CNA Rubric for Application to Literacy Grant

# Principle 1 Effective Leadership

Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success and schoolwide social emotional learning that leads to equitable access 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 1.2 Our leadership commits to sustaining a [culture of high expectations](https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success) for academic learning and social emotional growth of all students 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**  **Are high expectations for learning and growth for all students reflected in clear, measurable goals, policies/procedures, and all decisions, based on all available data?** | *High expectations for academic learning and social emotional growth of all students are not reflected in clear, measurable goals, policies/procedures and decisions.* | *High expectations for academic learning and social emotional 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 academic learning and social emotional 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 academic learning and social emotional growth of all students are reflected in clear, measurable goals, policies/procedures and all decisions, based on all available data* |

## 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 C**  **Does the leadership provide meaningful, formal and informal opportunities for families and community members to interact with the school?** | *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 D**  **How often does the leadership regularly share data through various family-friendly venues?** | *The leadership does not share data through various family -friendly venues* | *The leadership rarely shares data through various family -friendly venues* | *The leadership sometimes shares data through various family- friendly venues* | *The leadership regularly shares data through various family -friendly venues* |
| **Element E**  **Does the leadership develop and use a wide variety of communication strategies to encourage collaboration among the diverse members of the community?** | *The leadership does not use a* [*variety of*](http://www.nyscoss.org/img/uploads/K12%20Social%20Media%20Guide.pdf)[*communication*](http://www.nyscoss.org/img/uploads/K12%20Social%20Media%20Guide.pdf)[*strategies*](http://www.nyscoss.org/img/uploads/K12%20Social%20Media%20Guide.pdf) *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**  **Does the leadership effectively balance administrative tasks and instructional leadership responsibilities?** | *The leadership does not balance administrative tasks and instructional leadership responsibilities* | *The leadership attempts to balances 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 G**  **Does the leadership ensure that there is a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students and has accountability practices to monitor the supports?** | *There is not a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students.* | *The leadership is in the process of developing a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students.* | *The leadership expects that there is a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students, but does not ensure it.* | *The leadership ensures that there is a continuum of supports that meet the academic, social, emotional, and behavioral needs of all students and has accountability practices to monitor the supports.* |
| **Element H**  **Are practices in place to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders?** | *Practices are not in place to facilitate ongoing data- driven conversations related to student learning* | *Inconsistent practices are used to facilitate data- driven conversations related to student learning with all stakeholders* | *Practices are in place to facilitate data-driven conversations related to student learning with all stakeholders* | *Evidence-based practices are in place to facilitate frequent, ongoing data- driven conversations related to student learning with all stakeholders* |

# 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.

Effective teachers intentionally plan, emphasize evidence-based practices in their lessons, and utilize a balanced assessment system to make instructional decisions for all students.

## Indicator 2.1 Our teachers maintai[n high academic, behavioral and social emotional learning expectations](http://publications.sreb.org/2004/04V03_Ten_Strategies.pdf) 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 B**  **How many teachers establish goals and high expectations for all student learning in all content areas, including goals for closing achievement gaps, when applicable?** | *Teachers do not* [*establish*](http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx)[*goals*](http://www.ascd.org/publications/educational-leadership/mar11/vol68/num06/Knowing-Your-Learning-Target.aspx) *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**  **Do teachers plan rigorous instruction?** | *Teachers do not plan rigorous instruction in all classrooms* | [*Teachers plan rigorous*](http://www.edimprovement.org/rigor-in-the-classroom/)[*instruction*](http://www.edimprovement.org/rigor-in-the-classroom/) *in just a few classrooms* | *Teachers plan rigorous instruction in some classrooms* | *Teachers plan rigorous instruction in all classrooms* |
| **Element D**  **Is there classroom evidence of data use information instruction?** | *Evidence of* [*data use*](https://ies.ed.gov/ncee/wwc/PracticeGuide/12)[*that*](https://ies.ed.gov/ncee/wwc/PracticeGuide/12)[*informs instruction*](https://ies.ed.gov/ncee/wwc/PracticeGuide/12) *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**  **Do teachers monitor evidence of student**  **learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments?** | *Teachers do not* [*monitor*](http://www.csai-online.org/resources/formative-assessment-enabler-learning)[*evidence of student*](http://www.csai-online.org/resources/formative-assessment-enabler-learning)[*learning and well-being*](http://www.csai-online.org/resources/formative-assessment-enabler-learning) *to determine if sufficient progress is being achieved and make any necessary adjustments* | *Few teachers monitor evidence of student learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments* | *Some teachers monitor evidence of student learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments* | *All teachers monitor evidence of student learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments* |
| **Element E**  **Do teachers monitor evidence of student**  **learning and well-being to determine if sufficient progress is being achieved and make any necessary adjustments?** | *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* |

## Indicator 2.2 Our teachers have shared knowledge of the content standards, curricula, and social emotional learning practices.

*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**  **Is depth of knowledge evident in lessons?** | *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**  **How much content aligns with the state standards?** | *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**  **How many grade level**  **teams/content areas have a common understanding of the content standards and social emotional learning practices?** | *Grade level teams/content areas do not have a common understanding of the content standards and social emotional learning practices* | *Few grade level teams/content areas have a common understanding of the content standards and social emotional learning practices* | *Some grade level teams/content areas have a common understanding of the content standards and social emotional learning practices* | *All grade level teams/content areas have a common understanding of the content standards and social emotional learning practices* |
| **Element D**  **Are curricula implemented with fidelity?** | *Curricula are not implemented with fidelity* | *Some curricula are implemented with loose fidelity* | *Some curricula are implemented with some fidelity* | *All curricula are 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 by differentiating instruction and implementing [Universal Design](http://www.udlcenter.org/aboutudl/whatisudl) [for Learning](http://www.udlcenter.org/aboutudl/whatisudl).

*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**  **Is instruction aligned with standards?** | *Most instruction does not align with standards* | *Limited instruction aligns with standards* | *Some instruction aligns with standards* | *All instruction aligns with standards* |
| **Element C**  **Is understanding of student prior knowledge evident in planning?** | *Understanding of each student’s cultural background and prior knowledge is not evident in planning* | *Little understanding of each student’s cultural background and prior knowledge is evident in planning* | *Some understanding of each student’s cultural background and prior knowledge is evident in planning* | *Understanding of each student’s cultural background and prior knowledge is evident in planning* |
| **Element E**  **Is pacing appropriate for the group and all individual students?** | *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* |

## Indicator 2.4 Our teachers implement [evidenced-based](http://www.ccsso.org/Documents/2016/ESSA/ESSAEvidenceBasedSummaryAndAnalysis.pdf), 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**  **Do students have access to grade level appropriate general education curriculum?** | *Few 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**  **Is teaching for understanding by all students the primary**  **outcome for all lessons?** | *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**  **Do teachers intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge?** | *Teachers do not use questioning strategies* | *Teachers do not intentionally develop lesson questions, but ask some questions spontaneously* | *Teachers develop and utilize questions at a variety of levels of depth of knowledge* | *Teachers intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge* |
| **Element D**  **Do teachers employ a variety of student engagement strategies and best practices?** | *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**  **Do teachers use evidence-based interventions, strategies, and routines?** | *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 I**  **Is a variety of grouping strategies used intentionally to meet the needs of all students?** | *Grouping strategies are not used intentionally to meet the needs of all students* | *Very limited grouping strategies are used intentionally to meet the needs of all students* | *Some grouping strategies are used intentionally to meet the needs of all students* | *A variety of grouping strategies are used intentionally to meet the needs of all students* |
| **Element J**  **Is feedback to students specific and actionable?** | *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* |

## 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**  **Do teachers understand and implement a balance of assessment types?** | *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**  **Are formative assessments or assessment for learning an essential part of instruction?** | [*Formative assessment*](http://www.ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf) *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* |
| **Element D**  **How many teachers use differentiated, in-the-moment, checks for understanding and in-class assessments to ensure individual student progress between benchmark assessments?** | *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 E**  **How many teachers use evidence of learning (both qualitative and quantitative data) to determine the next instructional steps and provide actionable feedback to students?** | *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 F**  **Are classroom summative assessment, regularly scheduled interim/ benchmark assessment and state assessment data used appropriately?** | *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 G**  **Do teachers understand and implement a balance of assessment types?** | *All educators do not have access to timely user- friendly data reports, which include item-level analysis, standards-level analysis, and subgroup achievement* | *All educators have access to data reports, but may not be timely or user- friendly and may not include item-level analysis, standards-level analysis, and subgroup achievement* | *All educators have access to user-friendly data reports, which include item-level analysis, standards-level analysis, and subgroup achievement but there is a lag time* | *All educators have access to timely, user-friendly data reports, which include item-level analysis, standards-level analysis, and subgroup achievement* |
| **Element H**  **Do teachers understand and implement a balance of assessment types?** | *Diagnostics and screeners are not available and used appropriately* | *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* |

## 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**  **Are professional learning opportunities for staff on content knowledge, standards and lesson planning consistently embedded, varied, aligned to needs and differentiated?** | *The professional learning opportunities for staff on these topics does not exist* | *The professional learning opportunities for staff on these topics are limited and/or not based on need* | *The professional learning opportunities for staff on these topics are frequent and aligned to needs* | *The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated* |
| **Element B**  **Are professional learning opportunities offered in evidence-based instructional practice? (i.e. pedagogy, engagement strategies, classroom management)** | *The professional learning opportunities for staff on these topics does not exist* | *The professional learning opportunities for staff on these topics are limited and/or not based on need* | *The professional learning opportunities for staff on these topics are frequent and aligned to needs* | *The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated* |
| **Element C**  **Are professional learning opportunities offered in assessment and data use?** | *The professional learning opportunities for staff on these topics does not exist* | *The professional learning opportunities for staff on these topics are limited and/or not based on need* | *The professional learning opportunities for staff on these topics are frequent and aligned to needs* | *The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated* |
| **Element D**  **Are professional learning opportunities offered in collaboration and professional learning communities?** | *The professional learning opportunities for staff on these topics does not exist* | *The professional learning opportunities for staff on these topics are limited and/or not based on need* | *The professional learning opportunities for staff on these topics are frequent and aligned to needs* | *The professional learning opportunities for staff on these topics are consistently embedded, varied, aligned to needs and differentiated* |

Indicator 2.7 Our teachers collaborate with other teachers, administrators, families, and education professionals 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**  **Are professional learning communities regularly scheduled, and do they focus on increasing student learning?** | *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 D**  **Do 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?** | *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**  **Do ongoing collaborative efforts between the teacher and leadership team/administrator lead to explicit, data-based teacher instruction, small groups, interventions, and before/after school activities to support improved instruction and student outcomes?** | *There are no teacher action plans based on data* | *A collaborative effort between the teacher and leadership team/ administrator leads to general plans only* | *A collaborative effort between the teacher and 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 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 Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Principle 2 Effective Teachers and Instruction Data/Evidence Checklist | | | |
| *2.1* |  | ***2.4*** |  |
|  | *Classroom policies and procedures* |  | *Classroom observations* |
|  | *Student surveys/Student interviews* |  | *Evidence of differentiated instruction* |
|  | *Teacher lesson plans* |  | *Evidence of classroom level RTI* |
|  | *Student work samples and goal setting documents* |  | *Teacher lesson plans* |
|  |  |  | Flexible student groupings evident |
|  |  |  | *Continuum of service options for special populations (SPED, ELL, etc.)* |
| *2.2* |  |  | *Classroom policies and procedures* |
|  | *PLC team minutes/agendas* |  | *Student surveys / Student interviews* |
|  | *Classroom observations* |  | *Student data portfolios / Student data evidence in classroom* |
|  | *Teacher lesson plans* |  | *PLC team minutes / agendas* |
|  | *Informal student assessment information* |  | *Curriculum mapping* |
|  | *Curriculum mapping and/or pacing guides* |  | *Progress reports* |
|  | *Classroom behavior data* |  | *Parent meetings* |
|  |  |  |  |
| *2.3* |  | ***2.5*** | *Evidence of user-friendly data provided to teachers* |
|  | *Formal and informal student assessment information analyzed* |  | *Teacher lesson plans* |
|  | *Teacher lesson plans* |  | *Classroom observations* |
|  | *UDL framework* |  | *Evidence of RTI and / or referral process* |
|  | *Classroom observations* |  | *PLC team minutes / agendas* |
|  | *Evidence of differentiate instruction* |  | *Assessment plan implemented* |
|  | *Grade level or content meeting minutes* |  | *Assessment system for instructional purposes* |
|  | *Evidence of classroom level RTI* |  | *Student surveys / Student interviews* |
|  |  |  | *Student data evident in classroom / Student data portfolios* |

|  |  |  |  |
| --- | --- | --- | --- |
| Principle 2 Effective Teachers and Instruction Data/Evidence *(cont.)* | | | |
| *2.6* |  | ***2.7*** |  |
|  | *PLC team minutes / agendas* |  | *Evidence of user-friendly data provided to teachers* |
|  | *Job embedded professional learning* |  | *PLC team minutes / agendas* |
|  | *Teachers seek professional development* |  | *Classroom observations and lesson plans* |
|  | *Teachers engaged in professional learning* |  | *Curriculum mapping* |
|  | *Teachers plan professional learning opportunities* |  | *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 (communication log, newsletter, email blasts, etc.)* |
|  |  |  | *Professional development offerings include data use and communication results* |
|  |  |  | *Assessment plan implemented* |
|  |  |  |  |

## Indicator 4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.

*Output: 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**  **Does curricula align with the appropriate grade level and content standards?** | *Curricula does not align with the appropriate grade level and content standards* | *Curricula align with the appropriate grade level or content standards, but not always both* | *Curricula mostly align with the appropriate grade level and content standards* | *Curricula align with the appropriate grade level and content standards* |

## Indicator 4.3 Our written curricula are evidence-based, address diverse learner needs and promote a proper balance of depth of knowledge levels.

*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.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Rating*** | ***0*** | ***1*** | ***2*** | ***3*** |
| **Element A**  **Do pacing guides provide flexibility based on diverse learner needs?** | *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**  **Do content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizonal alignment?** | *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**  **Does the school implement evidence-based curricular materials that meet one of the four tiers of evidence under the ESSA guidelines?** | *Curricular materials vary throughout the school with no consistency and do not align to one of the four tiers of evidence.* | *Curricular materials are evidence-based for ELA or MATH only and meet one of the four tiers of evidence.* | *Curricular materials are evidence-based for ELA and MATH only and meet one of the four tiers of evidence.* | *Curricular materials are evidence-based in all content areas and meet one of the four tiers of evidence.* |
| **Element E**  **Does the school implement evidence-based curricular materials that meet one of the four tiers of evidence under the ESSA guidelines?** | *Curricular materials vary throughout the school with no consistency and do not align to one of the four tiers of evidence.* | *Curricular materials are evidence-based for ELA or MATH only and meet one of the four tiers of evidence.* | *Curricular materials are evidence-based for ELA and MATH only and meet one of the four tiers of evidence.* | *Curricular materials are evidence-based in all content areas and meet one of the four tiers of evidence.* |

## Indicator 4.4 Our written curricula are accessible for all learners and include 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**  **Do the curricula consider diverse learners and subgroup populations?** | *Curricula do not consider diverse learners and subgroup populations; one size fits all* | *Curricula consider few diverse learners and subgroup populations* | *Curricula consider some diverse learners and subgroup populations* | *Curricula consider all diverse learners and subgroup populations* |
| **Element C**  **Do curricula include components to utilize within a Multi-Tiered System of Support that address the whole child in both academic and social emotional learning including behavior?** | *Curricula do not include components to utilize within a Multi-Tiered System of Support that address the whole child* | *Curricula include a few components to utilize within a Multi-Tiered System of Support that address the whole child* | *Curricula includes components to utilize within a Multi-Tiered System of Support that address the whole child in academics and behavior* | *Curricula includes components to utilize within a Multi-Tiered System of Support that address the whole child in both academics and behavior* |
| **Element D**  **Do the curricula support multidisciplinary, innovative, and diverse learning experiences?** | *Curricula do not support multidisciplinary, innovative, and diverse learning experiences* | *Curricula support very little multidisciplinary, innovative, and diverse learning experiences* | *Curricula support some multidisciplinary, innovative, and diverse learning experiences* | *Curricula support multidisciplinary, innovative, and diverse learning experiences* |

## 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**  **Are the curricular implementation professional learning opportunities for the staff varied, differentiated, and chosen based on data/evidence of need?** | *The curricular implementation professional learning opportunities for the staff are very limited* | *The curricular implementation professional learning opportunities for the staff are varied but not differentiated or chosen based on data/evidence of need* | *The curricular implementation professional learning opportunities for the staff are varied and differentiated but not chosen based on data/evidence of need* | *The curricular implementation 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 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* |
| **e. Content understanding** | *Completed* | *Planned* | *Not Planned* |
| **f. Pedagogical understanding** | *Completed* | *Planned* | *Not Planned* |
| **g. Accommodations and modifications to meet the needs of diverse learners** | *Completed* | *Planned* | *Not Planned* |
| **h. Assessment system knowledge** | *Completed* | *Planned* | *Not Planned* |

### Principle 4 – Effective Curriculum Data/Evidence Checklist

|  |  |
| --- | --- |
| Principle 4 Effective Curriculum Data/Evidence Checklist | |
| *4.1* |  |
|  | *Classroom policies and procedures* |
|  | *Physical/online curricula for all disciplines with academic standards* |
|  | *Master schedule includes all disciplines with academic standards for all grade levels* |
|  | *Technology allocations* |
| *4.2* |  |
|  | *Coding and standards are present in all resources supporting disciplines with academic standards* |
|  | *Adoption process in 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* |  |
|  | *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* |
|  | *Curriculum audit results (including equity and diversity)* |
|  | *Written curricula provide content support for teachers, students, and parents* |
|  |  |

|  |  |
| --- | --- |
| Principle 4 Effective Curriculum Data/Evidence Checklist *(cont.)* | |
| *4.4* |  |
|  | *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* |
|  | *MTSS framework (academic and behavior)* |
| *4.5* |  |
|  | *Opportunities for professional development for all staff are posted and available* |
|  | *Professional learning calendar/schedule* |
| *4.6* |  |
|  | *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 discipline)* |
|  | *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* |

## 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**  **Does the school have policies and procedures to manage and support students with chronic health conditions or medical emergencies?** | *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**  **Are there written guidelines and procedures in place for providing student health care services?** | *Written guidelines and procedures are not in place for providing student health care services* | *Not applicable* | *Not applicable* | *Written guidelines and procedures are in place for providing student health care services* |
| **Element B**  **Is professional development offered for health care providers, i.e. school nurses, health aides, etc.?** | *Professional development is not offered for school health care providers, i.e. school nurses, health aides, etc.* | *Professional development is rarely offered for school health care providers, i.e. school nurses, health aides, etc.* | *Professional development is sometimes offered for school health care providers, i.e. school nurses, health aides, etc.* | *Professional development is always offered for school health care providers, i.e. school nurses, health aides, etc.* |

### Principle 5 – Conditions, Climate, and Culture Data/Evidence Checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Principle 5 – Conditions, Climate, and Culture Data/Evidence Checklist | | | |
| *5.1* |  | ***5.4*** |  |
|  | *Celebrations of learning/attendance/growth/behavior* |  | *Policies and procedures specific to school health services* |
|  | *Communications – points of pride/newsletters* |  | *Professional development to all school staff* |
|  | *Observations between teachers and students* |  | *Attendance records* |
|  | *PLC notes* |  | *Nurse visits/trends/testing dates* |
|  | *Inclusive practices – build culture through conversations* | ***5.5*** |  |
|  | *Culture – reporting progress of all students* |  | *MTSS and SEL plan* |
|  | *Monitoring intervention deployed* |  | *Policies and procedures for specific academic and social emotional services* |
| *5.2* |  |  | *Professional development to all school staff* |
|  | *Staff, student, and family surveys* |  | *Resource allocation* |
|  | *Classroom observations* |  |  |
|  | *Student leadership* |  |  |
|  | *Discipline policies, procedures, and data* |  |  |
| *5.3* |  |  |  |
|  | *Student leadership* |  |  |
|  | *Staff, student, and family surveys* |  |  |
|  | *School safety and emergency preparedness plan* |  |  |
|  | *Site council meeting and agendas* |  |  |
|  | *Website and school documents* |  |  |
|  | *Communication plan* |  |  |
|  | *MTSS or SEL plan* |  |  |

## Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communication naming 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**  **Does the school establish lines of communication among all educational stakeholders, including families and community members and organizations?** | *School does not establish lines of communication among non-educational stakeholders, including families, community members and organizations* | *School establishes lines of communication among few educational stakeholders, including families, community members and organizations* | *School establishes lines of communication among some educational stakeholders, including families, community members and organizations* | *School establishes lines of communication among all educational stakeholders, including families, community members and organizations* |
| **Element B**  **Is there regular communication between home and school, in a language and method families can understand, and is it regular, two-way and meaningful?** | *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 D**  **Does the school communicate methods for becoming an effective advocate for children and their education?** | *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* |

## 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 college and career readiness through consistent communication.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Rating*** | ***0*** | ***1*** | ***2*** | ***3*** |
| **Element D**  **Does the school support families in their responsibilities to monitor student progress towards individual learning goals?** | *School does not support families in their responsibilities to monitor student progress towards individual learning goals* | *School minimally supports families in their responsibilities to monitor student progress towards individual learning goals* | *School has some methods to support families in their responsibilities to monitor student progress towards individual learning goals* | *School supports families in their responsibilities to monitor student progress towards individual learning goals* |

### Principle 6 – Family and Community Engagement Data/Evidence Checklist

|  |  |
| --- | --- |
| Principle 6 – Family and Community Engagement Data/Evidence Checklist | |
| *6.1* |  |
|  | *Comprehensive support services, including health and social services, are available to students and their families in a timely manner.* |
|  | *Resource Fair held for families to provide information on available community resources.* |
|  | *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.* |
|  | *Access to membership profile of your school team (Site Council, School Improvement) representative of school’s 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 or indicate a translator* |
|  | *Calendar describing recruitment events, time and place* |
|  | *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.* |

|  |  |
| --- | --- |
| Principle 6 – Family and Community Engagement Data/Evidence Checklist *(cont.)* | |
| *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.* |
|  | *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* |
|  | *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* |  |
|  | *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* |
|  | *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)* |