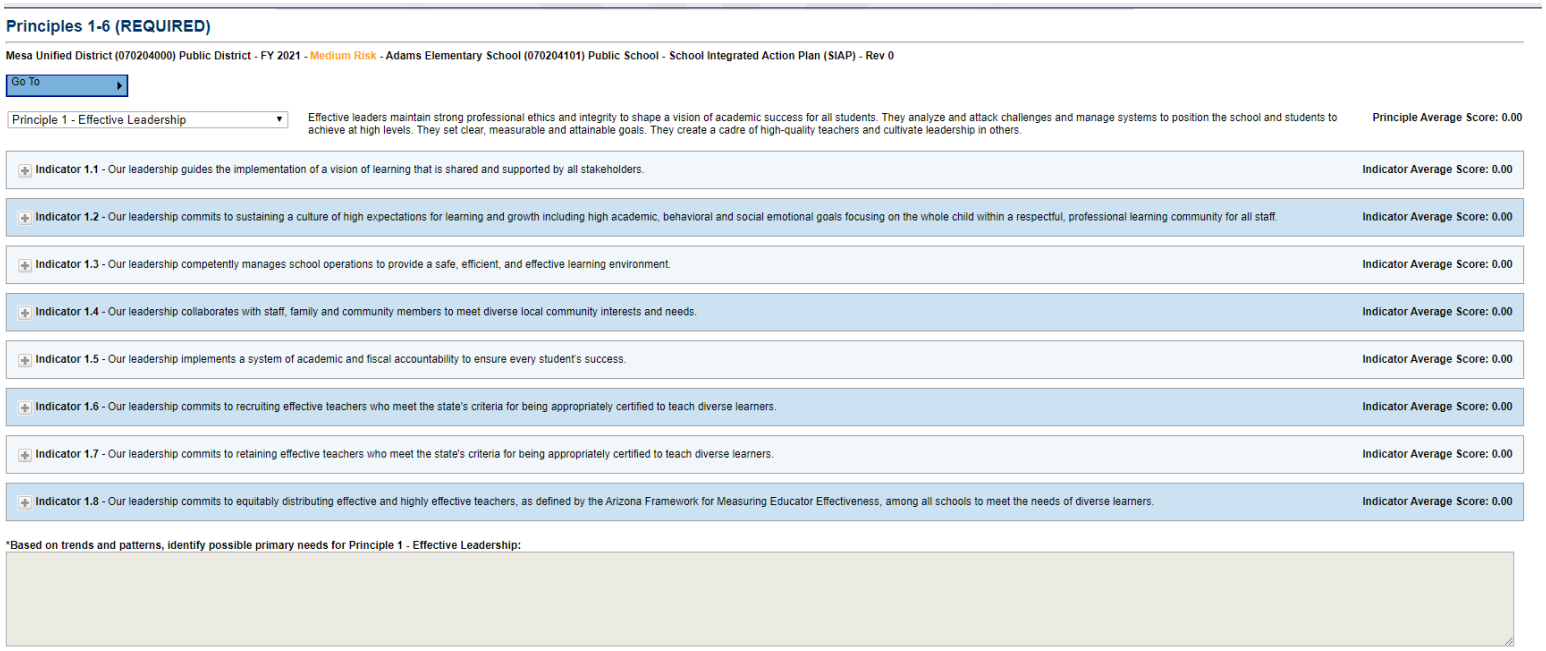
SSI Learning Modules

CNA Screenshots





Complete for each principal, 1 through 6



Principles 1-6 (REQUIRED)

Mesa Unified District (070204000) Public District - FY 2021 - Medium Risk - Adams Elementary School (070204101) Public School - School Integrated Action Plan (SIAP) - Rev 0

Go To

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.

Principle Average Score: 0.00

Indicator 1.1 - Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders. Indicator Average Score: 0.00

Indicator 1.2 - Our leadership commits to sustaining a culture of high expectations for learning and growth including high academic, behavioral and social emotional goals focusing on the whole child within a respectful, professional learning community for all staff. Indicator Average Score: 0.00

Indicator 1.3 - Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment. Indicator Average Score: 0.00

Indicator 1.4 - Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs. Indicator Average Score: 0.00

Indicator 1.5 - Our leadership implements a system of academic and fiscal accountability to ensure every student's success. Indicator Average Score: 0.00

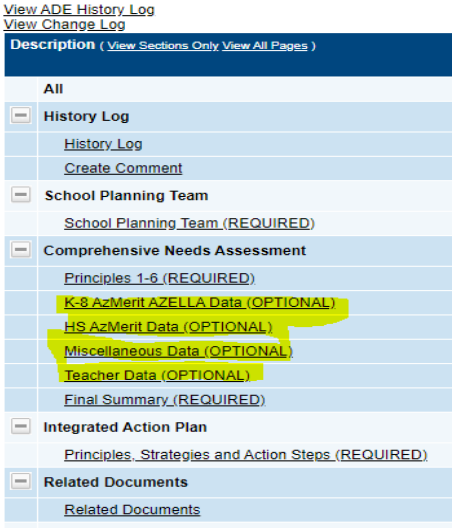
Indicator 1.6 - Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners. Indicator Average Score: 0.00

Indicator 1.7 - Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners. Indicator Average Score: 0.00

Indicator 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. Indicator Average Score: 0.00

*Based on trends and patterns, identify possible primary needs for Principle 1 - Effective Leadership:

Analyze and consider quantitative data



View ADE History Log
View Change Log

Description (View Sections Only View All Pages)

- All
- History Log
  - History Log
  - Create Comment
- School Planning Team
  - School Planning Team (REQUIRED)
- Comprehensive Needs Assessment
  - Principles 1-6 (REQUIRED)
  - K-8 AzMerit AZELLA Data (OPTIONAL)
  - HS AzMerit Data (OPTIONAL)
  - Miscellaneous Data (OPTIONAL)
  - Teacher Data (OPTIONAL)
  - Final Summary (REQUIRED)
- Integrated Action Plan
  - Principles, Strategies and Action Steps (REQUIRED)
- Related Documents
  - Related Documents

Final Summary

View ADE History Log
View Change Log

Description (View Sections Only View All Pages)

- All
- History Log
  - History Log
  - Create Comment
- School Planning Team
  - School Planning Team (REQUIRED)
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  - Principles 1-6 (REQUIRED)
  - K-8 AzMerit AZELLA Data (OPTIONAL)
  - HS AzMerit Data (OPTIONAL)
  - Miscellaneous Data (OPTIONAL)
  - Teacher Data (OPTIONAL)
  - Final Summary (REQUIRED)
- Integrated Action Plan
  - Principles, Strategies and Action Steps (REQUIRED)
- Related Documents
  - Related Documents
- All

Final Summary (REQUIRED)

Mesa Unified District (070204000) Public District - FY 2021 - Medium Risk - Dobson High School (070204274) Public School - School Integrated Action Plan (SIAP) - Rev 0

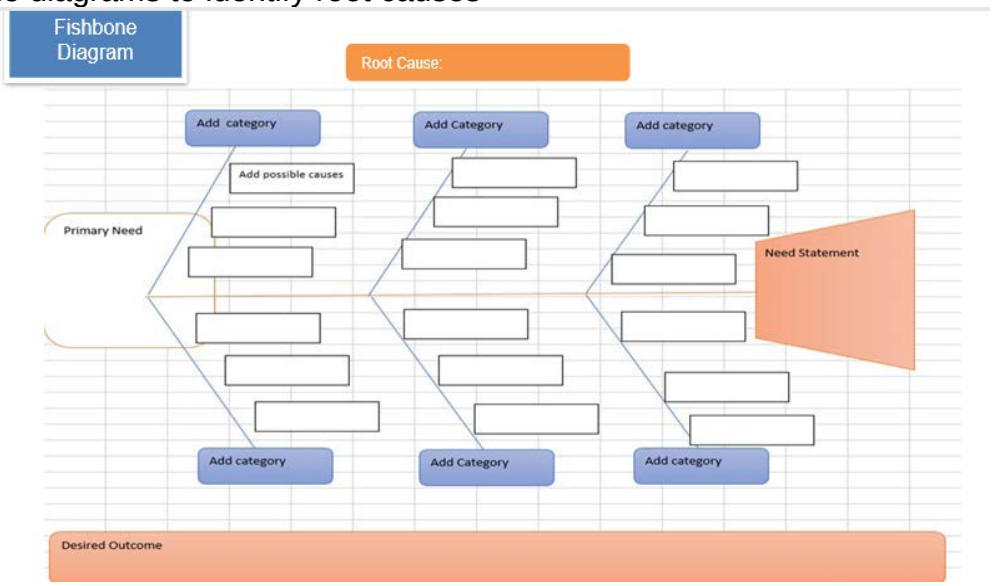
Go To

Review the summary of your data below for each Principle, then complete the Summary and Needs Identification at the end.

Summary and Needs Identification - Using the summary of your data above and your three fishbone root cause analyses, complete the Summary and Needs Identification chart below for your top three primary needs. Use one row for each primary need.

Primary Needs Indicator #	Step 1) Identify Your 3 Primary Needs	Step 2) Identify Root Causes	Step 3) Write Primary Needs Statements	Step 4) Write Desired Outcomes
Indicate the principle and indicator for each of your primary needs. (i.e., 2.3)	Write the description of the CNA indicator. - (Head of the fishbone)	List the one major contributing factor to the problem. - (Body of the fishbone)	Write Primary Need Statement - List the action needed to solve the problem. - (Tail of the fishbone)	Describe what you will do and how it will impact students. This is a positive restatement of your need statement.
*	*	*	*	*
*	*	*	*	*
*	*	*	*	*

Related Documents-3 fishbone diagrams to identify root causes



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- All
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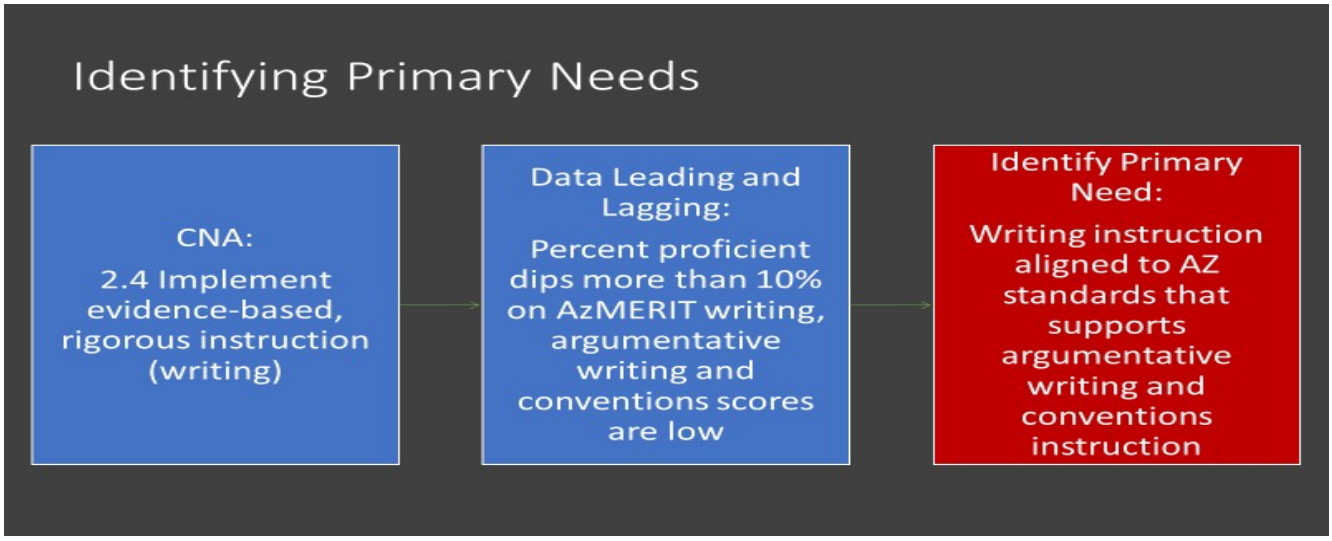
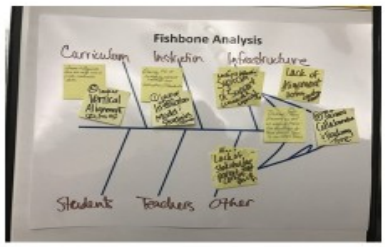
  - K-8 AzMerit AZELLA Data (OPTIONAL)
  - HS AzMerit Data (OPTIONAL)
  - Miscellaneous Data (OPTIONAL)
  - Teacher Data (OPTIONAL)
  - Final Summary (REQUIRED)
- Integrated Action Plan
  - Principles, Strategies and Action Steps (REQUIRED)
- Related Documents
  - Related Documents
- All

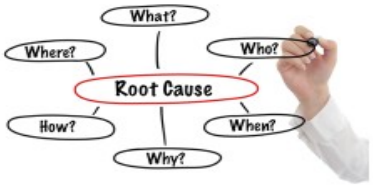
2. After completing the CNA, Identify 3 or 4 Primary Needs

Primary need is CNA principle, indicator or element **PLUS** data source.
Reread the trends and patterns summaries and possible primary needs from all 6 Principles. Analyze the data you have from a variety of resources. Use the information in these summaries to Identify three or four primary needs.



Next step, Root Cause Analysis is critical to successful change.





Have a problem? Now what?

3. Root Cause Analyses

GME screen shot

Related Documents

Documents uploaded in the Related Documents page are either Required or Optional Related Documents.

Required: Applications cannot be submitted unless documents are uploaded. Three Fishbone Diagrams (one for each Primary Need) are required to be submitted in the SIAP.

		Required Documents
Type	**Document Template**	**Document/Link**
Fishbone Diagram [Upload 1 document(s)]	Fishbone Diagram	Upload New

- **Optional**: These documents are optional for SIAP but should be noted in the event they are applicable. 5 Whys is an optional document in the SIAP.

		Optional Documents
Type	**Document Template**	**Document/Link**
5 Whys [Upload up to 1 document(s)]	5 Whys	Upload New

If a document template is provided, download the template from GME by selecting the hyperlink with the document's name in the **Document Template** column.

Uploading Documents

Save all your changes to the provided document template(s) locally on your PC. Once the documents are saved and closed, follow these steps to upload them successfully:

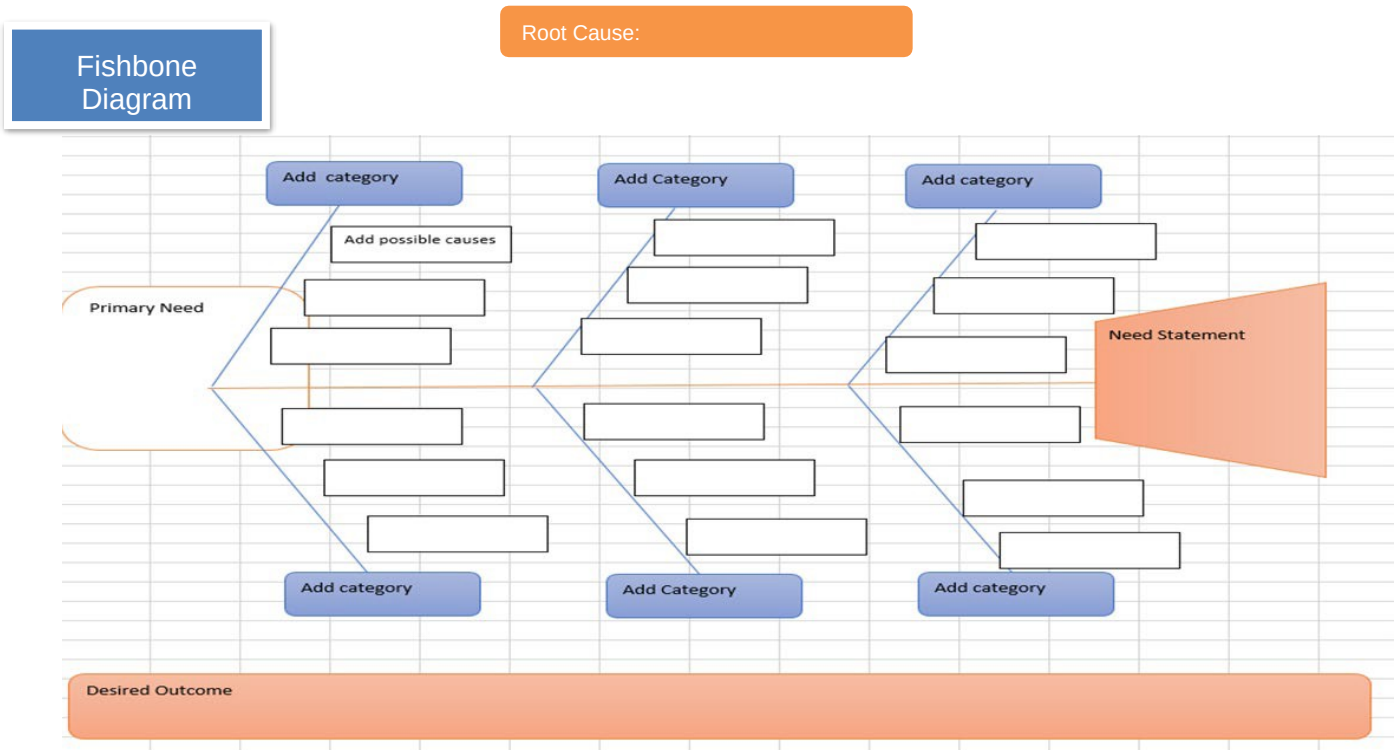
1. Select Upload New

		Required Documents
Type	**Document Template**	**Document/Link**
Fishbone Diagram [Upload 1 document(s)]	Fishbone Diagram	1 Upload New

Conduct a Thorough Root Cause Analysis for your top 3 or 4 primary needs, resulting in Needs Statements and Desired Outcomes. Root cause analyses take time! It is necessary for impactful change.

Root cause analysis is a structured team process. It allows the use of a strategic method to dig down into the primary need and determine causes and contributing factors. Often during the discussion of causes, different perspectives of the same situation are uncovered for an enhanced picture of the problem. At the end of the root cause analysis, the major cause is discovered and what needs to happen to remove the problem is determined. This is time to discuss causes, not solutions.

The root cause is the **one** major contributing factor.



Fishbone Diagram Process Directions: The team identifies clear and specific primary needs based on patterns and trends in the CNA.

i. Choose ONE of the primary needs identified in the CNA to address first and write it in the head of the fishbone.
ii. The team facilitator asks the team, "How do we know that problem exists? What are the teachers doing? What are the students doing? (see the root cause analysis questions for support with this)
iii. The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.
iv. After, all ideas are documented on the fishbone. Reread the ideas on the fishbone.
v. Highlight similar items.
vi. Look at the highlighted items, what pattern or trend surfaced? That is your root cause.
vii. Once the team agrees on the root cause, determine what needs to change to eliminate the root cause---what needs to change is the need statement. To verify you have gotten to the heart of the problem, ask the following:
    a. Is what in the fishbone tail, if it were corrected would the problem continue?
        i. If yes, you need to dig deeper and use the 5 whys.
        ii. If no, you found the root cause
viii. If you said the problem might continue, you need to dig deeper by asking the 5 whys…asking "Why?" until the root cause has been identified.
ix. It often takes three to five whys, but it can take more than five. So, keep going until the team agrees on the root cause.

Root Cause guiding questions:

- Would the problem have occurred if the cause had not been present? If no, then it is a root cause. If yes, then it is a contributing cause.
- Will the problem reoccur as the result of the same cause if the cause is corrected or dissolved? If no, then it is a root cause. If yes, then it is a contributing cause.
- Will correction or dissolution of the cause lead to similar events? If no, then it is a root cause? If yes, then it is a contributing cause.

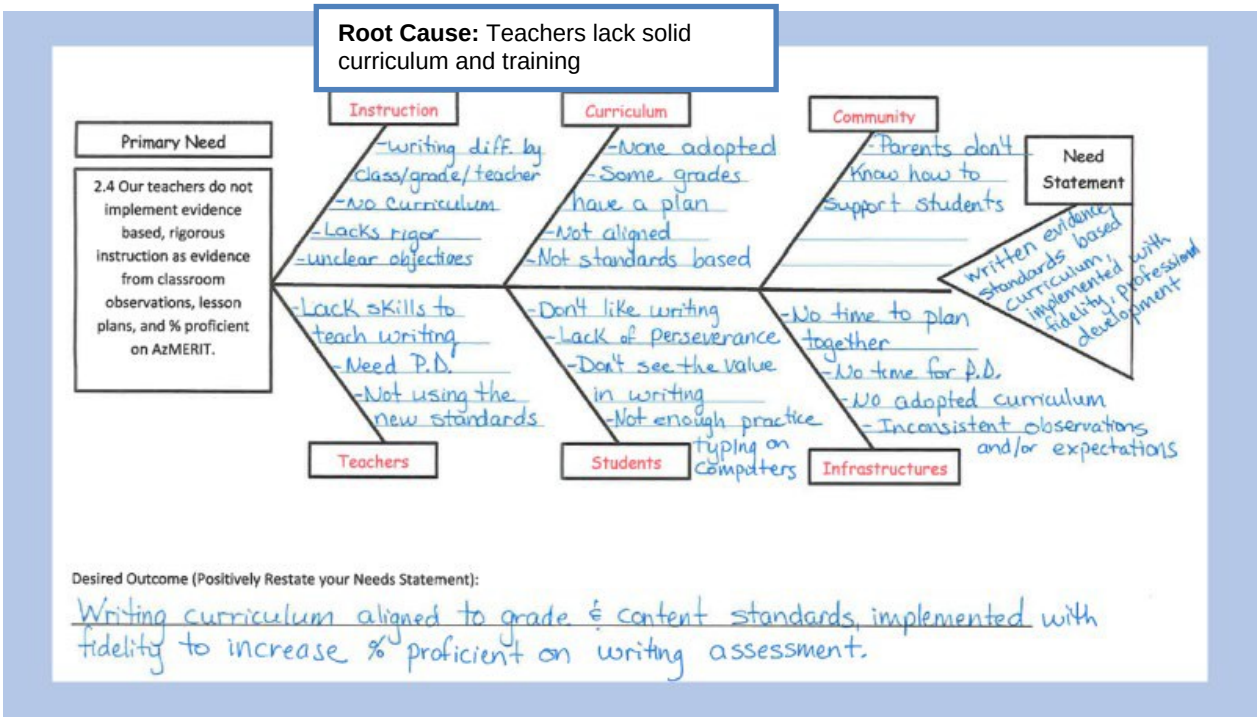
Important note: Focus on causes you can impact, not those out of the school's control.

Example: There are three main parts of the fish: head, body and tail.
In the head, you see the indicator that was identified in the CNA as a **primary need**: "2.4 Our teachers are not implementing evidence based rigorous and relevant instruction" as evidence from classroom observations, lesson plans and the % proficient on AZ Merit, combining the evidence and data was to determine that it was a primary need.
All the causes for teachers not implementing evidence based rigorous and relevant instruction were brainstormed. Target questions guide the work. After brain storming, all ideas were considered, and common trends and patterns identified; then key words or phrases that are in common were highlighted.
The **root cause** was identified as Teachers lack solid curriculum and training

- The **needs statement** is, "written evidence-based curriculum implemented with fidelity…"
- The Needs statement is restated it in a positive and becomes the **desired outcome.**

Tips

- Use the fishbone diagram tool to keep the team focused on the causes of the problem, rather than the symptoms or solutions.
- Consider drawing your fish on a flip chart or large dry erase board.
- Make sure to leave enough space between the major categories on the diagram so that you can add minor detailed causes later.
- When brainstorming causes, consider having team members write each cause on sticky notes, going around the group asking each person for one cause. Continue going through the rounds, getting more causes, until all ideas are exhausted.
- Encourage each person to participate in the brainstorming activity and to voice their own opinions.
- Note that the "5 whys" method, below, is often used in conjunction with the fishbone.



Sometimes you have to dig a little deeper…

The 5 Why Method

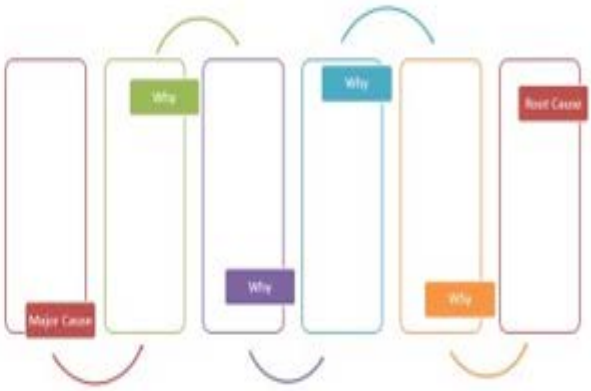
The 5-Whys is a simple brainstorming tool that can help teams identify the root cause(s) of a problem. Once a general problem has been recognized, ask “why” questions to drill down to the root causes. Asking the “5-Whys” allows teams to move beyond obvious answers and reflect on less obvious explanations or causes.

Step-by-step instructions

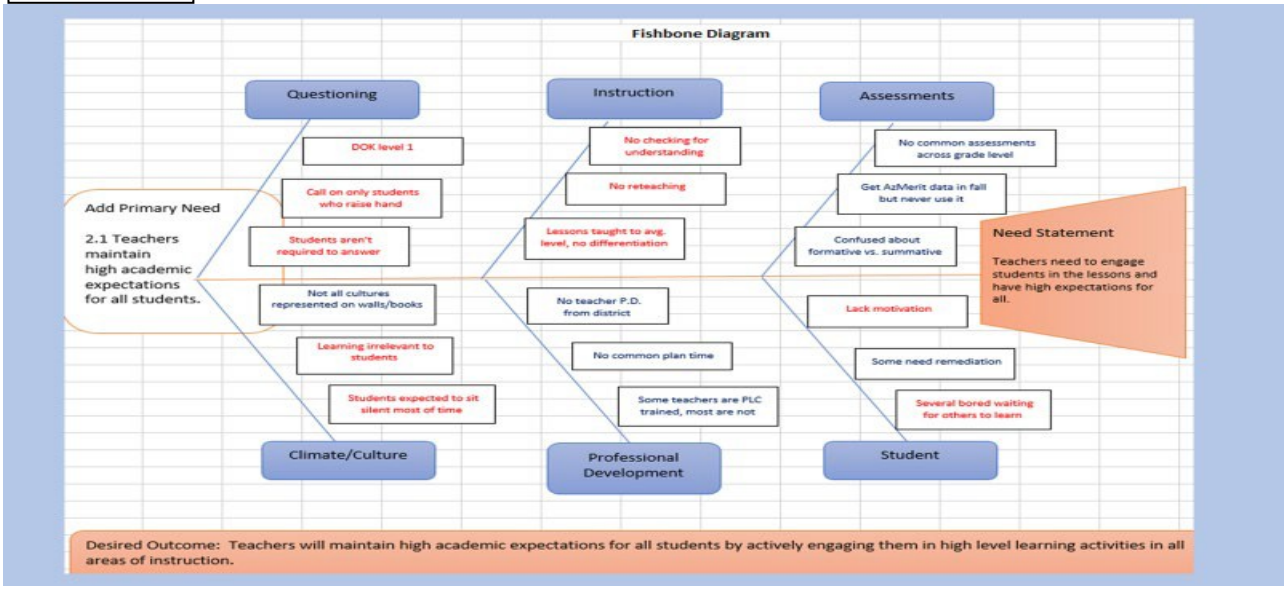
State the problem you have identified as a strategic problem to work on.
Start asking “why” related to the problem. Like an inquisitive toddler, keep asking why in response to each suggested cause.
Ask as many “whys” as you need in order to get insight at a level that can be addressed (asking five times is typical). You will know you have reached your final “why” because it does not make logical sense to ask why again.

The “5-Whys” is a strategy that is often used after an issue has been identified using another tool, such as a Fishbone Diagram or Process Mapping. Guard against using the “5-Why” questions on their own to avoid a narrow focus or bias.

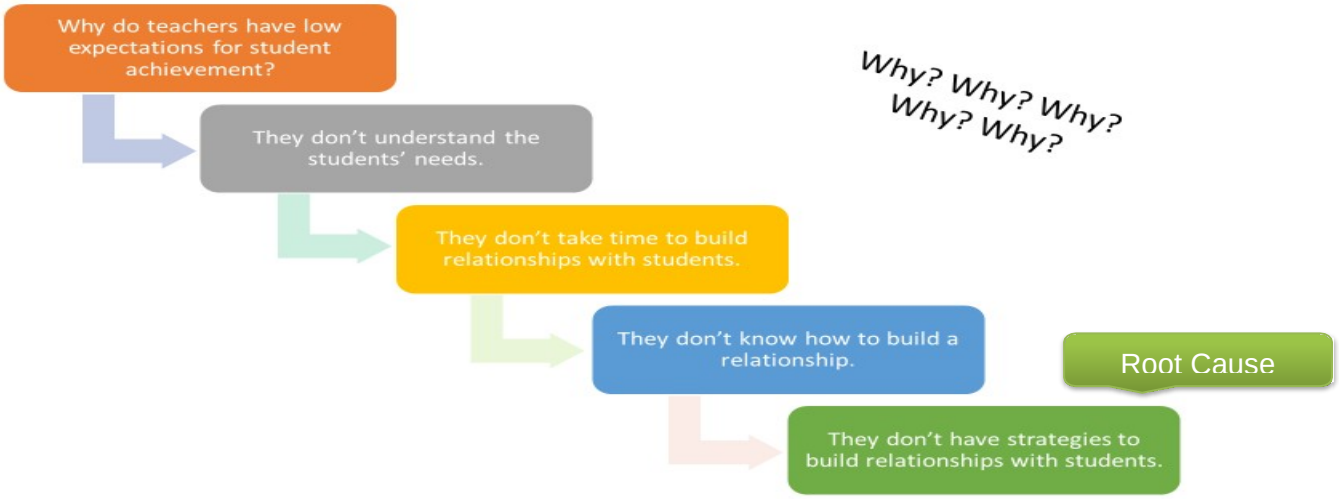
This methodology is closely related to the Cause & Effect Fishbone diagram and can be used to complement the analysis necessary to complete a Cause & Effect diagram.



EXAMPLE



After conducting the root cause analysis, the need statement is still too general…so digging deeper is necessary.



Tips

- Try to move on quickly from one question to the next, so that you have the full picture before you jump to any conclusions.
- be used to complement the analysis necessary to complete a Cause & Effect diagram
- The "5" in 5 Whys is just a "rule of thumb." In some instances, you may need to go on and ask "why?" a few more times before you get to the root of the problem. In others, you may reach this point before you ask your fifth "why?" If you do, be careful that you've not stopped too soon. The important point is to stop asking "why?" when the useful responses stop coming.
- As you work through your chain of questioning, you'll often find that someone has failed to take a necessary action. The great thing about 5 Whys is that it prompts you to go further than just assigning blame, and to ask why that happened. This often points to organizational issues or areas where processes need to be improved.

4. Integrated Action Plan

GME Directions
School Integrated Action Plan (Mini-Handbook)

The **Integrated Action Plan (IAP)** is developed based on the School level Comprehensive Needs Assessment (CNA) and should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs.

The **School-level IAP (SIAP)** addresses three or four areas of need identified by the school's CNA and Root Cause Analyses.

The **LEA-level IAP (LIAP)** supports the system's areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs.

School integrated Action Plan (SIAP) and the LEA integrated Action Plan (LIAP) are written annually.

IAP Requirements:

- □ Three or four Need Statements with correlated Desired Outcomes; SMART Goals, if required
- □ Evidence based Strategies
- □ Evidence based Action Steps (use appropriate tags are required, funding and program tags
  - o Implementation Action Steps
  - o Monitoring Action Steps
    - Measures
    - Success Criteria and Evidence
  - o Evaluation Action Steps
    - Measures
    - Success Criteria and Evidence

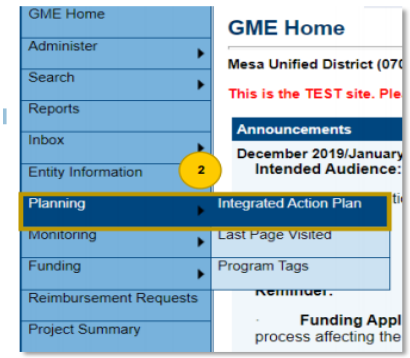
Address only the applicable Principles (all 6 are **not** required) based on CNA, root cause analyses, identified three or four Need Statements and Desired Outcomes. Targeted, intentional, focused actions result in real change. A "laundry list" of needs and desired outcomes will dilute focus, scatter efforts and will not result in real change.

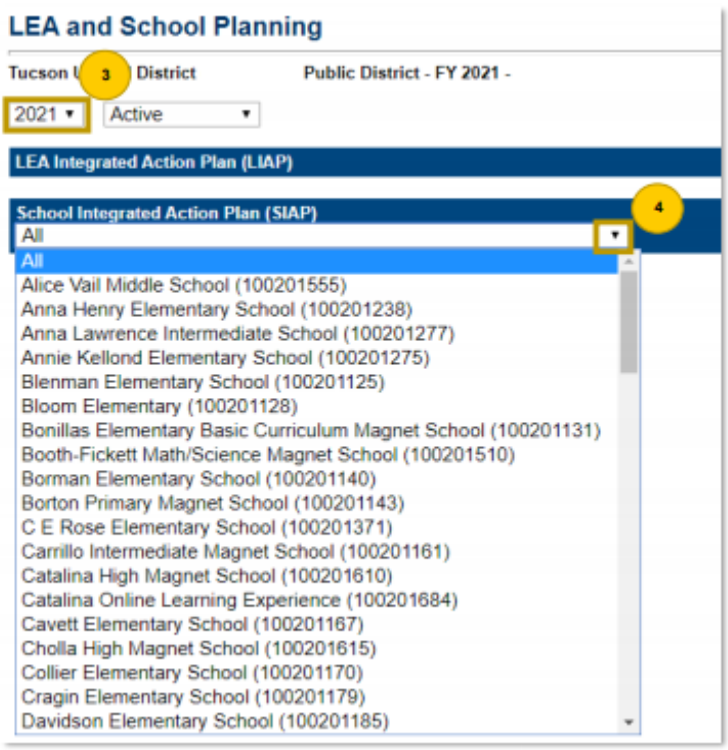
Accessing the SIAP

1. Log into Grants Management Enterprise (GME) via ADEConnect and select your organization's name (hyperlink)

Note: For further instruction on how to log into GME, navigate to Grants Management Resource Library > GME User Resources/Training > GME Navigation > GME Navigation Basics (Course Material).

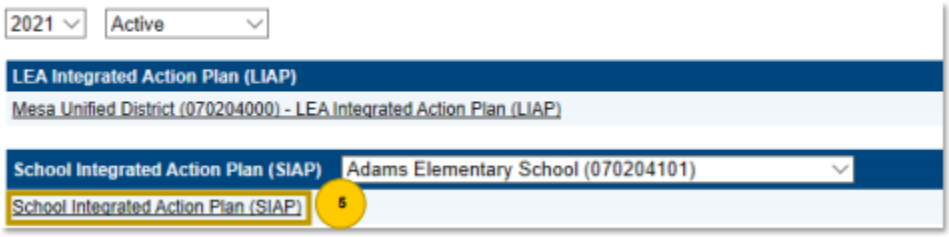
2. On the main menu, hover over Planning and select Integrated Action Plan





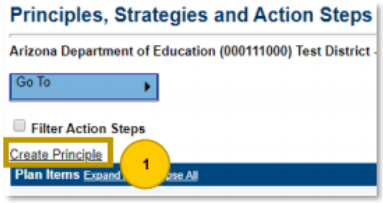
3. Select the Fiscal Year you want to complete
4. Under the **School Integrated Action Plan** (SIAP), select the appropriate school (site) from the drop-down menu. A hyperlink to the SIAP for that school will become available.

5. Select the hyperlink to access the SIAP



Integrated Action Plan

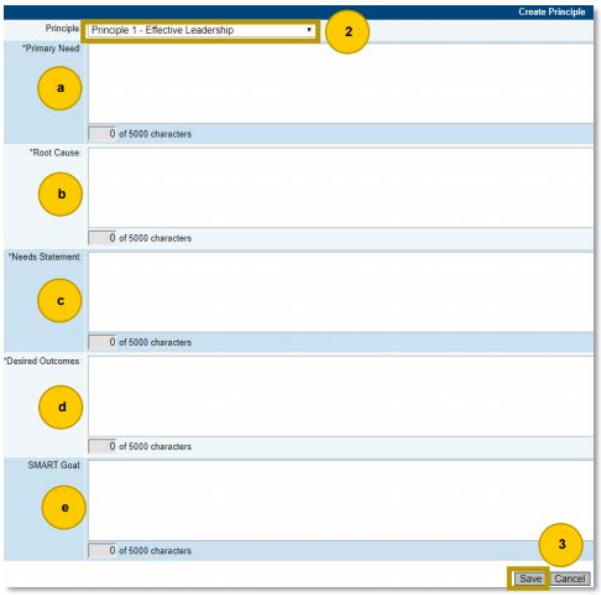
There are three parts to this plan: **Principles**, **Strategies**, and **Action Steps**.

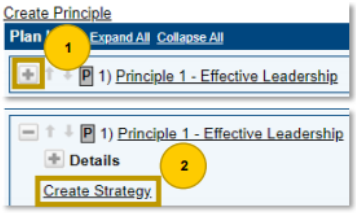


Principles

Principles must be selected first before strategies and action steps can be input.

1. Select **Create Principle**
2. Select the principle from the drop-down menu, then complete the following:
   a. Primary Need
   b. Root Cause
   c. Needs Statement
   d. Desired Outcomes
   e. SMART Goal (if applicable)
3. Select **Save**
4. Repeat Steps 1 – 3 to select another principle

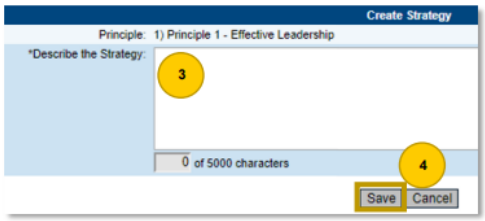




Strategies

Once a principle has been created, a strategy must be created. To create a strategy:

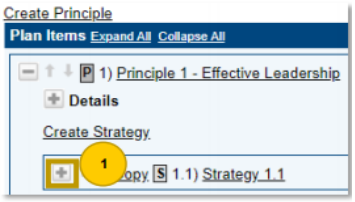
1. Select the ⊕ icon of the principle you created
2. Select Create Strategy
3. Describe the Strategy: start with the title of the strategy, then describe it
4. Select Save
5. Follow Steps 2 – 4 to create additional strategies (if applicable)

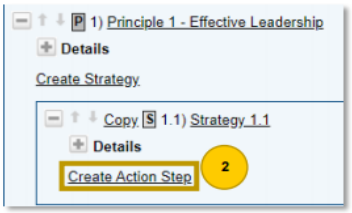


Action Steps

Once a strategy has been created, an action step must be created. To create an Action Step:

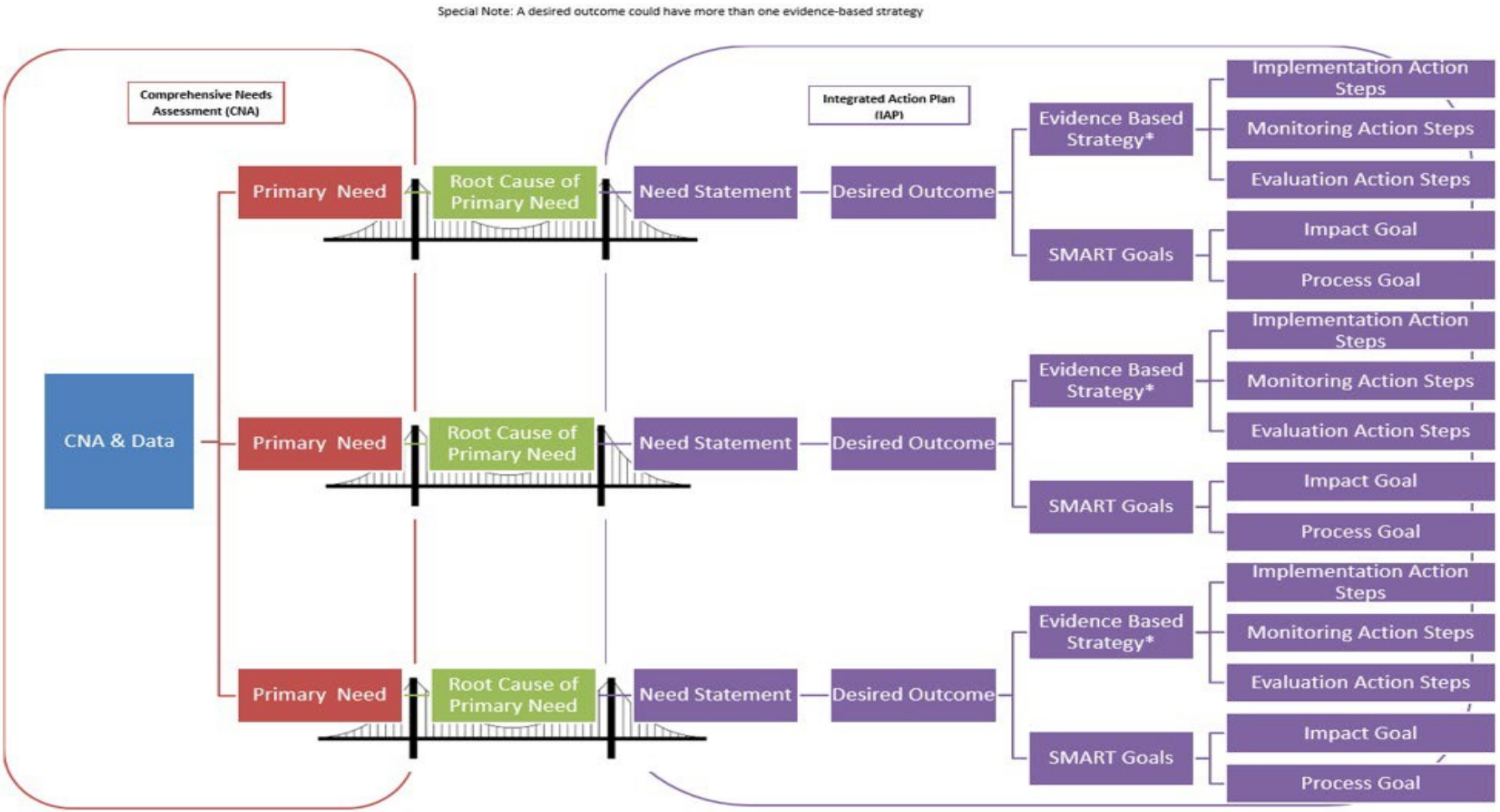
1. Select the ⊕ icon next to your strategy. If it is for a strategy you have just created, your view might be already expanded, and you can omit this step.

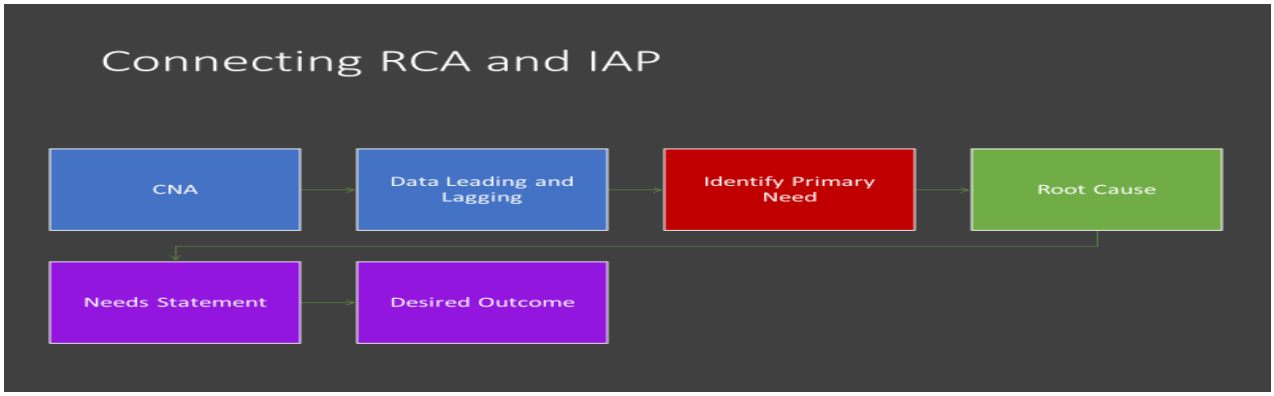


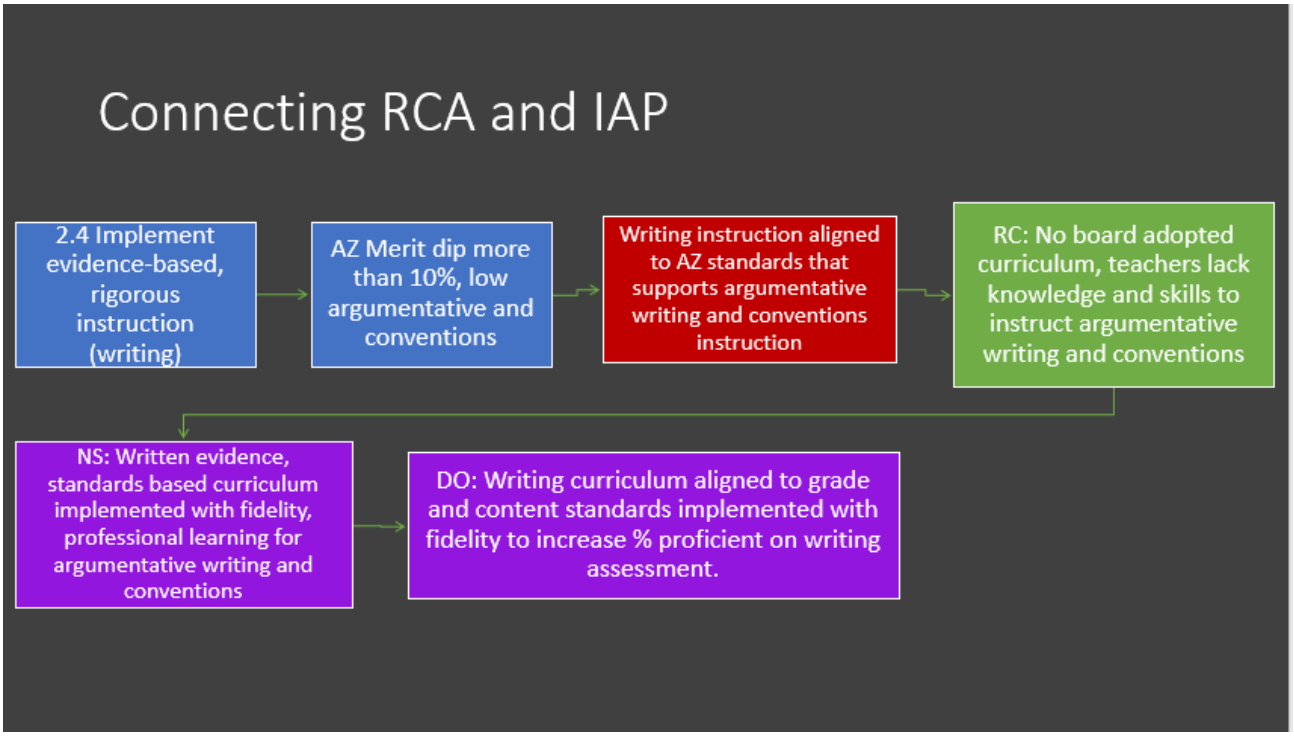


2. Select **Create Action Step**
3. Complete the following fields:
   a. Action Step Title
   b. Describe the Action Step
   c. Person Responsible for this Action Step (both the **Name** and **Organization Role** must be entered)
   d. Timeline (both the **Begin Date** and **Completion Date** must be chosen)
   e. ESSA Evidence (if applicable, select one evidence to support the action step)
   f. Funding Tag (see directions on the next page on how to add a Funding Tag)
   g. Program Tags (if applicable, select one or more ADE Program Tags by checking the check box)
4. Select Save
5. To create additional action steps, repeat Steps 1 – 4

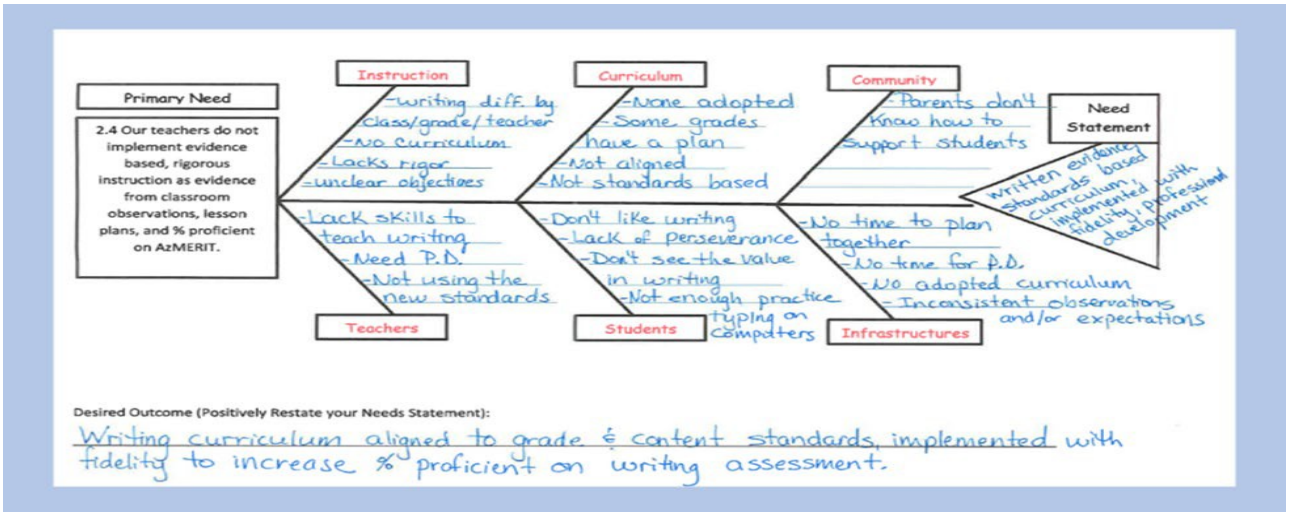
Integrated Action Plan Diagram







School Integrated Action Plan (SIAP)

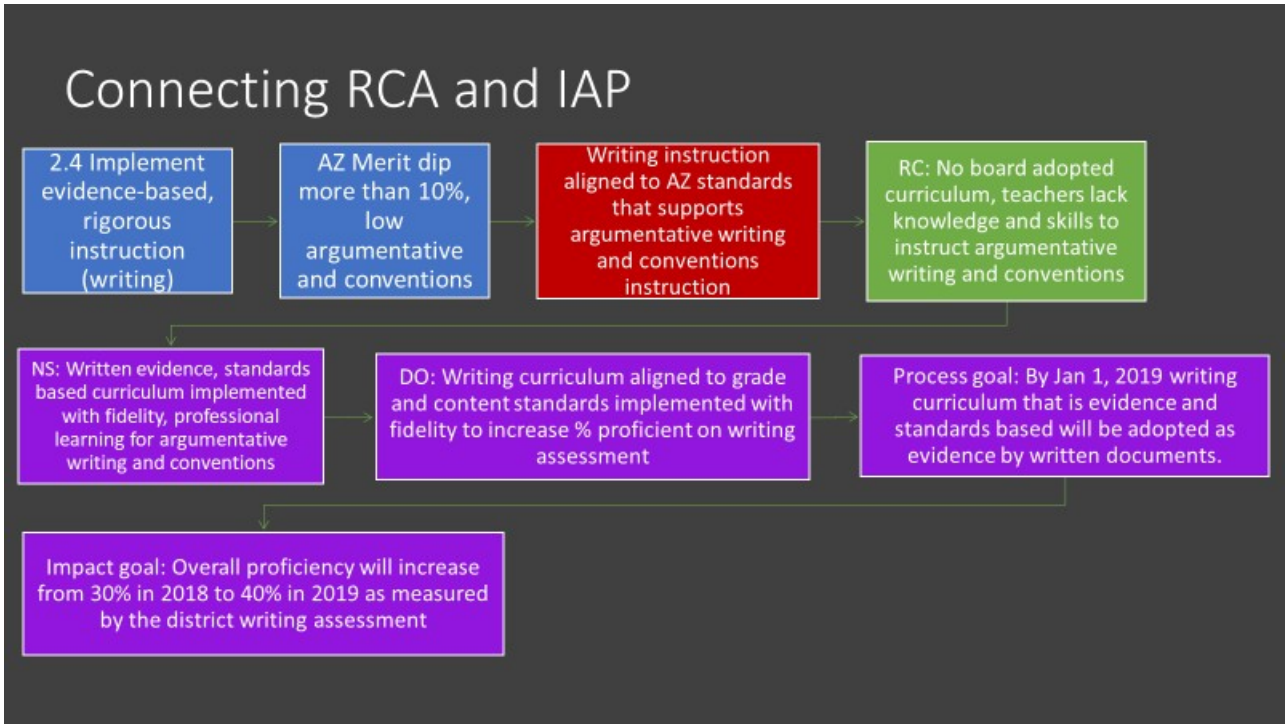


SMART GOALS

Specific + Strategic: A well-written goal addresses who will do what by when and how the results will be measured.
Measurable: The key concept here is: what gets measured, gets done. How you will measure its accomplishment?
Attainable, but Challenging: Goals that are unrealistic will only serve as a source of frustration for teachers, students, and administrators alike. Goals that are too easy generally won't affect the kind of change needed to make significant and sustainable improvement. Goals must be attainable yet challenging.
Relevant: In the big picture, goals should link back to the stated educational aims, vision and mission of the school, derived from a careful analysis of data. Specifically, the goals address the primary and needs identified in the CNA.
Time Based: Setting a timeframe for the goal gives it urgency and helps move it to the top of the priority list of everyday activities.

There are two types of goals in the IAP.

1. Process goals-implementation of a system or process
   - Committee will research evidence -based math curriculum and make a recommendation by November 1, 2020 as evidenced by written recommendation to Assistant Superintendent.
   - New walkthrough data collection form will be developed and implemented by Jan. 1, 2021 as evidenced by principal walkthrough summaries and feedback session notes.
2. Impact goals-to show growth or increased proficiency, increased graduation rate, increased attendance; show impact on student performance
   - Reading achievement for all students will increase by 12% from 10% to 22% proficient and highly proficient as measured by 2021 AzMERIT.
   - Attendance rate will increase by 15% from 80% to 95% for 2021 school year as evidenced by district demographic data summary report.

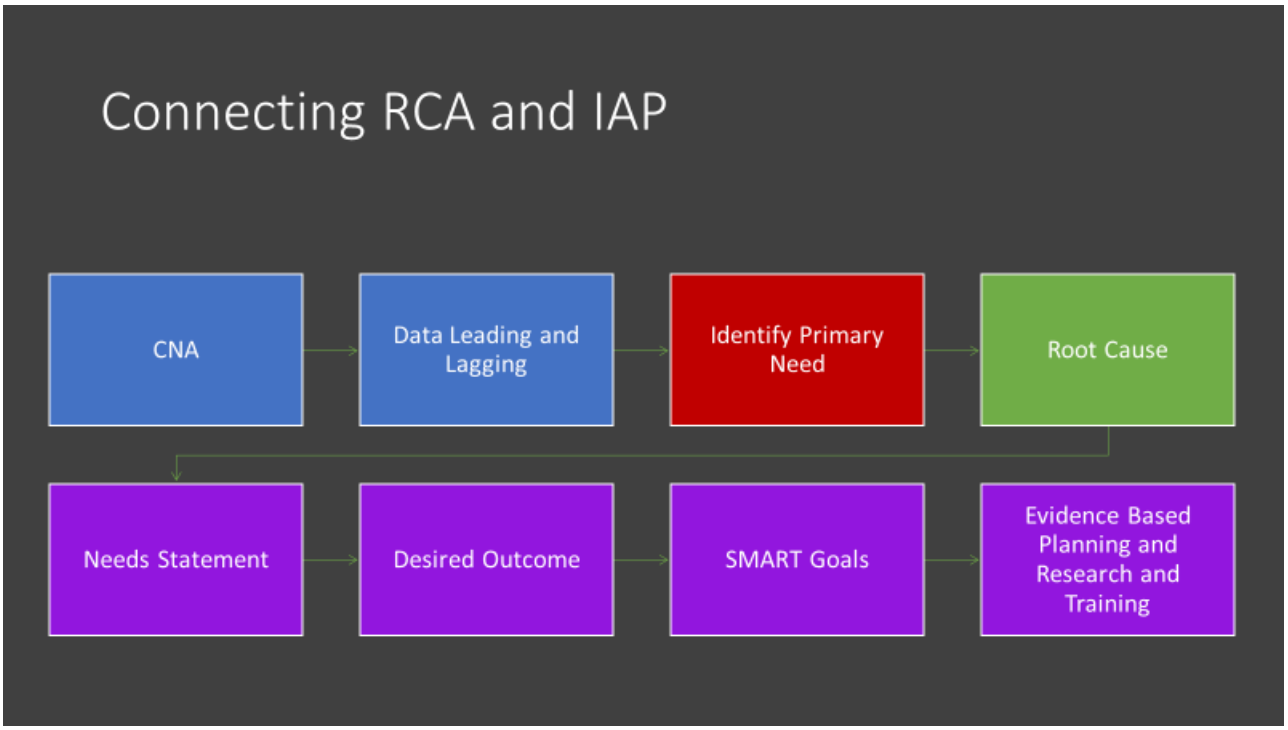


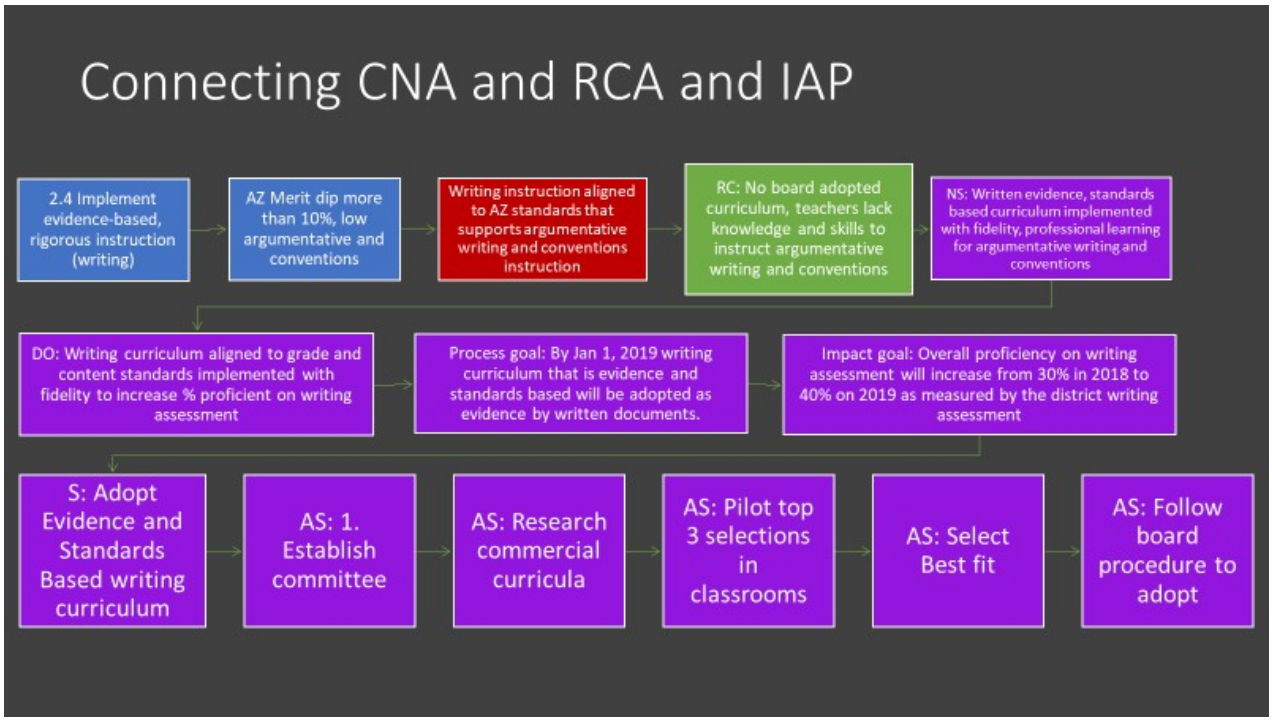
IAP Process:

- □ Identify writing team to include all stakeholders
  - o Establish group norms or agreements
- □ Establish timeline for writing the plan
- □ For each identified primary need, enter the need statement and desired outcome under the identified Principle
  - o Add SMART goals as needed or required
- □ Starting with the identified specific desired outcomes, backward design the evidence-based improvement strategies and action steps
- □ Investigate evidence based programs, strategies or interventions to address each desired outcome
  - o Generate list of possibilities
  - o Investigate possibilities
  - o Select evidence-based strategies
- □ Add selected strategy under appropriate principle
- □ Develop action steps (using actionable verbs)
  - o Implementation action steps
    - ▪ Develop clear and comprehensive actionable action steps including who is responsible and the timeline
    - ▪ Align resources, funding sources, people and time to action plan
  - o Monitoring action steps
    - ▪ Determine measures to monitor implementation
      - • Collect information to monitor the quality of supports being provided
    - ▪ Identify and track progress and performance
      - • Consider what additional information is needed to determine if action steps are working
    - ▪ Assess the degree to which the implementation plan is being followed with fidelity
    - ▪ Is the intervention, strategy, system, or process accomplishing the intended goal/s?
    - ▪ Should it be continued, or adjustments made?

- Evaluation action steps
  - Determine measure/s to evaluate success
  - Determine criteria and evidence of success
  - Use the evidence to determine whether the intervention should continue as is, be modified, or be discontinued
  - Were desired outcomes reached?
  - Were SMART goals met?

Ensure coherence and obvious relationships between all need statements, desired outcomes, SMART goals, strategies and action steps.





Sample School Site IAP Worksheet

<table>
<tr><td rowspan="8">SAMPLE Primary Need #1</td><td colspan="2">Primary Need: (head of fishbone)
Strong Math Instruction Aligned to Standards</td></tr>
<tr><td colspan="2">Root Cause:
No adopted math curriculum</td></tr>
<tr><td colspan="2">Needs Statement: (tale of fishbone)
Need a written evidence and standards-based math curriculum implemented with fidelity and professionally learning for evidence-based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)</td></tr>
<tr><td colspan="2">Desired Outcome: (Needs statement restated in a positive)
Evidence and standards-based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.</td></tr>
<tr><td colspan="2">SMART Goal: (If the primary need is fixed how will your % proficient be affected?)
Math achievement for all students will increase by 15% moving from 0% proficient or highly proficient on 2019 AzMERIT to 15% proficient or highly proficient on 2020 AzM2.</td></tr>
<tr><td>Strategy:
Adopt an evidence and standards-based math curriculum.</td><td>Action Steps: (List all your Planning Strategies form your planning worksheet)
▪ Establish curriculum research committee
▪ Research available commercial curricula
▪ Visit schools with top 3 curriculum to view curriculum in action
▪ Select best fit curriculum
▪ Follow procedure to select and adopt a standards and evidence-based math curriculum</td></tr>
<tr><td>Strategy:
Research and implement evidence-based math instruction.</td><td>Action Steps: (List all your Planning Strategies form your planning worksheet)
▪ Establish a committee
▪ Research different pedagogy and methodologies
▪ Select strategies to be implemented in all classrooms and/or grade level bands
▪ Plan PD to support implementation and training of methodologies</td></tr>
<tr><td>Strategy:
Consistent high quality professional development and support for all teachers.</td><td>Action Steps:
▪ Provide bi-weekly PD for 60 mins
▪ Provide bi-weekly planning PD to implement strategies
▪ Plan and ensure PLC sharing and discussions of resources used, student work and what works instructional strategies
▪ Plan and implement Peer observations
▪ Schedule and conduct administrative walk through observations with targeted feedback and teacher action plans</td></tr>
</table>

	Strategy: Monitor Implementation	Action Steps: ▪ Ensure teacher lesson plans reflect standards-based objectives and evidence-based instructional strategies ▪ Monitor teacher assessments ▪ Administrative walk through observation forms ▪ Determine successful completion of action steps on student achievement
	Strategy: Evaluate Implementation	Action Steps: Analyze summative assessment data

LEA Integrated Action Plan (LIAP)

LEA Integrated Action Plan (Quick Reference Guide)

LEA IAP supports the implementation of the SIAP. The LEA IAP is based on:

- □ A review of all School CNA results
- □ Reflective questioning process and discussion
- □ Identification of evidence-based strategies and action steps to support all school/s successful SIAP implementation.
- Analyze Schools' Comprehensive Needs Assessment (CNA) data for trends and patterns across schools.

LEA Guiding Questions

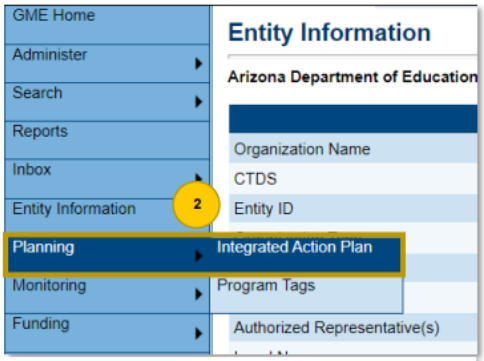
- □ What patterns or trends are evident in student achievement data among the schools?
- □ What patterns or trends are evident in student and teacher demographic data?
- □ What patterns or trends are evident in the Leading Indicator data?
- □ What patterns or trends are evident in the data regarding the 6 Principles?
- □ What patterns or trends are evident in the primary needs selected by schools to be addressed in school IAPs?
- □ What specific evidence-based strategies, actions and interventions can the LEA implement to support schools to successfully address identified primary needs and desired outcomes?
- □ What systems, processes, procedures, operational flexibility can be put in place to support schools in implementation of School Integrated Action Plans?
- □ How will these actions be monitored and evaluated? Are we doing what we said we would do? Are we doing it well? Is it impacting students learning and achievement? How do we know?

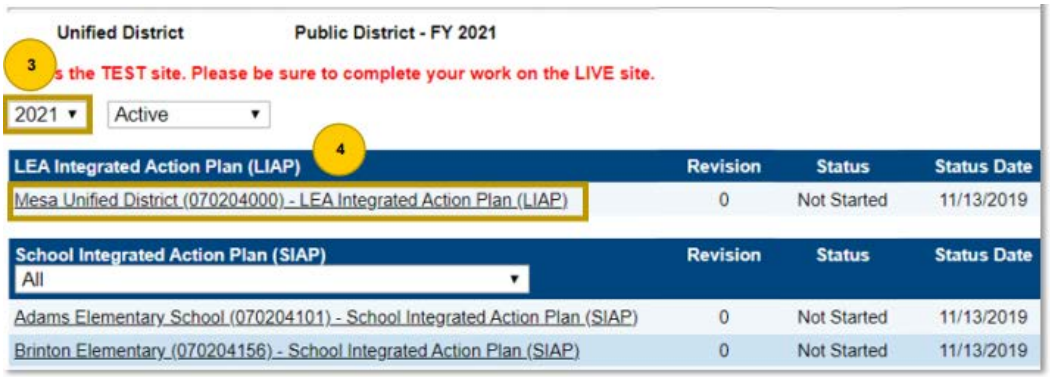
Create an LEA integrated action plan with strategies and action steps that align systems across the LEA to ensure successful school IAP implementation.

- □ Three or four Need Statements with correlated Desired Outcomes and SMART Goals, if required based on school IAPs trends and necessary support
- □ Evidence based Strategies
- □ Evidence based Action Steps (use appropriate tags for required, funded and non-funded activities)
  - o Implementation Action Steps
  - o Monitoring Action Steps
    - Measures to be used
    - Success Criteria and Evidence
  - o Evaluation Action Steps
    - Measures to be used
    - Success Criteria and Evidence

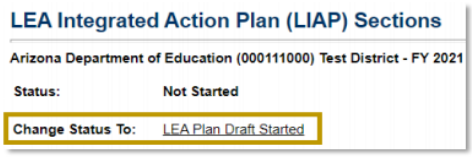
Accessing the LIAP

1. Log into GME via ADEConnect and select your organization's name (hyperlink)
2. On the main menu, hover over Planning and select Integrated Action Plan
3. Select the Fiscal Year you want to complete
4. Select the LEA Integrated Action Plan (LIAP)





Initiating the LIAP



To initiate the LIAP, the **LEA Plan Update** role must **Change Status To** LEA Plan Draft Started.

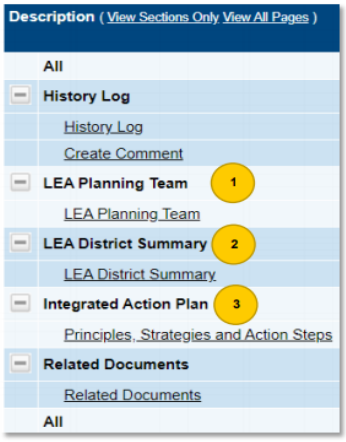
LIAP Sections

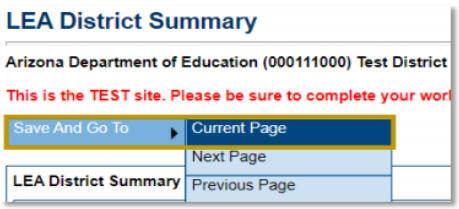
There are three sections of the LIAP that **must** be completed:

1. **LEA Planning Team**
2. **LEA District Summary**
3. **Integrated Action Plan**

Related Documents for LIAP are not required but encouraged.

Note: Within pages of all four sections, any field with an asterisk requires data to be entered. *It is strongly recommended that you **save your work periodically** as you are completing the LIAP pages to ensure your data is saved.* You can save by selecting **Save and Go To** (located both at the top and bottom of most pages) > Current Page.

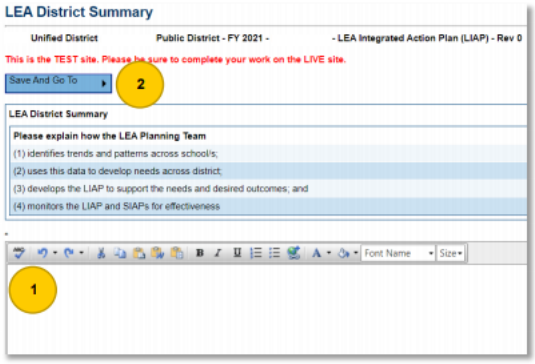




The Create Comment page of the History Log section will be used to communicate between you and ADE. You can also use this functionality to communicate with your schools. For more information on the functionality of the History Log section, please view the information in GME's Grants Management Resource Library > GME User Resources/Training > History Log and Creating Comments folder.

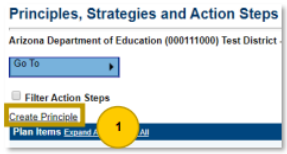
LEA District Summary

1. Provide your summary that addresses how the LEA Planning Team does what is described above the text box in points (1) through (4).
2. Select **Save and Go To** > Sections to save your summary and go back to the Sections page.



Integrated Action Plan

There are three parts to this plan: **Principles**, **Strategies**, and **Action Plans**.

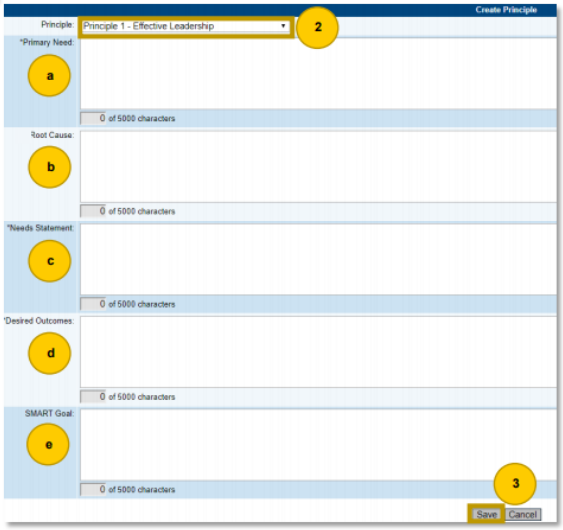


Principles

Principles must be selected first before strategies and action steps can be taken.

1. Select **Create Principle**

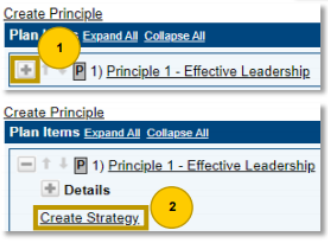
2. Select the Principle from the drop-down menu, then complete the following:
   a. Primary Need
   b. Root Cause (not required)
   c. Needs Statement
   d. Desired Outcomes
   e. SMART Goal (if applicable)
3. Select **Save**
4. Repeat Steps 1 – 3 to select another principle



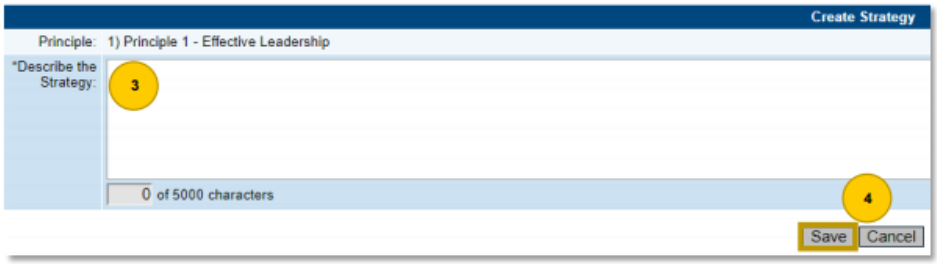
Strategies

Once a principle has been created, a strategy must be created. To create a strategy:

1. Select the ➕ icon of the principle you created
2. Select **Create Strategy**

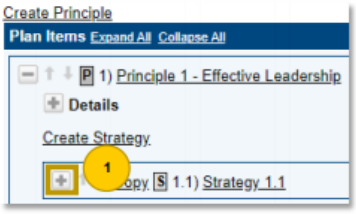


3. Describe the Strategy: start with the title of the Strategy, then describe it
4. Select Save
5. Follow Steps 2 – 4 to create additional strategies (if applicable)



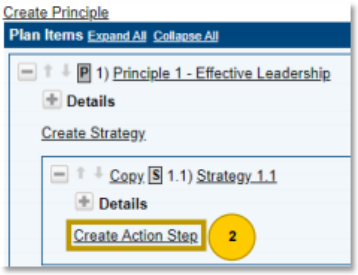
Action Step

Once a strategy has been created, an action step must be created. To create an Action Step:

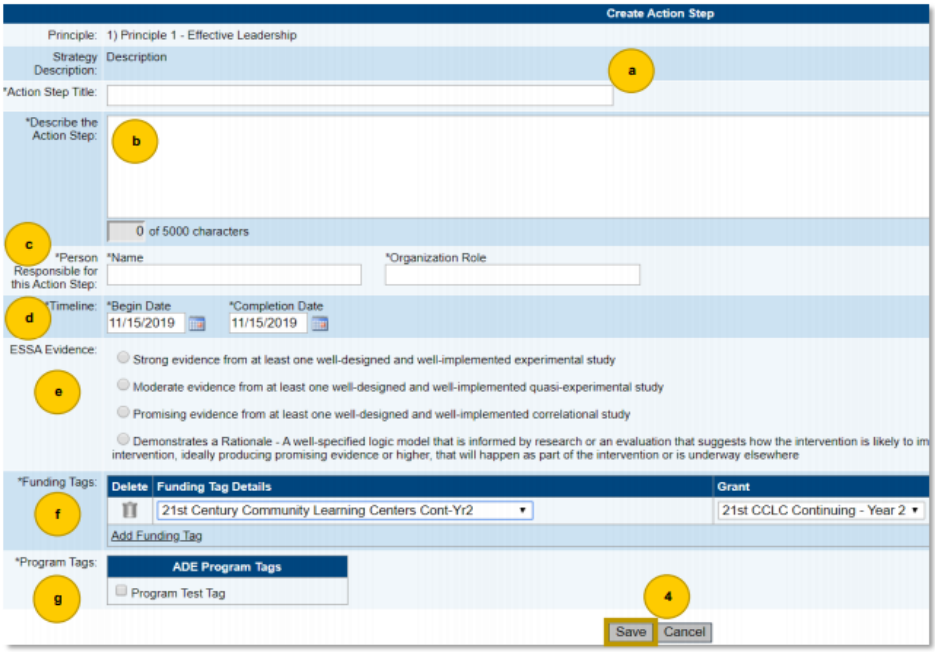


1. Select the icon next to your strategy. If it is for a strategy you have just created, your view will be already expanded, and you can omit this step.

2. Select **Create Action Step**.



3. Complete the following fields:
   a. Action Step Title
   b. Describe the Action Step
   c. Person Responsible for this Action Step (both the **Name** and **Organization Role** must be entered)
   d. Timeline (both the **Begin Date** and **Completion Date** must be chosen)
   e. ESSA Evidence (if applicable, select one evidence to support the action step)
   f. Funding Tag (see directions below on how to add a Funding Tag)
   g. Program Tags (if applicable, select one or more ADE Program Tags)



4. Select Save.
5. To create additional action steps, repeat Steps 1 – 4.

Sample LEA Integrated Action Plan Worksheet

<table>
<tr><td rowspan="8">SAMPLE Primary Need #1</td><td colspan="2">Primary Need: (head of fishbone)
Strong Math Instruction Aligned to Standards</td></tr>
<tr><td colspan="2">Schools that Display Primary Need:
Arizona Elementary School, Sunburst Elementary School</td></tr>
<tr><td colspan="2">Root Cause(s):
No adopted math curriculum</td></tr>
<tr><td colspan="2">Needs Statement(s): (tale of fishbone)
Need a written evidence and standards-based math curriculum implemented with fidelity and professionally learning for evidence-based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, 2.6)</td></tr>
<tr><td colspan="2">Desired Outcome: (Needs statement restated in a positive)
Evidence and standards-based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment.</td></tr>
<tr><td colspan="2">SMART Goal: (If the primary need is fixed how will your % proficient be affected?)
Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2017 AzMERIT to 10% proficient or highly proficient on 2018 AzMERIT.</td></tr>
<tr><td>Strategy:
Support Adoption of an evidence and standards-based math curriculum.</td><td>Action Steps: (List all your Planning Strategies form your planning worksheet)
▪ Help Research Evidence Based Programs for Elementary school
▪ Help facilitate the ordering of sample materials
▪ Meet with Curriculum Adoption Committee
▪ Help complete Curriculum Rubrics</td></tr>
<tr><td>Strategy:
Support Research and implement evidence-based math instruction.</td><td>Action Steps: (List all your Planning Strategies form your planning worksheet)
▪ Help Research Evidence Based PD strategies to support math PD
▪ Work with Site Principals to create a calendar to roll out implementation</td></tr>
</table>

	Strategy: Support Consistent high quality professional development and support for all teachers.	Action Steps: (List all your Planning Strategies form your planning worksheet) ▪ Support sites with funds to conduct peer observations ▪ Schedule and conduct meetings with site principals to review walkthrough observations and action plans ▪ Attend site PDs to show support for the initiatives
	Strategy: Monitor Implementation	Action Steps: ▪ Monitor site data (benchmarks/interims) ▪ Schedule and conduct walkthroughs to see curriculum in action
SAMPLE Primary Need #2	Primary Need: (head of fishbone) Parent and Community Involvement	
	Schools that Display Primary Need: Dream Big Middle School, Hope Middle School	
	Root Cause(s): Not enough opportunities for parent and community involvement	
	Needs Statement(s): (tale of fishbone) Need to provide opportunities for the parents and community to get involved in the school (1.4, 2.7, 5.2, 5.5, 6.1, 6.2, 6.3,)	
	Desired Outcome: (Needs statement restated in a positive) Provide multiple opportunities for the parents and community to get involved to promote collaboration and increase student achievement	
	SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Increase parent and community involvement by 20% moving from 48% on the 2018 parent satisfaction survey to 68% on the 2019 parent satisfaction survey.	
	Strategy: Create a volunteer program for parents and community.	Action Steps: (List all your Planning Strategies form your planning worksheet) ▪ Hold fingerprinting at each site to facilitate volunteers ▪ Provide substitutes for sites so admin/teachers can train volunteers once a quarter ▪ Create a district volunteer guide to support volunteer training
	Strategy: Increase communication with community	Action Steps: (List all your Planning Strategies form your planning worksheet) ▪ Help Research local community partnerships with site principals

	Strategy: Support site with parent and community involvement.	Action Steps: (List all your Planning Strategies form your planning worksheet) ▪ Attend community events to support schools' sites with initiative ▪ Have Public Relations Person go to sites to photographevents and volunteers. ▪ Add photos and highlight on volunteer programs on district website
	Strategy: Monitor Implementation	Action Steps: ▪ Monitor sign in sheets and training ▪ Review parent survey data and meet with siteleadership

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Appendices

Appendix A

MONITORING AND EVALUATION

Guiding Questions

Principle 1

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, are the systems of academic and fiscal accountability ensuring every student's success? How do we know?

At quarterly intervals, are collaborations with staff, family and community members present? If not, how can we change this?

At quarterly intervals, what assessments have been implemented at the school and/or district level? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

Upon reviewing the school vision, does the vision statement we currently have set the direction for the way we want our school to now? in the future? Has our school progressed toward reaching the vision? How do we know?

What characteristics does our school possess for its students to feel confident, connected, lifelong learners who are actively involved in school life?

Upon review of teacher retention data, is our system retaining effective teachers and if an opening arising, recruiting effectives teachers? If we are, what strategies are working to make sure that teachers feel valued and able to be effective? If not, what can be changed to assist in retaining teachers? If recruiting effective teachers, what systems are in place to make our system attractive and a viable option to effective teachers?

Does our system have a balanced assessment system from the classroom to the school to the district level? What evidence do we have to a balanced system? If evidence is lacking, what pieces of the system need to be addressed?

Principle 2

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

What evidence do we have that teachers are maintaining high academic expectations for all students throughout the school year?

How is instructional planning and implementation aligning to the state standards? How do we know?

At quarterly intervals, what role has formative assessment played in instruction for students and teachers? How do we know?

At quarterly intervals, what formative and classroom summative assessments have been implemented in the classroom? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

At quarterly intervals, what professional learning opportunities, including PLC's have teachers and staff had the opportunity to participate in?

At quarterly intervals, are collaborations with other teachers, staff, family and community members present? If not, how can we change this?

Principle 3

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At Quarterly intervals, what non-instructional activities have occurred for students? At quarterly intervals, what non-instructional activities have occurred for staff?

Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

Upon review of the school year/daily schedule, how do we know we have maximized instruction? What evidence do we have?

How does the daily/weekly contract day(s) provide for staff needs? How do we know?

Principle 4

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, what professional learning experiences have staff had the opportunity to be involved in that focus on implementation of adopted curricula? Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.

Upon review, how do we know that our curricula resources are being implemented to show students' progress in mastery of standards in specific content areas? What is our evidence that instruction and resources do not have gaps?

How do we know that our curricula are effective and provide continuous improvement for all students?

What is our evidence?

Principle 5

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, how does the school environment build mutual respect among leadership, teachers, students, and families? What evidence do we have that respect exists among and between different stake holder groups?

At quarterly intervals, how has staff had a voice in impacting school climate, conditions and culture?

At quarterly intervals, what services have we provided the fully support the academic and social needs of all students? Are these services sufficient? How do we know?

Principle 6

Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.

At quarterly intervals, how has the school maintained collaborative partnerships among families and the community?

At quarterly intervals, how have parents and families had a voice and been communicated to throughout this school period? Are we meeting the needs of all stakeholders in communicating school events, vision, and educational outcomes? How do we know?

Appendix B

Resources for Evidence-Based Strategies

http://www.azed.gov/improvement/evidence-based-practices/

Searchable data base of evidence-based programs, practices and interventions

The Every Student Succeeds Act (ESSA) states that evidence-based "means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
Strong evidence from at least one well-designed and well-implemented experimental study;
Moderate evidence from at least one well-designed and well-implemented quasi experimental study;
Promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;
or Demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and(II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Integrated Action Plans are required to be evidence-based and may use any level of evidence indicated above. Funding for the 7% Title I set aside for school improvement must be used for interventions meeting only the top three tiers of evidence (strong, moderate, promising).

Evidence for ESSA Johns Hopkins University/Center for Data-Driven Reform in Education
http://www.evidenceforessa.org/
This website provides information on programs and practices that meet each of the top three ESSA levels in a given subject and grade level (e.g., secondary math, elementary reading). It includes brief program descriptions, information on costs, availability, and other pragmatics, and links to program web sites. You can refine a search to look for programs that have been successful with particular populations (e.g., English learners, special education), communities (e.g., urban or rural), and other special interest areas. You can also search by program name, enabling you to find information about evidence for all programs, including those that have not yet been successfully evaluated. The website currently contains information on reading and math programs in grades K-12.
Additional topics will be added in the future, and the website will be continually updated to include new programs and to reflect new evaluations.

What Works Clearinghouse, developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)
https://ies.ed.gov/ncee/WWC/
The What Works Clearinghouse (WWC), established in 2002, is an entity of the Institute of Education Sciences (IES) within the U.S. Department of Education. The WWC reviews evidence of effectiveness for programs, policies, and practices using a consistent set of standards. The WWC then creates products including Intervention Reports, Single Study Reviews, Quick Reviews, and Practice Guides to present findings on evidence-based best practices. Current topics that are reviewed by WWC include, Early Childhood, Literacy, Mathematics, English Learners, Teacher Excellence, and Dropout Prevention.

Learning Policy Institute https://learningpolicyinstitute.org/product/evidence-based-interventions
Achieving an equitable school system that leads to meaningful, relevant, and engaging learning opportunities for all children will require that states, districts, and schools undertake the different tasks—such as curriculum design, access to materials, and educator development—that will enable students to develop much richer learning supported by quality instruction. This resource examines the options available to states to redefine their accountability systems as they begin to implement the Every Student Succeeds Act (ESSA). It analyzes the research base and identifies the conditions under which they have shown to be effective. The four program areas identified in this resource are: high-quality professional development, class-size reduction, community schools and wraparound services, and High School redesign.

Promising Practices Network on Children, Families and Communities
http://www.promisingpractices.net/resources_highschoolgrad.asp
This website began as a partnership between four state-level organizations to improve the well- being of children and families. The Promising Practices Network (PPN) funding has concluded, so the website has been archived and materials have not been updated since 2014.
The PPN site features summaries of evidence-based programs and practices that are proven to improve outcomes for children. All programs have been reviewed for quality and to ensure that they have evidence of positive effects.
Programs are assigned to one of three category levels: Proven, Promising, or Other Reviewed Programs. The Programs that Work section can be browsed in several ways: by outcome area
by indicator
by topic
by evidence level alphabetically
PPN relied on publicly available information for reviewing a program's effectiveness and was interested in programs as they were designed and evaluated. Programs were assigned a "Proven" or "Promising" rating, depending on whether they met the evidence criteria. The "Other Reviewed Programs" are ones which did not undergo a full review by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria.
Evidence Criteria

- Types of Outcomes Affected Substantial Effect Size Statistical Significance Comparison Groups
- Sample Size
- Availability of Program Evaluation Documentation

Best Evidence Encyclopedia, developed by the Center for Data Driven Reform in Education at Johns Hopkins University (not categorized in ESSA evidence tiers) http://www.bestevidence.org/
The Best Evidence Encyclopedia (BEE) is a free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education. It is intended to give educators and researchers fair and useful information about the strength of the evidence supporting a variety of programs available for students in grades K-12. The BEE provides summaries of scientific reviews produced by many authors and organizations, as well as links to the full texts of each review. The summaries are written by CDDRE staff members and sent to review authors for confirmation.
Program reviews include; Mathematics, Reading, Science Early Childhood and Comprehensive School Reform.

National Center on Intensive Intervention at American Institutes for Research
http://www.intensiveintervention.org/
This website provides information on data-based individualization (DBI), a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

Results First Clearinghouse Database, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases) http://www.pewtrusts.org/en/research-and-analysis/issue- briefs/2014/09/results-first-clearinghouse-database
This website includes a downloadable excel spreadsheet of compiled interventions by: category, policy area, intervention type and rating. The intervention rating included is based on a compilation of data from eight different clearinghouses. A direct link to the intervention website is also included in the downloadable spreadsheet. This is a great starting place to find interventions, as well as a quick check to see if interventions being used are considered effective.

Roadmap to Evidence Based Reform for Low Graduation Rate High Schools, developed by the Every Student Graduates Center at Johns Hopkins University http://new.every1graduates.org/everyone-graduates-center-roadmap-to-evidence-based- reform-for- low-graduation-rate-high-schools/ The Everyone Graduates Center provides a roadmap to evidence- based reform for low graduation high schools. Resources include full reports, presentations, and teacher resources- all focused on addressing the dropout crisis.

RAND report on school leadership interventions under ESSA (categorized in ESSA evidence tiers) http://www.wallacefoundation.org/knowledge-center/Documents/School- Leadership- Interventions-ESSA-Evidence-Review.pdf
The Every Student Succeeds Act (ESSA) presents a renewed focus on school leadership and acknowledges the importance of school principals to school improvement and effective instruction. ESSA repeatedly calls for the use of evidence-based activities, strategies, and interventions and establishes a framework with tiers of evidence when considering their proven impact on student success. This represents a shift in thinking regarding the justification of funds tied to Title funding, particularly as it relates to supporting school leadership. This report seeks to resolve some of the ambiguity that may still exist as states, districts, and schools seek to determine if activities qualify as evidence-based and therefore allowable.

Using Evidence to Create Next Generation High Schools, developed by the U.S. Department of Education (not categorized in ESSA evidence tiers) https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf
Next Generation High Schools are schools that redesign the high school experience to make it more engaging and worthwhile for high school students. In order to create such Next Generation High Schools, schools, districts, and States should utilize evidence- based strategies to transform high schools in ways that engage students and help prepare them for college and career success.
Evidence-based strategies encompass a variety of approaches. This document highlights six general evidence-based strategies to improve America's high schools for the next generation. Though many of the effective strategies may share common features, each has been identified by the research literature as a stand-alone intervention or model for improving students' educational outcomes. Reviewed strategies for enhancing students' high school and college outcomes include: 1) participation in rigorous curriculum; 2) small learning communities/small schools of choice; 3) career academies; 4) dual enrollment; 5) early college high schools; and 6) college and career counseling.

Appendix C
CNA Individual Principle Rubrics
for use by committees or teams or groups to focus on one Principle

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.

Indicator 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.
Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*There is no vision of learning*	*Leadership developed the vision of learning in isolation with little or no data*	*Leadership developed the vision of learning with some of the stakeholders using some data*	*Leadership developed the vision of learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform the process*

Rating	0	1	2	3
Element B	The vision of learning is not used to guide the policies/procedures and decisions of the school or there is no vision of learning	The vision of learning is infrequently used to guide the policies/procedures and decisions	The vision of learning is sometimes used to guide the policies/procedures and decisions	The vision of learning is consistently used to guide the policies/procedures and decisions
Element C	The vision of learning is old and has never been reviewed and amended to reflect the school community or it does not reflect the school community	The vision of learning has not been recently reviewed and revised to reflect the school community	The vision of learning is reviewed and revised every two or three years to reflect the school community	The vision of learning is reviewed and revised annually to reflect current school community

Indicator 1.2 Our leadership commits to sustaining a culture of high expectations for learning and growth including high academic, behavioral and social emotional goals focusing on the whole child 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.
Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	High expectations for learning and growth of all students are not reflected in clear, measurable goals, policies/procedures and decisions	High expectations for learning and growth of students are reflected in some policies/procedures and some decisions. Goals are not always clear, measurable or based on data	High expectations for learning and growth of all students are reflected in some clear, measurable goals, some policies/procedures and some decisions; based on some available data	High expectations for learning and growth of all students are reflected in clear, measurable goals, policies/procedures and all decisions; based on all available data
Element B	Opportunities for professional growth for all staff members are not available	Opportunities for professional growth for all staff members is one size fits all	The leadership creates some opportunities for professional growth for all staff members, based on walk through data, formal evaluations	The leadership creates many opportunities for professional growth for all staff members, based on walk-through data, formal evaluations

			evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills	*self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills*
Element C	*Policies/procedures are NOT written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality*	*Policies/procedures are written to allow teachers both individual or collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality*	*Policies/procedures are written to allow teachers both individual or collaborative time, bi- weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff*	*Policies/procedures are written to allow teachers both individual and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff*
Element D	*Leadership does not know federal and state requirements and the support necessary for special populations*	*Leadership knows some federal and state requirements and the necessary support for teaching special populations*	*Leadership knows most federal and state requirements and the necessary support for teaching special populations*	*Leadership knows federal and state requirements and the necessary support for teaching special populations*

Indicator 1.3 Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.

Output: Students believe that the school environment is psychologically, physically, and academically safe.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Maintenance is severely lacking and there are safety concerns*	*Maintenance of school buildings, equipment, and furnishings are lacking*	*Some school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who*	*All school buildings, equipment, and furnishings are designed and maintained for the optimal safety of everyone who*
Element B	*There are no safety plans*	*The school safety and emergency preparedness plans are not current, disseminated, or subject to regular review and amendment, or practiced*	*The school safety and emergency preparedness plans are current, disseminated, but are not reviewed regularly and/or practiced*	*The school safety and emergency preparedness plans are current, disseminated to all, and subject to regular review and amendment, and practiced regularly*
Element C	*The leadership does not identify minimal 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*	*The leadership identifies minimal 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*	*The leadership identifies sufficient 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*	*The leadership identifies multiple 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*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The leadership does not collect or review data about community interests and needs as well as the environment in which the local school*	*The leadership collects but does not review data about community interests and needs as well as the environment in which the local school*	*The leadership collects and reviews some data about community interests and needs as well as the environment in which the local school*	*The leadership systematically collects and reviews data about community interests and needs as well as the environment in which the*
Element B	*The leadership does not provide formal or informal opportunities for families and community members to interact with the school*	*The leadership provides minimal meaningful, formal or informal opportunities for families and community members to interact with the school*	*The leadership provides meaningful, formal and informal opportunities for families and community members to interact with the school*	*The leadership provides numerous meaningful, formal and informal opportunities for families and community members to interact with the school*
Element C	*The leadership does not share data through various parent- friendly venues*	*The leadership rarely shares data through various parent-friendly venues*	*The leadership sometimes shares data through various parent- friendly venues*	*The leadership regularly shares data through various parent-friendly venues*
Element D	*The leadership does not use a variety of communication strategies to encourage collaboration among the diverse members of the community*	*The leadership develops and uses minimal communication strategies to encourage collaboration among the diverse members of the community*	*The leadership develops and uses some communication strategies to encourage collaboration among the diverse members of the community*	*The leadership develops and uses a wide variety of communication strategies to encourage collaboration among the diverse members of the community*

Indicator 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.
Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The leadership does not balance administrative tasks and instructional leadership responsibilities*	*The leadership attempts to balance administrative tasks and instructional leadership responsibilities*	*The leadership sometimes balances administrative tasks and instructional leadership responsibilities*	*The leadership effectively balances administrative tasks and instructional leadership responsibilities*
Element B	*There is inadequate oversight of fiscal resources*	*The principal maintains oversight of fiscal resources, with no input*	*The principal maintains oversight of fiscal resources, with some input*	*The principal, with the leadership team, maintains oversight of fiscal resources*
Element C	*The leadership team does not use a data based decision making process to evaluate needs of the school*	*Using a data based decision making process, the leadership team evaluates needs of the school without staff input*	*Using a data based decision making process, the leadership team evaluates needs of the school with some time for staff input into the whole process*	*Using a robust data based decision making process, the leadership team evaluates school needs and includes sufficient time for staff input into the whole process*
Element D	*Our LEA and/or school does not have or provide access to a student information system*	*Our LEA and/or school provides a student information system containing limited data and/or it is not provided in a timely way*	*Our LEA and/or school provides access to a student information system containing some of the data listed above, but not in real time*	*Our LEA and/or school provides real time access to a student information system containing sufficient data to make informed decisions such as behavioral, attendance, EL, IEP, dropout, 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 as well as teacher observations, student reflection
Element E	*Data is not a priority at our school*	*Leadership makes an attempt to demonstrate the value and use of data; but does not ensure that the instructional staff has the understanding, training and ability to access the school's data systems and tools to goals or targets and track progress for each student throughout the year*	*Leadership demonstrates the value and use of data; and is starting to develop a data- driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; makes an attempt to ensure 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*	*Leadership demonstrates the value and use of data; leading a data-driven, collaborative culture; 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*

Element F	*School data calendar is not developed before school begins*	*An attempt is made to establish a school data calendar, but changes are often required by the LEA*	*Before the school year begins, a school calendar is established and acknowledged by the LEA including some but not all of the following: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction*	*Before the school year begins, a school calendar is established and acknowledged by the LEA 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*
Element G	*There are not any systems of supports are available for students who are struggling to meet their learning goals and leadership is aware of this situation*	*The leadership assumes that there are systems of supports are available for students who are struggling to meet their learning goals*	*The leadership expects that there are systems of supports are available for students who are struggling to meet their learning goals, but does not ensure it*	*The leadership ensures that systems of supports are available for students who are struggling to meet their learning goals*
Element H	*Systems are not in place to facilitate ongoing data- driven conversations related to student learning*	*Infrequent systems are in place, to facilitate data-driven conversations related to student learning with all stakeholders*	*Systems are in place, to facilitate data-driven conversations related to student learning with all stakeholders*	*Adequate systems are in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The LEA and/ or school leadership does not have a plan in place*	*The LEA and/ or school leadership has a plan in place but doesn't follow it*	*The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively recruit teachers for vacant positions*	*The LEA and/or school leadership has a plan in place and follows it to actively recruit appropriately certified teachers*
Element B	*The LEA and/ or school Leadership does not have a plan in place*	*The LEA and/ or school Leadership has a plan in place but doesn't follow it*	*The LEA and/ or school Leadership has a plan in place but doesn't always follow it to recruit teachers to meet the needs of diverse learners*	*The LEA and/or school Leadership has a plan in place and follows it to actively recruit teachers to meet the needs of diverse learners*
Element C	*The LEA and/ or school leadership dos not have a plan in place*	*The LEA and/ or school leadership has a plan in place but doesn't follow it*	*The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness*	*The LEA and/or school leadership has a plan in place and follows it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	0	1	2	3
Element A	The LEA and/ or school leadership does not have a plan in place.	The LEA and/ or school leadership has a plan in place but doesn't follow it	The LEA and/ or school leadership has a plan in place but doesn't always follow it to actively retain appropriately certified teachers to meet the needs of diverse learners	The LEA and/or school leadership has a plan in place and follows it to actively retain appropriately certified teachers to meet the needs of diverse learners
Element B	The school leadership does not have a plan in place	The school leadership has a plan in place but doesn't follow it	The school leadership has a plan in place but doesn't always follow it to actively retain teachers to meet the needs of diverse	The school leadership has a plan in place and follows it to actively retain teachers to meet the needs of diverse learners.
Element C	The school leadership does not have a plan in place	The school leadership has a plan in place but doesn't follow it	The school leadership has a plan in place but doesn't always follow it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness	The school leadership has a plan in place and follows it to retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The LEA and/or school leadership does not have a plan in place*	*The LEA and/or school leadership has a plan in place but doesn't follow it*	*The LEA and/or school Leadership has a plan in place but doesn't always follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners*	*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 1 Effective Leadership Data/Evidence
	1.1
	Written vision, mission and core belief statements
	Meeting notes/minutes from stakeholder meetings
	Meeting notes/minutes from staff meetings
	Evidence of vision, mission and core beliefs posted in office areas and classrooms
	1.2
	Meeting notes/minutes from Leadership Team meetings
	Evidence of vision, mission and core beliefs posted in office areas and classrooms
	Meeting notes/minutes from Leadership Team meetings
	Meeting notes/minutes from staff meetings
	Integrated action plans
	PLC notes
	School calendar
	Staff and stakeholder surveys

	Classroom observations
	Classroom environment audits for evidence of high expectations
	Data dashboard or other evidence that data is shared in timely and useable format
	Lesson plans (high expectations, data informed instruction, goals…)
	School calendar
	Student data books, notes, wall, other system for ongoing use of data
	Professional Learning calendar
	Schedules, daily, weekly
	Compliance with state and Federal regulations
	1.3
	Procedures and plans relative to emergency preparedness,
	Site audit of facilities, equipment, furniture
	1.4
	Family involvement activity calendar
	Samples of parent and community communication
	Meeting notes/minutes from Stakeholder meetings
	Meeting notes/minutes from Leadership Team meetings
	Meeting notes/minutes from staff meetings
	1.5
	Assessment audit
	Balanced assessment system
	Assessment calendar
	Intervention calendar
	Intervention implementation plan
	Data decision making model
	Data dashboard or other evidence that data is shared in timely and useable format
	Conversation notes
	1.6

	Recruitment plans
	Hiring protocols and procedures
	Hiring records
	1.7
	Written retention plan
	Teacher evaluations
	Evidence of appropriate certification
	1.8
	Written equitable distribution plan
	Teacher evaluations

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. I t also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all s t u d e n t s.

Indicator 2.1 Our teachers maintain high academic, behavioral and social emotional learning expectations for all students.
Output: Students are self-sufficient learners within a safe, supportive, and collaborative environment.
Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Teachers' commitments and actions do not demonstrate high expectations for all learners*	*Few teachers' commitments and actions demonstrate high expectations for all learners*	*Some teachers' commitments and actions demonstrate high expectations for all learners*	*All teachers' commitments and actions demonstrate high expectations for all learners*

Rating	0	1	2	3
Element B	Teachers do not establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable	Few teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable	Some teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable	All teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable
Element C	Teachers do not plan rigorous Instruction in all classrooms	Teachers plan rigorous Instruction in just a few classrooms	Teachers plan rigorous Instruction in some classrooms	Teachers plan rigorous Instruction in all classrooms
Element D	Evidence of data use that informs instruction is not present	Evidence of data use that informs instruction is present in just a few classrooms	Evidence of data use that informs instruction is present in some classrooms	Evidence of data use that informs instruction is present in all classrooms
Element E	Teachers do not monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments	Few teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments	Some teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments	All teachers monitor evidence of student learning to determine if sufficient progress is being achieved and make any necessary adjustments
Element F	Teachers do not purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement	Very few teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement	Some teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement	All teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement
Element G	Teachers do not create a classroom environment where students hold themselves accountable for their individual learning	Very few teachers create a classroom environment where students hold themselves accountable for their individual learning	Some teachers create a classroom environment where students hold themselves accountable for their individual learning	All teachers create a classroom environment where students hold themselves accountable for their individual learning

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Depth of knowledge of content areas is not evident*	*Knowledge of some content areas is evident*	*Some depth of knowledge of most content areas is evident*	*Depth of knowledge of all content areas is evident*
Element B	*Content does not align with the state standards*	*Very little content aligns with the state standards*	*Some content aligns with the state standards*	*Content aligns with the state standards*
Element C	*Grade level teams/content areas do not have a common understanding of the content standards*	*Few grade level teams/content areas have a common understanding of the content standards*	*Some grade level teams/content areas have a common understanding of the content standards*	*All grade level teams/content areas have a common understanding of the content standards*
Element D	*Curricula is not implemented with fidelity*	*Some curricula is implemented with loose fidelity*	*Some curricula is implemented with some fidelity*	*All curricula is implemented with complete fidelity*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Most instruction does not align with standards*	*Limited instruction aligns with standards*	*Some instruction aligns with standards*	*All instruction aligns with standards*
Element B	*Lesson planning does not include learning goals, success criteria, or possible student misconceptions*	*Lesson planning includes learning goals only*	*Lesson planning includes learning goals, success criteria, but not possible student misconceptions*	*Lesson planning includes learning goals, success criteria, and possible student misconceptions*
Element C	*Understanding of student prior knowledge is not evident in*	*Little understanding of student prior knowledge is evident in planning*	*Some understanding of student prior knowledge is evident in planning*	*Understanding of student prior knowledge is evident in planning*
Element D	*Very few, if any, teachers use Universal Design for Learning (UDL) in planning lessons*	*Some teachers use Universal Design for Learning (UDL) in planning lessons*	*Most teachers use Universal Design for Learning (UDL) in planning lessons*	*All teachers use Universal Design for Learning (UDL) in planning lessons*

Element E	*Pacing is not appropriate for the group or individual students*	*Pacing is appropriate for some of the group but not for individual students*	*Pacing is appropriate for the group and some individual students*	*Pacing is appropriate for the group and all individual students*
Element F	*Formative assessment or assessment for learning is not part of instruction*	*Formative assessment or assessment for learning is infrequently part of instruction*	*Formative assessment or assessment for learning is a limited part of instruction*	*Formative assessment or assessment for learning is an essential part of instruction*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Very few or no special population students have access to the general education curriculum (grade level appropriate)*	*Some students have access to the general education curriculum (grade level appropriate)*	*Most students have access to the general education curriculum (grade level appropriate)*	*All students have access to the general education curriculum (grade level appropriate)*
Element B	*Teaching for understanding is not the primary outcome for lessons*	*Teaching for understanding by most students is the primary outcome for some lessons*	*Teaching for understanding by all students is an outcome for most lessons*	*Teaching for understanding by all students is the primary outcome for all lessons*
Element C	*Teacher does not use questioning strategies*	*Teachers do not intentionally develop lesson questions, but ask some questions spontaneously*	*Teachers develop and ask some high-level lesson questions*	*Teachers intentionally develop and ask high level lesson questions*
Element D	*Teachers do not employ a variety of student engagement strategies and best practices*	*Few teachers employ a variety of student engagement strategies and best practices*	*Most teachers employ a variety of student engagement strategies and best practices*	*All teachers employ a variety of student engagement strategies and best practices*
Element E	*Teachers do not use evidence-based interventions, strategies, and routines*	*Few teachers use evidence- based interventions, strategies, and routines*	*Most teachers use evidence- based interventions, strategies, and routines*	*All teachers use evidence- based interventions, strategies, and routines*

Element F	*Student questioning does not help guide classroom discourse*	*Student questioning rarely helps guide classroom discourse*	*Student questioning sometimes helps guide classroom discourse*	*Student questioning frequently helps guide classroom discourse*
Element G	*Teachers do not provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*	*Teachers provide minimal opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*	*Teachers provide a few opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*	*Teachers regularly provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas*
Element H	*Collaboration is not valued and not evident between teacher to student and student to student*	*Collaboration is rarely evident between teacher to student and student to student*	*Collaboration seems valued and sometimes evident between teacher to student and student to student*	*Collaboration is valued and consistently evident between teacher to student and student to student*
Element I	*Grouping strategies are not used intentionally to meet the needs of all students tiered supports to meet the academic behavioral and social emotional needs of the whole child are not present*	*Very limited grouping strategies are used intentionally to meet the needs of all students including limited tiered supports to meet the academic behavioral and social emotional needs of the whole child*	*Some grouping strategies are used intentionally to meet the needs of all students including tiered supports to meet the academic behavioral and social emotional needs of the whole child*	*A variety of grouping strategies is used intentionally to meet the needs of all students including tiered supports to meet the academic behavioral and social emotional needs of the whole child*
Element J	*Feedback to students is not specific or actionable*	*Feedback to students is specific but never actionable*	*Feedback to students is specific but not always actionable*	*Feedback to students is specific and actionable*

Element K	*Students are not encouraged to look at their own data*	*Students are encouraged to look at their own data*	*Students are encouraged to become knowledgeable of their own data*	*Students are encouraged to become knowledgeable of their own data, and to seek and value alternative modes of investigation or problem- solving*
Element L	*No coherence across content areas with no real world application*	*Little coherence across content areas with few real world applications*	*Some coherence across content areas with real world applications experienced*	*Significant coherence across content areas with real world applications experienced and valued*

Indicator 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

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*A balance of assessment types is not understood and implemented*	*Few teachers understand and implement a balance of assessment types*	*Some teachers understand and implement a balance of assessment types*	*All teachers understand and implement a balance of assessment types*
Element B	*Assessment for learning and classroom formative assessment are not planned for or used for the appropriate purposes*	*Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by few teachers*	*Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by some teachers*	*Assessment for learning and classroom formative assessment are planned for and used for the appropriate purposes by all teachers*

Element C	*Regular formative assessment processes and use of data are not evident*	*Students play a minimal role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem- solve) in a few classrooms*	*Students play a limited role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in some classrooms*	*Students play a fundamental role in the formative assessment process and use of data (e.g., acknowledging strengths and identifying areas in need of improvement to problem-solve) in all/most classrooms*
Element D	*Students do not know their end goals, how they perform on assessments or understand what action steps they need to take to improve and advance*	*Few students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance*	*Some students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance*	*All students know their end goals, how they perform on assessments, and understand what action steps they need to take to improve and advance*
Element E	*Differentiated, in-the-moment, checks for understanding and in-class assessments are not used to ensure individual student progress between benchmark assessments*	*Few teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments*	*Some teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments*	*All teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments*

Element F	*Teachers do not use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps*	*Few teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student*	*Some teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student*	*All teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to student*
Element G	*Classroom summative assessment, interim/benchmark assessment and state assessment data are not used*	*Planned classroom summative assessment and state assessment data are used; no benchmarks or interims are given*	*Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are not always used*	*Planned classroom summative assessment, regularly scheduled interim/benchmark assessment and state assessment data are used appropriately*
Element H	*All educators do not have access to user- friendly, succinct data reports, which include item-level analysis, standards-level analysis, and achievement*	*All educators have access to data reports, but they are not user- friendly, succinct,*	*All educators have access to user-friendly, succinct data reports, which include some, but not all, item-level analysis, standards-level analysis, and achievement*	*All educators have access to user-friendly, succinct data reports, which include item- level analysis, standards-level analysis, and achievement*
Element I	*Teachers do not have access to or are promptly provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement*	*Teachers are provided with data to make evidence-based decisions and support continuous improvement, but there is a lag time and it is difficult to understand*	*Teachers are provided with actionable data in a usable format to make evidence-based decisions and support continuous improvement, but there is a lag time*	*Teachers have access to or are promptly provided with actionable data in a usable format to make evidence- based decisions and support continuous improvement*

Element J	*Diagnostics and screeners are not available and used*	*Diagnostics and screeners are available but not used at all*	*Diagnostics and screeners are available and but not used on a regular basis*	*Diagnostics and screeners are available and used appropriately*
Element K	*Data used for accountability is not precisely defined or*	*Data used for accountability is loosely defined and understood*	*Data used for accountability is generally defined and understood*	*Data used for accountability is precisely defined and understood*

Indicator 2.6 Our teachers and appropriate other staff participate in ongoing, applicable professional learning opportunities.
Output: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.
Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*There are few, if any learning opportunities that include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use*	*Learning opportunities are one size fits all and include some of the following areas: content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use*	*Some learning opportunities are differentiated based on data and include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use*	*All learning opportunities are differentiated based on data and include content knowledge and pedagogy; curriculum implementation; student assessment, all types from formative through summative; student engagement; classroom management; data teams cultivate systemic, ongoing, high-quality training on effective data use and technology use*

Indicator 2.7 Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.
Output: Students excel within a collaborative educational community which focuses on the holistic student.
Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Professional learning communities are not scheduled or do not focus on increasing student learning*	*Professional learning communities are scheduled but do not focus on increasing student learning*	*Professional learning communities are scheduled sporadically and focus on increasing student learning*	*Professional learning communities are regularly scheduled and focus on increasing student learning*

Element B	*Articulation, across content areas and grade levels, is not scheduled*	*Articulation, across content areas and grade levels, occurs infrequently*	*Articulation, across content areas and grade levels, is scheduled but doesn't always occurs regularly*	*Articulation, across content areas and grade levels, is scheduled and occurs regularly*
Element C	*Staff does not know the different types of available data and which kind of data to use for which decision*	*Few staff know the different types of available data and which kind of data to use for which decision*	*Some staff know the different types of available data and which kind of data to use for which decision*	*All appropriate staff know the different types of available data and which kind of data to use for which decision*
Element D	*Educators do not understand our framework for collecting, storing, accessing, and disseminating district, school and student-level data*	*Few educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*	*Some educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*	*All educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data*
Element E	*Educators do not 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*	*Educators infrequently 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*	*Educators sporadically 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*	*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*
Element F	*Parent communication is not consistent or frequent*	*Parent communication is not data-based or focused on student learning and social growth*	*Parent communication is data-based and focused on student learning and social growth, but not frequent*	*Parent communication is consistent, frequent, data- based and focused on student learning and social growth*
Element G	*Ongoing coaching and mentoring opportunities do not exist*	*A few ongoing coaching and mentoring opportunities exist*	*Some ongoing coaching and mentoring opportunities exist*	*Many ongoing coaching and mentoring opportunities exist*

Element H	*There are no teacher action plans based on data*	*A collaborative effort between the teacher and Data Leadership team/administrator leads to general plans only*	*A collaborative effort between the teacher and Data Leadership team/administrator leads to some teacher planning based on data for whole-class instruction, small groups, interventions, and before/after-school supports*	*An ongoing collaborative effort between the teacher and Data Leadership team/administrator leads to explicit teacher action plans based on data for whole-class instruction, small groups, interventions, and before/after-school supports to improve instruction and student outcomes*

	Principle 2 Effective Teachers and Instruction Data/Evidence
	2.1
	Classroom policies and procedures
	Student surveys/Student interviews
	Teacher lesson plans
	Student work
	2.2
	PLC team minutes/agendas
	Classroom observations
	Teacher lesson plans
	Informal student assessment information
	Curriculum mapping
	Pacing guides
	2.3
	Formal and informal student assessment information analyzed
	Teacher lesson plans
	Formal and informal student assessments provided
	Classroom observations
	Evidence of differentiates instruction
	Grade level or content meeting minutes
	Evidence of classroom level RTI

	2.4
	Classroom observations
	Evidence of differentiated instruction
	Evidence of classroom level RTI
	Teacher lesson plans
	Flexible student groupings evident
	Continuum of service options for special populations (SPED, EL, etc.)
	Classroom policies and procedures
	Student surveys/Student interviews
	Student data portfolios/Student data evident in classroom
	PLC team minutes/agendas
	Curriculum mapping
	Report cards
	Progress reports
	Parent Meetings
	2.5
	Evidence of user friendly data provided to teachers
	Teacher lesson plans
	Classroom observations
	Evidence of RTI and/or referral process
	PLC team minutes/agendas
	Assessment planner implemented
	Assessment system for instructional purposes
	Student surveys/Student interviews
	Student data evident in classroom/Student data portfolios
	2.6
	PLC team minutes/agendas
	Job embedded professional learning
	Teachers seek professional development
	Teachers engaged in professional learning
	Teachers plan professional learning opportunities
	2.7
	Evidence of user friendly data provided to teachers
	PLC team minutes/agendas
	Classroom observations

	Curriculum mapping
	Coaching/mentoring for teachers evident
	Teachers provided regular assessment data and training on analysis
	Teachers provide regular feedback to admin/team regarding data use and needs
	Data use framework embedded in teacher instruction and planning
	Regular parent communication from teacher (newsletter, email blasts, etc.)
	Professional development offerings include data use and communication results
	Assessment planner implemented

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

Indicator 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. Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The school does not offer summer programs*	*The school offers summer programs for intervention or enrichment*	*The school offers summer programs for both intervention and enrichment*	*The school offers intervention and enrichment summer programs that are well planned, targeted, evidence-based; with an evaluation component*
Element B	*School does not have intersessions*	*The school does not offer intersession programs*	*The school offers intersession programs for intervention or enrichment*	*The school offers intersession programs for both intervention and enrichment*

Indicator 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.

Rating	*0*	*1*	*2*	*3*
Element A	*Classroom daily schedules vary throughout the school with no consistency or do not consistently optimize instructional time*	*Classroom daily schedules optimize instructional time for ELA and MATH only*	*Classroom daily schedules optimize instructional time in some content areas*	*Classroom daily schedules optimize instructional time in all content areas*
Element B	*Special populations are not considered when schedules are developed*	*Scheduling does not meet requirements for a few special populations*	*Scheduling meets requirements for some special populations*	*Scheduling meets requirements for all special populations*

Element C	*Schedules do not permit evidence-based interventions and/or enrichment*	*Schedules permit evidence-based interventions or enrichment, but not both*	*Schedules permit evidence-based interventions and enrichment, but not daily*	*Schedules permit daily evidence-based tiered academic, behavioral and social emotional interventions and enrichment*

Indicator 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.

Rating	*0*	*1*	*2*	*3*
Element A	*There are no daily recesses*	*Recesses are scheduled but are not always well-supervised*	*Safe and well-supervised recesses that offer cognitive, social, emotional, and physical benefits are scheduled daily, but schedule is not always followed*	*Daily, regularly scheduled, safe and well-supervised recesses offer cognitive, social, emotional, and physical benefits*
Element B	*Students have insufficient time to eat (less than 10 minutes)*	*Students have minimal time to eat*	*Students have time to eat adequate amounts of food to meet their nutritional needs*	*Students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs*
Element C	*Co-curricular activities are not available*	*Very limited co- curricular activities is available for some students*	*Limited co-curricular activities is available for all students*	*A large variety of co-curricular activities is available for all students*

Indicator 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.

Rating	*0*	*1*	*2*	*3*
Element A	*Professional learning does not include job-embedded opportunities*	*Professional learning includes few job-embedded opportunities*	*Professional learning includes some job-embedded opportunities*	*Professional learning includes many job-embedded opportunities*

Element B	*Scheduling is not used to provide time for professional learning*	*Not applicable*	*Not applicable*	*Scheduling is used to provide time for professional learning*
Element C	*Externships do not exist to meet and maintain certification*	*Not applicable*	*Not applicable*	*Externships exist to meet and maintain certification*
Element D	*Opportunities are not provided for peer to peer observation and feedback and other collaboration*	*Few opportunities are provided for peer to peer observation and feedback and other collaboration*	*Some opportunities are provided for peer to peer observation and feedback and other collaboration*	*Many opportunities are provided for peer to peer observation and feedback and other collaboration*

Indicator 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.
Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Time is not reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time*	*There is time reserved for monthly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time*	*There is time reserved for bi-weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time*	*There is time reserved for weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time*
Element B	*Scheduled opportunities do not exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*	*Few scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*	*Some scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*	*Regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth*

Element C	*Leadership does not support appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners*	*Leadership supports but does not ensure appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners*	*Leadership supports and ensures some release time for teachers to participate in IEP meetings and needed planning to support diverse learners; but time is insufficient*	*Leadership supports and ensures appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners*

	3.1
	Planning meeting minutes
	School Calendar
	Overview of Summer program enrichment and intervention offerings
	Overview of Intercession enrichment and intervention offerings
	3.2
	Planning meeting minutes
	PLC agendas and minutes
	Bell schedule
	Daily schedules
	Lesson plans
	Intervention schedules
	Governing Board Policies/ Professional Days
	21st Century Learning, after school activities, extra-curricular activities
	RED, MET, IEP meeting schedules
	3.3
	Teacher duty lists (indicated supervised recess time for students)
	Food and Nutrition policies and procedures
	Co-curricular activity calendar and participation numbers
	Bell Schedules for recesses and lunch
	Governing Board Policies/ Professional Days
	21st Century Learning, after school activities, extra-curricular activities
	3.4
	Schedule of professional learning opportunities for faculty and staff
	Governing Board Policies/ Professional Days
	Peer to peer observation schedules
	Peer to peer observation notes
	Peer to peer feedback forms
	3.5
	Professional day schedules

	Student contact daily schedules
	PLC schedules
	PLC agendas and minutes
	Articulations between grade levels
	IEP meetings schedules

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.

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Students do not have access to a wide variety of disciplines*	*Most students have access to a variety of disciplines – including some of the following; physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics*	*All students have access to a variety of disciplines – including most but not all of the following; physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics*	*All students have access to a wide variety of disciplines – including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics*
Element B	*Students do not have access to a school media center*	*Most students have access to a school media center staffed by certified librarians*	*All students have access to a school media center, but not staffed by a certified librarian*	*All students have access to a school media center staffed by a certified librarian*
Element C	*Students do not have access to appropriate technology resources*	*Some students have access to appropriate technology resources,*	*All students have access to appropriate technology resources; however, those resources are shared via computer labs, computer carts or personal technology devices*	*All students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Curricula does not align with the appropriate grade level and content standards*	*Curricula aligns with the appropriate grade level or content standards, but not always both*	*Curricula mostly aligns with the appropriate grade level and content standards*	*Curricula aligns with the appropriate grade level and content standards*
Element B	*Curriculum adoption process is not current*	*Curriculum adoption process is current, and a revision cycle is in place only for Math and ELA*	*Curriculum adoption process is current, but revision cycle is not always followed for all content areas*	*Curriculum adoption process is current, and a revision cycle is both in place and consistently followed for all content areas*

Indicator 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.

Rating	*0*	*1*	*2*	*3*
Element A	*We do not have pacing guides*	*Pacing guides do not provide any flexibility*	*Pacing guides provide some flexibility based on diverse learner needs*	*Pacing guides provide flexibility based on diverse learner needs*
Element B	*Content learning progressions do not reflect an appropriate scope and sequence*	*Content learning progressions reflect a scope and sequence with questionable coherence and little vertical and horizontal alignment*	*Content learning progressions reflect an appropriate scope and sequence with some coherence including some vertical and horizontal alignment*	*Content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment*
Element C	*A proper balance of cognitive demand is not evident*	*A proper balance of cognitive demand is rarely evident*	*A proper balance of cognitive demand is sometimes evident*	*A proper balance of cognitive demand is frequently evident*
Element D	*Curricula do not address the content needs of teachers, students, and parents*	*Curricula rarely address the content needs of teachers, students, and parents*	*Curricula mostly address the content needs of teachers, students, and parents*	*Curricula address the content needs of teachers, students and parents*

Indicator 4.4 Our written curricula accommodate the needs of all learners, including culturally relevant academic, behavioral and social emotional learning components that meet the needs of the whole child.

Output: Students are engaged in evidence-based curricula, addressing diverse learner needs (student, teacher, and parent) that promote a proper balance of cognitive knowledge levels

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Curricula does not include opportunities for extension and remediation within any disciplines*	*Curricula include few opportunities for extension and remediation within ELA or Math*	*Curricula include some opportunities for extension and remediation within ELA and Math only*	*Curricula include consistent opportunities for extension and remediation within all disciplines*
Element B	*Curricula do not consider diverse learners and special populations-one*	*Curricula consider few diverse learners and special populations*	*Curricula consider some diverse learners and special populations*	*Curricula consider diverse learners and special populations*
Element C	*Curricula do not 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.)*	*Curricula include few Systems of Support / Multi- Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)*	*Curricula include some systems of Support / Multi- Tier System of Support (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension, etc.)*	*Curricula include Multi-Tier System of Support with academic, behavioral and social emotional learning components that meet the needs of the whole child. (Universal Design for Learning [UDL] specifically in ESSA, positive behavior supports, schoolwide alternatives to suspension etc.)*
Element D	*Curricula do not support content integration and experiential learning opportunities*	*Curricula support very little content integration and experiential learning opportunities*	*Curricula support some content integration and experiential learning opportunities*	*Curricula support content integration and experiential learning opportunities*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The professional learning opportunities for the staff are very limited*	*The professional learning opportunities for the staff are varied but not differentiated or chosen based on data/evidence of need*	*The professional learning for the staff are varied and differentiated but not chosen based on data/evidence of need*	*The professional learning opportunities for the staff are varied, differentiated and chosen based on data/evidence of need*

Research shows that the following list of professional learning opportunities is representative of the many areas teachers request, need and benefit from. Check the all that apply to your context. Add your own as appropriate.

a. review, navigation, and use of the resources from the selected curricula	*Completed*	*Planned*	*Not Planned*
b. additional supports for the use of technology for	*Completed*	*Planned*	*Not Planned*
c. integrating instruction across the curricula	*Completed*	*Planned*	*Not Planned*
d. connecting instruction within a discipline or grade level (earth and life science)	*Completed*	*Planned*	*Not Planned*
e. content understanding	*Completed*	*Planned*	*Not Planned*
f. pedagogical understanding	*Completed*	*Planned*	*Not Planned*
g. accommodations and modifications to meet the needs of	*Completed*	*Planned*	*Not Planned*
h. assessment system knowledge from formative to summative	*Completed*	*Planned*	*Not Planned*
i. technology associated with adopted curricula	*Completed*	*Planned*	*Not Planned*
j. integration across content areas (STEM) (special areas)	*Completed*	*Planned*	*Not Planned*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The school does not perform a gap analysis between curriculum and academic standards*	*The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in ELA or Math*	*The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in most content areas*	*The school performs a gap analysis between curriculum and academic standards and takes action based on analysis in all content areas*
Element B	*The school does not perform a gap analysis between curriculum and instruction*	*The school performs a gap analysis between curriculum and instruction and takes action based on analysis in ELA and Math*	*The school performs a gap analysis between curriculum and instruction and takes action based on analysis in most content areas*	*The school performs a gap analysis between curriculum and instruction and takes action based on analysis in all content areas*
Element C	*The school does not perform a gap analysis between curriculum and instruction and assessment*	*The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in ELA or Math*	*The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in most content areas*	*The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in all content areas*

	Principle 4-Effective Curriculum Data/Evidence
	4.1 Written Curricula
	Physical/online curricula for all disciplines with academic standards
	Master schedule includes all disciplines with academic standards for all grade levels
	4.2 Aligned to State Standards
	Coding and standards are present in all resources supporting disciplines with academic standards
	Adoption process is available/accessible to the public
	Revision cycle is public and includes multiple year cycle
	Adoption process includes a focus on alignment to state standards (content and ELP)
	Adoption cycle reflects what actually happened/occurred

	Includes public/parents/teachers/administrators/content experts/community and any interested parties
	4.3 Evidence and standards based
	Pacing guides are available for all disciplines with academic standards
	Flexibility is provided in pacing guides on a number of indicators (remediation)
	Scope and sequence resources are provided for all disciplines with academic standards
	Horizontal and vertical alignment is evident in written curricula
	Tasks and activities have a depth of knowledge (DOK) range of 1 through 3
	Written Curricula provide content support for teachers, students and parents
	4.4 Accommodate the needs of all learners
	Includes extension and intervention opportunities – planning/pacing guides
	Includes guidance for extension and interventions*
	Resources to support teachers in the instruction of extension and interventions*
	Please see additional MTSS support documents – Behavior also in Climate
	4.5 Staff Professional Learning
	Opportunities for professional development for all staff are posted and available
	4.6 Monitor and Evaluate Adopted Curricula
	Gap analysis documentation/data is available for all staff
	Gap analysis cycle is public and includes multiple year cycle
	Action plan based on gap analysis data is available
	Course Catalog or List of Course Offerings for students (preferably with course descriptions)
	Curriculum Map (should contain connections to state academic standards)
	Schedule of Curriculum Adoption along with Process and Criteria for Selecting Curriculum (should be in place for each
	Content Area/Grade Level Pacing Guide (reflects flexibility, appropriate scope and sequence, and responsiveness to the needs of students, teachers, parents
	Calendar of Professional Learning Events (Can include professional learning objectives for each event(s) and target audience)
	Written curriculum

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.

Indicator 5.1 Our staff has high expectations for learning for all students.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*Inclusive beliefs and practices are not evident in classroom instruction, data reflection or the school culture*	*Inclusive beliefs and practices are evident in some classroom instruction and data reflection but not a part of the whole school culture*	*Inclusive beliefs and practices are evident in most classroom instruction, data reflection and the school culture*	*Inclusive beliefs and practices are evident in all classroom instruction, data reflection and the school culture*
Element B	*The staff does not engage in the development and understanding of policies/procedures and plans that outline continuous improvement and high expectations for learning for all students*	*Some staff engages in the development and understanding of policies/procedures and plans that vaguely outline continuous improvement and high expectations for learning for all students*	*Most staff engage in the development and understanding of policies/procedures and plans that generally outline continuous improvement and high expectations for learning for all students*	*All staff engages in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students*

Indicator 5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students, families.

Output: Student success thrives in an environment built on trust, communication, and mutual respect.

Rating	*0*	*1*	*2*	*3*
Element A	*Staff does not intentionally foster trusting interpersonal relationships with students and families*	*Few staff intentionally foster trusting interpersonal relationships with students and families*	*Some staff intentionally fosters trusting interpersonal relationships with students and families*	*All staff intentionally fosters trusting interpersonal relationships with students and families*
Element B	*Communication with families is not always appropriately distributed in a language they comprehend*	*Communication with families is distributed in the majority language*	*Communication with families is distributed in several appropriate languages.*	*Communication with families is appropriately distributed in a language they comprehend*
Element C	*Adults do not demonstrate unconditional caring for all students*	*Few adults demonstrate unconditional caring for all students*	*Most adults demonstrate unconditional caring for all students*	*All adults demonstrate unconditional caring for all students*

Indicator 5.3 Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures. *Culturally Responsive Practices*

Output: Student voice is respected in a school community where their heritage and culture is valued and accepted.

Rating	*0*	*1*	*2*	*3*
Element A	*All students and their families are not treated equitably and with respect*	*All students and their families are sometimes treated equitably and with respect*	*All students and their families are usually treated equitably and with respect*	*All students and their families are always treated equitably and with respect*
Element B	*The languages, cultures, traditions and values of the students and community are not respected and reflected in the school environment*	*The languages, cultures, traditions and values of the students and community are rarely respected and reflected in the school environment*	*The languages, cultures, traditions and values of the students and community are sometimes respected and reflected in the school environment*	*The languages, cultures, traditions and values of the students and community are consistently respected and reflected in the school environment*
Element C	*The staff does not intentionally cultivate student leadership and promotes citizenship*	*Some staff intentionally cultivates student leadership and promotes citizenship*	*Most staff intentionally cultivate student leadership and promotes citizenship*	*All staff intentionally cultivates student leadership and promotes citizenship*

Element D	*Community pride is not stressed*	*Community pride is sometimes stressed*	*Community pride is often stressed*	*Community pride is consistently stressed*
Element E	*The staff does not actively seek students' voice/input*	*The staff rarely actively seeks students' voice/input*	*The staff sometimes actively seeks students' voice/input*	*The staff actively and consistently seeks students' voice/input*
Element F	*There are no school safety and emergency preparedness plans*	*The staff implements an LEA developed, not school developed safety and emergency preparedness plans*	*The staff develops and implements a school safety but not emergency preparedness plans*	*The staff develops and implements a school safety and emergency preparedness plans*
Element G	*Conversations impacting the school environment are not held*	*Few conversations inform planning that impacts school environment*	*Informal conversations inform planning that impacts school environment*	*Intentional conversations inform planning that impacts school environment*

Indicator 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.
Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The school does not have policies and procedures to manage and support students with chronic health conditions or medical emergencies*	*The school has policies and procedures for medical emergencies only*	*The school has adequate policies and procedures to manage and support students with chronic health conditions or medical emergencies*	*The school has consistently used, robust policies and procedures to manage and support students with chronic health conditions or medical emergencies*
Element B	*Written guidelines and procedures are not in place for providing student health care*	*Not applicable*	*Not applicable*	*Written guidelines and procedures are in place for providing student health care services*

Element C	*Professional development is not offered for school health care providers, i.e. school nurses, health aids, etc.*	*Professional development is rarely offered for school health care providers, i.e. school nurses, health aids, etc.*	*Professional development is sometimes offered for school health care providers, i.e. school nurses, health aids, etc.*	*Professional development is frequently offered for school health care providers, i.e. school nurses, health aids, etc.*

Indicator 5.5 Our school offers services to fully support the academic and social emotional needs of students.

Output: Students and families feel confident that their needs, both academic and social, will be met by the school.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*The school does not have a counselor.*	*The school has a counselor, but they are not certified.*	*The school has a part-time certified counselor.*	*The school has a full-time certified counselor available to assist students and families with academic and social needs.*
Element B	*The school does not have written guidelines or procedures for counseling services.*	*The school does not have written guidelines, but counselors are available.*	*The school has written guidelines for academic or social counseling services, but not both.*	*The school has written guidelines for providing both academic and social counseling to students.*
Element C	*Professional development is not offered for school counselors.*	*Professional development is rarely offered for school counselors.*	*Professional development is sometimes offered for school counselors.*	*Professional development is frequently offered for school counselors.*
Element D	*The staff does not intentionally recognize and nurture the needs of the whole child, academic, behavioral and social emotional.*	*Some staff members intentionally recognize and nurture the needs of the whole child, academic, behavioral and social emotional.*	*Most staff members intentionally recognize and nurture the needs of the whole child, academic, behavioral and social emotional.*	*All staff members intentionally recognize and nurture the needs of the whole child, academic, behavioral and social emotional.*

	Principle 5 -Conditions, Climate, and Culture Data/Evidence
	5.1
	Celebrations of learning/attendance/growth/behavior
	Communications - points of pride/newsletters
	Observations between teachers and students
	Inclusive practices-build culture through conversations- PLC notes
	Culture - reporting progress of all students
	Monitoring intervention deployed/
	5.2.
	A. LEA uses a guide or planning template to create a Comprehensive Multi-Hazard Emergency Readiness Plan (ERP)
	http://rems.ed.gov/K12PlanningProcess.aspx
	http://rems.ed.gov/K12BasicPlan.aspx
	http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf
	https://training.fema.gov/emi.aspx
	B. LEA identifies resources that provide guidance on school environment
	http://supportiveschooldiscipline.org/learn/reference-guides/conditions-learning-cfl
	https://safesupportivelearning.ed.gov/school-climate
	https://www.samhsa.gov/nrepp
	C. LEA identifies resources that provide guidance on cultural inclusion to all staff
	http://www.usc.edu.au/connect/work-at-usc/staff/cultural-diversity-and-inclusive-practice-toolkit
	LEA provides translation services to parents and community members
	http://www.brycs.org/clearinghouse/Highlighted-Resources-Interpretation-and-Translation-in-the-Schools.cfm
	LEA provides/promotes events that embrace cultural diversity
	http://www.sbhihelp.org/files/Diversity88Ways.pdf
	5.3
	A. LEA uses an evidence based model to intentionally promote mutual respect among all stakeholders
	http://www.ascd.org/programs/learning-and-health/wscc-model.aspx
	5.4.
	A. LEA has written policies and procedures specific to school health services.
	http://www.azed.gov/health-nutrition/files/2014/07/delivery-of-specialized-health-care-in-the-school-setting- with-cover-r.pdf
	https://www.nasn.org/PolicyAdvocacy/PositionDocuments/NASNPositionStatements
	http://www.azed.gov/health-nutrition/school-health-programs/school-health-services/guidelines-and- screenings-to- support-school-health- services/
	B. LEA provides professional development to all school health staff.

	https://www.nasn.org/PolicyAdvocacy/PositionPapersandReports/NASNPositionStatementsFullView/tabid/462/s mid/824/ArticleID/51/Default.aspx
	Attendance records
	Nurse visits/ trends/testing dates
	Attendance
	Behavior
	5.5
	Counseling job description, Counseling guidelines and procedures, counseling schedules, professional development agendas

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.

Indicator 6.1 Our school creates and maintains positive, collaborative partnership among families, communities and schools to support student learning.

Output: Achievement increases when students are immersed in a strong partnership built among all school and community members.

Choose the statement within each element which best matches your school.

Ratin	*0*	*1*	*2*	*3*
Element A	*Parents are not welcome in the school and/or not involved as volunteers to support students and school programs*	*Parents are tacitly welcome in the school and sometimes are involved as volunteers to support students and school programs*	*Parents are welcome in the school and involved as volunteers to support students and school programs*	*Parents are warmly and actively welcomed in the school and involved as volunteers to support students and school programs*
Element B	*Meaningful opportunities for engagement do not exist for families and community to participate in school activities*	*Few meaningful opportunities for engagement exist with families and community to participate in school activities*	*Some meaningful opportunities for engagement exist with families and community to participate in school activities*	*Many meaningful opportunities for engagement exist with families and community to participate in school activities*
Element C	*Personnel do not build positive nurturing relationships with students, parents, and community to improve inclusive practices*	*Few personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices*	*Many personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices*	*All personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices focusing on the whole child, promoting academic, behavioral and social emotional growth*

Element D	*School does not coordinate community resources for students, families, and the school support the emotional, social and academic needs of students*	*School coordinates a few available community resources for students, families, and the school support the emotional, social and academic needs of students*	*School coordinates some available community resources for students, families, and the school to support the emotional, social and academic needs of students*	*School coordinates many community resources for students, families, and the school to support the emotional, social and academic needs of students*
Element E	*A system has not been established to recruit volunteers*	*A system has been established to recruit volunteers, matching a few of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities*	*A system has been established to recruit volunteers, matching some of the following; businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities*	*A system has been established to recruit volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities*
Element F	*Positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are not intentionally nurtured*	*A few positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured*	*Some positive and goal-oriented relationships that encourage parent involvement to heighten student achievement are intentionally nurtured*	*Positive and goal-oriented relationships that encourage parent involvement to heighten student academic achievement and social emotional well-being are intentionally nurtured*

Indicator 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.

Choose the statement within each element which best matches your school.

Rating	*0*	*1*	*2*	*3*
Element A	*School does not establish lines of communication among non- educational stakeholders, including families and community members and organizations*	*School establishes lines of communication among few educational stakeholders, including families and community members and organizations*	*School establishes lines of communication among some educational stakeholders, including families and community members and organizations*	*School establishes lines of communication among all educational stakeholders, including families and community members and organizations*

Element B	*Communication between home and school is in English only or there is no communication*	*Communication between home and school, in a language and method families can understand, is one way only*	*Communication between home and school, in a language and method families can understand, is sporadic, two- way and meaningful*	*Communication between home and school, in a language and method families can understand, is regular, two-way and meaningful*
Element C	*Effective communication from school-to-home and home-to- school about school programs and student progress is not conducted*	*Effective communication from school-to-home and home-to- school about school programs and student progress is conducted infrequently*	*Effective communication from school-to-home and home-to- school about school programs and student progress is conducted sporadically*	*Effective communication from school-to-home and home-to- school about school programs and student progress is regularly conducted*
Element D	*School does not communicate methods for becoming an effective advocate for children and their education*	*Not applicable*	*Not applicable*	*School communicates methods for becoming an effective advocate for children and their education*
Element E	*Communication strategies are not culturally, demographically and linguistically appropriate*	*Communication strategies are rarely culturally or demographically or linguistically appropriate, but not consistently all three*	*Communication strategies are sometimes culturally, demographically and linguistically appropriate*	*Communication strategies are always culturally, demographically and linguistically appropriate*

Indicator 6.3 Our school engages families in critical data-informed decisions that impact student learning. Output: Students know that families and other educational stakeholders share an invested interest in data- based decisions guiding their education path to CCR through consistent communication.

Rating	*0*	*1*	*2*	*3*
Element A	*There is no established school improvement team that brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy*	*School improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy, established but seldom, if ever, meets*	*An established school improvement team designed to bring together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision- making governance and advocacy, but it does not meet on a regular basis*	*An established school improvement team brings together representatives from all stakeholder groups which can include parents, teachers, students, school health professionals, support staff and community members, allowing them to share responsibilities and decision-making governance and advocacy on a regular basis*
Element B	*The school does not communicate its Integrated Action Plan to all stakeholders*	*The school communicates its Integrated Action Plan to all stakeholders once a year*	*The school communicates its Integrated Action Plan to all stakeholders twice a year*	*The school communicates its Integrated Action Plan to all stakeholders, including updates, successes and changes throughout the year*
Element C	*Opportunities to dialogue about different types of data do not exist*	*Opportunities to dialogue about different types of data exist infrequently*	*Opportunities to dialogue about different types of data exist on a sporadic basis*	*Opportunities to dialogue about different types of data exist on a regular basis*
Element D	*School does not support parents in their responsibilities to monitor student progress towards individual learning goals*	*School minimally supports parents in their responsibilities to monitor student progress towards individual learning goals*	*School has some methods to support parents in their responsibilities to monitor student progress towards individual learning goals*	*School supports parents in their responsibilities to monitor student progress towards individual learning goals*

	Principle 6 Family and Community Engagement Data/ Evidence
	6.1.
	Comprehensive support services, including health and social services, are available to students and their families in a timely
	Resource Fair held for families to provide information on available community resources.
	Parent participation in parent education activities is inclusive of the school's demographics.
	Records of communication between the teacher and parent to indicate regular communication throughout the school year.
	Documentation of families and key community leaders are involved in the governance of and planning for our school.
	Visitors are greeted and assisted when they enter our buildings.
	Information on how to volunteer.
	Adults and students can be observed supporting and encouraging respectful and collaborative behavior.
	Access to membership profile of your school team (Site Council, School Improvement) representative of schools' demographics
	Agendas, minutes, flyers of meetings/courses / curriculum nights and other events held at the school for parents
	Parental survey document(s)
	Title 1 Parent Compact
	Parent Handbook, plan(s) describing how the school involves parents
	New student flyer/handbook for parents
	Leadership team minutes indicating an allocated time where parental involvement is discussed
	Agendas, surveys, announcements of opportunities for parental involvement are in more than one language
	Calendar describing recruitment events, time and place
	6.1 and 6.2
	School calendar or newsletter sent to parents each month and posted on the school website. This monthly announcement lists extracurricular activities that include academic support services, social and cultural enrichment activities, and recreational and sports opportunities.
	Title 1 Parent Compact
	Records of phone calls, emails, and other communications sent to parents inviting them to the school and or updating them about meetings and upcoming events
	Presentation agendas which include information about a translator being present at the meeting
	6.2.
	Parent Education activities occur at least once a month throughout the school year.

	An annual evaluation of all extracurricular activities is conducted to provide data to parents on impact of programs.
	Information on financial assistance (waiver fees) is included in any information on co-curricular activities that is given to families.
	Posters of upcoming parent education programs are prominently displayed.
	Parent education activities are announced via multiple platforms: social media, flyers, website, marquee
	Documents describing the system the LEA/ schools use to recruit volunteers, including how to apply, description of work to be done; hours and dates volunteers are needed.
	6.2 and 6.3.
	Parents and students meet annually with their teachers to set and support individual learning goals.
	Newsletter or other communication informing parents to decisions made by the School Improvement Team
	6.3.
	Records of communication between the teacher and parent to indicate regular communication throughout the school year.
	Survey results determine how information is sent to parents.
	Minutes of School Improvement Team meetings which show that parents are members of the team during data discussions.
	Updated Parent Portal (web based student progress report by subject and overall grades for each quarter)

Appendix D Types of data and how they may be used

Data Types and Uses Chart						
Data Types	**Data Type: Quantitative or Qualitative**	**Data**	**Expectations for users of the data**			**Focus for Professional Learning**
			Students	**Teachers**	**School/LEA**	
Student Performance	*Qualitative*	*Formative assessment*	*Self-reflection on progress and next steps* *Check progress toward learning goals*	*Difficulties and misunderstanding or misconceptions around learning goals*	*Not Applicable*	*10 dimensions of Formative Assessment which include Questioning and Feedback*
Student Performance	*Quantitative*	*Formative assessments*	*Current learning status relative to learning goals*	*Students' current learning status relative to lesson learning goals.* *Student achievement of target learning goals for specific intervention* *Guide dialogue on next steps in instruction* *Identify students who require additional support* *Identify students who need enrichment*	*Not Applicable*	*Identify patterns in proficiency* *Placement considerations* *Guide re-teach and enrich groups*

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	**Teachers**	**School/LEA**	
Student Performance	*Quantitative*	*State assessments*	*Know if they mastered the course standards*	*Determine the students' areas of strength and needed improvement*	*Identify areas of instruction that need more focus* *Identify areas of strength*	*Not Applicable*
			Identify areas that they need to strengthen	*Identify areas of instruction that need more focus* *Identify areas of strength*	*Identify teachers that need deeper support* *Inform improvement strategies for Teachers, School and Districts* *Measure end-of-year/course proficiency* *Meet accountability requirements*	
Student Performance	*Quantitative*	*Report card*	*Check overall grade point average (GPA) to track towards college expectations*	*Check any one student's grade history overall* *Review grades of all students in class to evaluate indicators of students' content knowledge*	*Check grades overall by grade to determine if there are deficiencies in curriculum at grade level or with any teacher*	*Use as a guide to determine if one teacher from grade level seems to need assistance with their teaching style or materials.*

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Student Performance	*Quantitative*	*Attendance rates*	*Recognize how many days were missed and how this may have affected their learning time and consequently their grade*	*Check how often the student was [students were] in attendance in a semester or for a curriculum unit*	*See if there are issues with transportation or scheduling that may be causing too many students to miss school*	*Work as a leadership team to discuss administrative issues of transportation or class scheduling that may be a barrier for students to attend school*
Student Performance	*Quantitative*	*Subgroup population*	*Track individual progress*	*Track the students' progress towards proficiency* *Track subgroup progress for equitable access*	*Track the students' progress towards proficiency* *Track subgroup progress for equitable access*	*Not Applicable*
				Grouping students within a Multi- Tiered System of Support (MTSS)	*Grouping students within a Multi-Tiered System of Support (MTSS)* *Report data to the state*	

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Student Performance	*Quantitative*	*Retention, promotion, graduation data*	*Track progress towards promotion or graduation*	*Determine which students are on track for promotion or graduation* *Determine which students may be retained or repeat the course*	*Determine the number of students on track for promotion or graduation* *Determine the number of students being retained, promoted, graduating*	*Not Applicable*
Student Performance	*Quantitative*	*Discipline referrals*	*Self-monitor discipline*	*Track individual student disciplinary issues*	*Identify behavior trends among the students within a school/LEA* *Track the number of disciplinary referrals issued by a school* *Track the number of disciplinary referrals issued by a teacher* *Identify behavior trends among the student population within the school*	*Not Applicable*
Student Performance	*Qualitative*	*Performance, project, product and/or portfolios*	*Track assignments and grades* *Track growth and proficiency*	*Track assignments and grades* *Track growth and proficiency*	*Use for evaluative purposes (teacher and administrator)*	*Not Applicable*

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Student Performance	*Qualitative*	*Student surveys and/or interviews*		*Use for self-awareness of classroom instruction and management*	*Use for evaluative purposes (teacher and administrator)* *Determine climate and culture*	*Not Applicable*
Student Performance	*Qualitative*	*Anecdotal records (Journals, Learning Logs, Checklists, Running Records, Observational Data)*	*Check progress toward learning goals* *Clarify what has been learned and what comes next*	*Check individual and class progress against learning goals* *Guide dialogue on next steps in instruction*	*Identify students who require additional support* *Identify students who need enrichment* *Track trend data*	*Not Applicable*
Personnel Data	*Quantitative*	*Teacher evaluation*	*Not Applicable*	*Identify strengths and areas of growth* *Create a plan to improve practice*	*Identify teacher leaders* *Assign teachers to schools or classrooms* *Identify teachers who need additional support*	*Used to shape the work of instructional coaches and specialists* *Used to provide opportunities and resources for teachers*

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Personnel Data	*Quantitative*	*Administrator evaluation*	*Not Applicable*	*Identify strengths and areas of growth* *Create a plan to improve practice* *Compare school progress against school mission and vision*	*Assign administrators to schools* *Identify administrators who need additional support or resources.* *Identify administrators who could serve as mentors within the LEA*	*Used to shape the work of district leadership* *Used to provide opportunities and professional development resources for principals*
Personnel Data	*Quantitative*	*Teacher – student ratios*	*May have an impact on student level of engagement.*	*Used to determine methods of instruction and assessment*	*Used to determine allocation of resources and other supports*	*Not Applicable*
				May have an impact on the relationship between teacher and student	*Used to determine the allocation of students and staff* *Identify trends among class sizes*	
Personnel Data	*Quantitative*	*Experience data of teachers/admin*	*Not Applicable*	*Identify colleagues to collaborate with for professional learning opportunities*	*Identify trends among teachers/admin for retention* *Determine the best schools for teachers/administrator to serve* *Partner teachers/administrators with other colleagues*	*Not Applicable*

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Personnel Data	*Quantitative*	*Surveys*	*Not Applicable*	*Identify strengths and weaknesses* *Develop new teaching strategies* *Track responses over a period of time*	*Identify strengths and weaknesses* *Determine the need for additional resources or support systems* *Track responses over a period of time*	*Not Applicable*
Personnel Data	*Qualitative*	*Teacher and administrator portfolios*	*Not Applicable*	*Used to check progress toward student achievement goals* *Used to check progress toward instructional goals* *Used as a self-reflection tool*	*Used to check progress toward student achievement goals* *Used to check progress toward school goals* *Used as a self-reflection tool*	*Not Applicable*
Program Data	*Quantitative*	*Budget and resource allocations*	*Not Applicable*	*Used to understand the priorities, goals and objectives of school or LEA* *Used to determine what areas of focus will be supported financially*	*Used to justify the collection and expenditure of public funds* *Used to assess the available local, state and federal resources to meet financial needs*	*Not Applicable*

DATA TYPES AND USES CHART

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Program Data	*Quantitative*	*Number of students enrolled in various programs – advanced, intervention, prevention*	*Not Applicable*	*Used to understand the opportunities and supports offered in a school or LEA* *Used to identify gaps in student services*	*Used to assess school or LEA's success in both identifying and serving certain student populations* *Used to inform decisions around funding for programs* *Used to identify programmatic areas of growth or focus*	*Used to focus PD that helps staff, teachers, and administrators to identify students for the growth of individual programs.*
Program Data	*Qualitative*	*Meeting agendas, minutes*	*Not Applicable*	*Used to identify topics of importance for administration* *Used for accountability of administration, self, and colleagues*	*Used to share information with school/LEA community* *Used for accountability of school/LEA administration, teachers, and staff*	*Not Applicable*
Program Data	*Qualitative*	*Awards and photos*	*Not Applicable*	*Used to build a sense of community* *Used to share student successes with families and community*	*Used to build a sense of community* *Used to share successes of school/LEA*	*Not Applicable*

DATA TYPES AND USES CHART						
Data Types	**Data Type: Quantitative or Qualitative**	**Data**	**Expectations for users of the data**			**Focus for Professional Learning**
			Students	**Teachers**	**School/LEA**	
				Used to document specific projects and events that should be replicated	*Used to document specific projects and events that should be replicated*	
Program Data	*Qualitative*	*Staff interviews*	*Not Applicable*	*Not Applicable*	*Used to inform schools and LEA administration of positive and negative perceptions of staff* *Used to inform decisions regarding staff*	*Not Applicable*
Program Data	*Qualitative*	*Bulletins / Newsletters*	*Not Applicable*	*Used to build a sense of community* *Used to communicate information with families and community* *Used to inform frequency of communication with stakeholders*	*Used to build a sense of community* *Used to communicate information with families and community* *Used to inform frequency of communication with stakeholders*	*Used to guide PD around effective communication strategies with families and the community.*

Data Types	Data Type: Quantitative or Qualitative	Data	Expectations for users of the data			Focus for Professional Learning
			Students	Teachers	School/LEA	
Program Data	*Qualitative*	*Workshop and professional learning evaluations*	*Not Applicable*	*Used to inform teachers of the success of professional learning that they delivered or with which they assisted* *Used to analyze gaps in professional learning offerings* *Used to assess needs*	*Used to inform teachers of the success of professional learning that they delivered or with which they assisted* *Used to analyze gaps in professional learning offerings* *Used to assess needs*	*Not Applicable*
Program Data	*Quantitative*	*Family demographics*	*Not Applicable*	*Used to understand student demographics* *Used to plan instruction that addresses the whole child*	*Used to support instruction that addresses the whole child* *Used to determine the kinds of supports that families need* *Used to assess the strengths of the school community*	*Not Applicable*
Program Data	*Quantitative*	*School / Business partnerships*	*Not Applicable*	*Used to leverage the strengths of the community for the growth of the student population*	*Used to leverage the strengths of the community for the growth of the school or LEA programs*	*Not Applicable*

Appendix E CNA Glossary of Terms

Accelerated Curriculum: Additional, qualitative curriculum accessible to students who need additional challenges or enrichment that is beyond the scope of the core curriculum.

Accommodate: Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, and student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO NOT fundamentally alter or lower the standard or expectations of the course/standard/test.

Actionable Data: Data that provides the user meaningful and impactful information that compels action on the part of the user.

Actionable Feedback: Constructive criticism or praise that provides a suggested future course of action.

Adaptations: Adaptations are changes in educational environments which allow the student equal opportunity to obtain access, results, benefits, and levels of achievement.

Assessment Systems: A balanced, coordinated and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used. Educators and other stakeholders need multiple types of assessment to serve their decision- making needs.

Benchmark Assessments (interim assessments): Assessments typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions:

- **instructional** (to supply teachers with individual student data),
- **predictive** (identifying student readiness for success on a later high-stakes test), and/or
- **evaluative** (to monitor ongoing educational programs).

Cognitive Demand: The level of cognition required in order for a student to complete a task; i.e. low cognitive demand=memorization, high cognitive demand= drawing conclusions.

Continuum: A coherent whole characterized as a collection, sequence, or progression of values or elements varying by degrees.

Core Curriculum: Curriculum aligned to state standards and made accessible to all students.

Data Literacy – Abbreviated Definition: A data-literate educator possesses the knowledge and skills to access, interpret, act on, and communicate about data to support student success. (Data Quality Campaign, 2014). a better understanding of student learning

Data Literate Leaders: Leaders "can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use," (Data Quality Campaign, 2014)

Data-literate educators **continuously**, **effectively**, and **ethically access**, **interpret**, **act** on, and **communicate** multiple types of data from state, local, classroom, and other

sources to improve outcomes for students in a manner appropriate to educators' professional roles and responsibilities. (Data Quality Campaign, 2014)

Continuously: using data as part of daily routines and on an ongoing basis, rather than as a one-time event
Effectively: using data to inform improved and tailored instruction, collaboration with colleagues, and other practices for the purposes of improving student learning

- ***Ethically:*** *using information with professionalism and integrity, for intended uses only, and with consciousness of the need to protect student privacy*
- ***Access:*** *know the multiple types of data available (including but not limited to assessment data), understand which data are appropriate to address the question at hand, and know how to get the data (through electronic or other sources)*
- ***Interpret:*** *take data and analyze and/or synthesize them to turn them into information appropriate for addressing the given problem or question*
- ***Act:*** *take relevant information and apply it to generate further questions and/or apply it to decision-making appropriate to the given question*
- ***Communicate:*** *share data points and the information synthesized from relevant data with stakeholders including parents, students, peers, principals, and others as applicable, to generate further questions, inform decision-making, or provide* ***Diagnostics****: Diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted sub-skills a student does or does not possess; provides the information needed to guide decisions to appropriately design or modify instructional activities to meet an individual student's need.*

Data Team: Team of staff, including teachers that review the student level data to determine next steps (PLCs, grade level team, content team, etc.).

Differentiated Instruction: A teaching method including various approaches to content, process, and product and learning environments to meet the needs of student differences in readiness, interests, and learning needs. Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Diverse Learner: Students who have a specific set of needs; i.e. special education, gifted, English learner; students identified as requiring enhanced teaching methods or additional instructional opportunities.

Educational Outputs: The direct effects on the students in relation to their knowledge acquisition, skills, beliefs, and attitudes, as a result of adult actions and behavior.

Enrichment: Provides meaningful instruction at a higher level of cognition for identified students

Evidence-based: Evidence-based improvement, as outlined by the Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, programs, and interventions which have a solid evidence-base. Four levels of evidence comprise this concept:

1. Strong evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented study.
2. Moderate evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least on well-designed and well-implemented quasi-experimental study.
3. Promising evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
4. Demonstrates a rationale – demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

Experiential Learning Opportunities*: Hands on learning that includes a reflection of one's own* learning as part of the process.

Externships: Experiential learning opportunities, similar to internships but markedly less rigorous, provided by educational institutions to give students short practical experiences in their field of study.

Formative Assessment: Assessment conducted to modify teaching and learning activities to improve student achievement. Formative assessment is a process used by teachers and students **during instruction** that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes.

Gap Analysis: To determine the differences between the current state of knowledge and practices and the desired state.

Horizontal Alignment*: Cross-disciplinary linkages between content and standards*

Inclusive: Ensuring that all learners have access to the same programs, content and learning experiences.

Interim Assessments (Benchmark Assessments): Interim tests are typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions:

- **instructional** (to supply teachers with individual student data),
- **predictive** (identifying student readiness for success on a later high-stakes test), and/or
- **evaluative** (to appraise ongoing educational programs).
-

Internships: an opportunity offered to students interested in gaining work experience.

Intersessions: Short periods between terms, sometimes used by students to engage in learning outside the normal academic program.

Intervention: In ESSA, the term "intervention" is used broadly to encompass strategies, activities, programs, and interventions at all tiers of instruction.

Intervention (specific): A specific academic or behavioral strategy or program that differs from activities occurring in tier l instruction of the general curriculum designed to build and/or improve students' skills in a targeted area as determined by data.

Intervention Curriculum: *Additional curriculum provided to students in a specific skill deficit area.*

Job-embedded professional development (JEPD): Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning. It is primarily school, or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

Lagging Indicators: Lagging indicators are our big goals, the long-term impact we hope to achieve. Lagging indicators have been the primary focus for education to monitor effectiveness. However, lagging indicators do not provide us with the actionable information, leading indicators do that.

- *State assessments in reading/language arts and mathematics, by grade, for the* "all students" group, for each achievement level, and for each subgroup;
- *Percentage of limited English proficient students who attain English language proficiency;*
- *School improvement status;*
- *College enrollment rates; and*
- *Graduation rate.*

LEA: Local Educational Agency governed by a local board of education (a district or charter).

Leading Indicators http://www.cpre.org/search-leading-indicators-education : Systematically collected data on an activity or condition that is related to a subsequent and valued outcome, as well as the processes surrounding the analysis of those data and the associated responses. Leading indicators provide the right people with the right information at the right time. And leading indicators, when properly disaggregated, can shed light on underperforming students and student groups so we can address risk of academic failure with changes to instruction, supports, and policies. Identifying leading indicators often prompts improvements in a district's system of supports. Leading indicators are actionable for the target population.

Leading Indicators include:

- *Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup;*
- *Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes;*
- *Dropout rate;*
- *Student attendance rate;*
- *Discipline incidents;*
- *Truants;*
- *Distribution of teachers by performance level on an LEA's teacher evaluation system; and*
- *Teacher attendance rate.*

Learning Goals: Broad statements that describe what is to be learned, connected to big ideas and prior learning, typically not measurable

Leisurely Lunch: Sufficient time (minimum 20 minutes) to eat a healthy lunch.

Modifications: changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO fundamentally alter or lower the standard or expectations of the course/standard/test.

Pacing Guide: An instructional timeline showing what teaching teams plan to cover over the course of the school year

Professional Learning Community: An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve; answering the questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?

Professional Development: Activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards, that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, and **may include** activities that:

- *improve and increase teachers' knowledge of the academic subjects the teachers teach; understanding of how students learn; ability to analyze student work and achievement from multiple sources;*
- *use data and assessments to inform and instruct classroom practice, including how to adjust instructional strategies and assessments; improve classroom management skills;*
- *use effective, evidence-based instructional strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and*
- *are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.*

Root Cause Analysis: the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom.

Screeners: Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional instruction.

Special Populations: Groups of students who are identified as having a specific need; children who are homeless, in foster care, from migrant families, English Learners (ELs), Students with disabilities, Students who are considered at-risk, gifted, American Indian, Alaska Native, or Native Hawaiian. (Every Student Succeeds Act. 2015).

Stakeholders: Parties with an interest or concern in the school (i.e. parents, teachers, students, community members, district administrators).

Student Agency: Level of control a student has over their own learning (choice of learning environment, subject matter, approach and/or pacing).

Success Criteria: Specific, concrete, measurable description of what success looks like when it is achieved.

Summative Assessments: Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student's mastery of the learning goals and content standards.

Course summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements

Supplemental Curriculum: Additional curriculum that is specific to a student need or a classroom need where there may be a learning gap or gap in the curriculum for a specific standard being taught, may be accessible to individual students or an entire classroom of students.

Systematically: Done or acting according to a fixed plan, a step by step manner; a methodical procedure marked by thoroughness and regularity.

Systemic: Changes that impact multiple levels of the education system, such as elementary, middle, and high school programs; throughout a defined system, such as district-wide or statewide reforms; that are intended to influence, in minor or significant ways, every student and staff member in school or system; or that may vary widely in design and purpose, but that nevertheless reflect a consistent educational philosophy or that are aimed at achieving common objectives.

Universal Design for Learning: Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; reduces barriers in instruction, provides appropriate

Accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Vertical Alignment: Linkage where higher skill levels and standards mastery are built on behavior and knowledge gained in the performance of tasks at the lower skill level.

Well –Rounded Education: "…courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civic, and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience" (Every Student Succeeds Act. 2015).

Whole Child Education: Education that promotes the long-term development and success of children; not solely focused on academic achievement and progress. It draws on the best holistic approaches, recognizing that children have multiple intelligences. Its goals are to ensure each child is healthy, safe, engaged, supported, and challenged. Within a whole child approach, questions are raised about school culture and curriculum; instructional strategies and family engagement; critical thinking and social-emotional wellness.

Appendix F

Comprehensive Needs Assessment Research Base

Principle	*Author/Organization*	*Title*
1	*William and Mary School of Education Consideration Packets*	*Strategies for Creating Effective School Leadership Teams*
1	*ASCD*	*Resilient School Leaders: Strategies for Turning Adversity Into Achievement (2005) by Jerry L. Patterson and Paul Kelleher*
1	*Pete Hall, Deborah Childs- Bowen, Ann Cunningham- Morris, Phyllis Pajardo and Alisa A. Simeral*	*The Principal Influence: A Framework for Developing Leadership Capacity in Principals (2016)*
1	*Yvette Jackson and Veronica McDermott*	*Aim High, Achieve More: How to Transform Urban Schools Through Fearless Leadership (2012)*
2	*ASCD*	*Leading for Differentiation: Growing Teachers Who Grow Kids (2015) by Carol Ann Tomlinson and Michael Murphy*
2	*Jay McTighe and Grant Wiggins*	*Essential Questions: Opening Doors to Student Understanding (2013)*
2	*Jeff C. Marshall*	*The Highly Effective Teacher: 7 Classroom-Tested Practices That Foster Student Success (2016)*
2	*Daniel R. Venables*	*How Teachers Can Turn Data into Action (2014)*
2	*Alyssa Mattero, Partnerships Manager , Scholastic Administration*	*That Makes an Effective Teacher: 3 Teaching Skills Proven to Identify Highly Effective Teachers*
2	*Robert J. Walker, Robert J. Walker, Ed.D.*	*Twelve Characteristics of an Effective Teacher A Longitudinal, Qualitative, Quasi- Research Study of In-service and Pre- service Teachers' Opinions*
2	*National Council for Accreditation of Teacher Education*	*What Makes a Teacher Effective a summary of key research findings on teacher preparation*
2	*Thomas J. Kane*	*Education Next, Capturing the Dimensions of Effective Teaching, Student achievement gains, student surveys, and classroom observations*
2	*Kelly Harmon, Staff Developer, Learning Sciences*	*Planning for Effective Instruction: Best Practices*

	International, Marzano Center	
3	*E. Silva, 2007, NAESP*	*On the Clock: Rethinking the Way Schools Use Time*
3	*Solutions that Work*	*Maximizing the effective use of school time by teachers and students,*
3	*Stanford University*	*Principal Time-Use and School Effectiveness,* School Leadership Research Report No. 09-3
4	*Angela Di Michele Lalor*	*Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success (2016)*
5	*ASCD Educational Leadership*	*"Creating Collaborative Cultures"*
5	*ASCD Educational Leadership*	*"The Challenge of Assessing School Climate"*
5	*ASCD Educational Leadership*	*"Trends: Conflict Resolution / Changing School Culture"*
5	*ASCD Educational Leadership*	*"Orchestrating School Culture"*
5	*ASCD Educational Leadership*	*"The Principal Connection / School Culture: An Invisible Essential"*
5	*ASCD Educational Leadership Articles*	*"Leading to Change / How Do You Change School Culture?"*
5	*ASCD Educational Leadership*	*"Keeping It Alive: Elements of School Culture That Sustain Innovation"*
5	*Kickboard*	*8 Aspects of a Positive School Climate & Culture*
5	*National Education Association*	*Importance of School Climate*
5	*Greater Good, Berkeley*	*How to Create a Positive School Climate, Greater Good, Berkeley*
5	*Edutopia*	*You Need an Elevator Pitch About School Culture and Climate*
5	*Kane, L., Hoff, N., Cathcart, A., Heifner, A., Palmon, S. & Peterson, R.L. (2016, February)*	*School climate & culture. Strategy brief.*
5	*Spicer, Felecia V.*	*"School Culture, School Climate, and the Role of the Principal." Dissertation, Georgia State University, 2016*
6	*Amy C. Berg, Atelia Melaville Martin J. Blank Coalition for Community Schools Foundation*	*Community & Family Engagement*

6	*Education NEA Education Policy and Practice Department, Center for Great Public Schools*	*NEA Policy Brief, Parent, Family, Community Involvement in Education*
6	*Family Involvement Network of Educators (FINE), Harvard Family Research Project (HFRP), 2005*	*Taking a Closer Look: A Guide to Online Resources on Family Involvement*
6	*NEA/PTA Parent Guides*	*NEA/PTA Parent Guides*
6	*JL Epstein*	*School, family, and community partnerships: Preparing educators and improving schools*
6	*ASCD Educational Leadership Articles*	*"Schools, Families, Communities Involvement or Engagement?"*
1, 2	*Kenneth Baum and David Krulwich*	*The Artisan Teaching Model for Instructional Leadership: Working Together to Transform Your School (2016)*
1, 2	*Robert J. Marzano, Tony Frontier and David Livingston*	*Effective Supervision: Supporting the Art and Science of Teaching (2011)*
1, 2	*Charlotte Danielson*	*Enhancing Professional Practice: A Framework for Teaching, 2nd Edition (2007)*
1, 2, 3	*Richard DuFour*	*All Things PLC*
1, 2, 3	*Richard DuFour*	*What Is A Professional Learning Community?*
1, 2, 4	*Douglas B. Fisher, Nancy E. Frey and Stefani Arzonetti Hit*	*Intentional and Targeted Teaching: A Framework for Teacher Growth and Leadership (2016)*
1, 2, 4, 5	*Robert J. Marzano*	*The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (2007)*
1, 2, 4, 5	*Wendy L. Ostroff*	*Cultivating Curiosity in K–12 Classrooms: How to Promote and Sustain Deep Learning (2016)*
1, 2, 5	*Douglas Fisher, Nancy Frey and Ian Pumpian*	*How to Create a Culture of Achievement in Your School and Classroom (2012)*
1, 2, 5	*Steve Gruenert and Todd Whitaker*	*School Culture Rewired: How to Define, Assess, and Transform It*
1, 2, 5	*ASCD*	*Leading with Focus: Elevating the Essentials for School and District Improvement (2016) by Mike Schmoker*
1,2	*ASCD*	*School Leadership That Works: From Research To Results (2005) by Robert J.*

		Marzano, Timothy Waters and Brian A. McNulty
1,2	*ASCD*	*What Every School Leader Needs to Know About RTI (2010) by Margaret Searle*
1,2,3,4,	*ASCD*	*Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning (2006) by Mike Schmoker*
1,2,4	*The Wallace Foundation*	*The School Principal As Leader: Guiding Schools To Better Teaching And Learning*
All	*Michael Fullan*	*Books and articles on leadership, change and culture*
All	*William and Mary School of Education Consideration Packets*	*Strategies for Creating Inclusive Schools*
All	*ASCD*	*The Learning Leader: How to Focus School Improvement for Better Results (2006) by Douglas B. Reeves*
All	*ASCD*	*The Results Fieldbook: Practical Strategies from Dramatically Improved Schools (2001) by Michael J. Schmoker*
All	*ASCD*	*A World-Class Education: Learning from International Models of Excellence and Innovation (2012) by VivienStewart*
All	*ASCD*	*You're the Principal! Now What? Strategies and Solutions for New School Leaders (2016) by Jen Schwanke*
All	*ASCD*	*New Leaders for New Schools*
All	*ASCD Educational Leadership Articles*	*Using Data to Improve Student Achievement, *
All	*ASCD Educational Leadership Articles*	*Schools as Learning Communities*
All	*Robert J. Marzano and John L. Brown*	*A Handbook for the Art and Science of Teaching (2009)*
All	*Katy Ridnouer*	*Everyday Engagement: Making Students and Parents Your Partners in Learning (2011)*
All	*NEA*	*Using Student Achievement Data to Support Instructional Decisions*
All	*Amplify*	*5 ways to use data to improve your teaching*
All	*What Works*	*Principles of Data-Driven Instruction, Doing What Works*

All	*Larry Cuban*	*Data-Driven Instruction and the Practice of Teaching*
All	*Paul-Bambrick-Santoyo*	*Driven By Data: A Practical Guide to Improve Instruction*
All	*Paul-Bambrick-Santoyo*	*Leverage Leadership*
All	*Center on School Turnaround Publications*	*Various Publications*
All	*Center on Great Teachers and Leaders Publications*	*Various Publications*
All	*American Institutes for Research Publications, meetings and discussions*	*Various Publications, meetings and discussions*
All	*ASCD*	*Results: The Key to Continuous School Improvement, 2nd Edition (1999) by Mike Schmoker*
DATA	*ASCD*	*Questions That Count*