



**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 1.1 Our leadership guides the implementation of a vision of academic success and social emotional learning that leads to equitable access which 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 How did leadership develop the vision of academic success and schoolwide social emotional learning?	No vision of learning	In isolation and/or with little or no data	With some of the stakeholders using some data	Collaboratively with stakeholders using quantitative and qualitative data
Element B How often is the vision of learning used to guide the policies/procedures and decisions of the school?	Never or no vision	infrequently	sometimes	consistently
Element C How often is the vision of learning reviewed and revised to reflect the current school community?	Is old or doesn't reflect the school community	has not been recently reviewed and revised	every two or three years	annually
Element D Are diversity, inclusion and equity included in the school's mission?	No	On the periphery	Often discussed as a priority, but are not included	Yes, as a top priority and are included

**Indicator 1.2 Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students, 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
<p>Element A</p> <p>Are high expectations for learning and growth of all students reflected in clear, measurable goals, policies/procedures and all decisions; based on all available data?</p>	No	In some, but goals are not always clear, measurable or based on data	Yes, in some; based on some available data	Yes; based on all available data
<p>Element B</p> <p>Does leadership create opportunities for professional growth for all staff members based on walk-through data, formal evaluations and/or self-reflection, that allow all staff to improve their teaching craft and encourage the development of leadership skills?</p>	No	Leadership provides opportunities for professional growth for all staff members, but it is one size fits all	Yes, leadership creates some opportunities for professional growth for all staff members based on some data allowing staff to improve and develop	Yes, leadership creates many opportunities for professional growth for all staff members, based on multiple data points, allowing staff to improve and develop
<p>Element C</p> <p>Does leadership provide opportunities for staff to reflect on and develop their own social, emotional and cultural competencies including activities to support staff in practicing self-care and examining their mindsets and biases and does the leadership team regularly review data related to adult SEL and cultural competence to plan ongoing support?</p>	No	Leadership has provided meaningful opportunities at least once per year	Yes, leadership has provided meaningful opportunities multiple times throughout the year	Yes, leadership has provided meaningful opportunities built into regular staff meetings and part of the school's overall professional learning strategy; leadership team regularly reviews data
<p>Element D</p> <p>Does leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners; and the leadership team has built supportive relationships with staff and regularly acknowledge staff efforts and contributions?</p>	Not yet	The leadership team is developing an approach	Yes, leadership and staff regularly model social, emotional, and cultural competencies; staff efforts and contributions are sometimes acknowledge.	Yes, leadership and staff regularly model social, emotional, and cultural competencies; leadership team has built supportive relationships
<p>Element E</p> <p>Are policies/procedures written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff?</p>	No	Yes, but not scheduled	Yes, individual or collaborative time bi-weekly	Yes, both individual and collaborative time weekly
<p>Element F</p> <p>Does leadership know federal and state requirements and the necessary support for teaching special populations?</p>	No	Yes, some	Yes, most	Yes, all

**Indicator 1.3 Our leadership competently manages school operations to provide a safe, inclusive 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
<p>Element A</p> <p>Does the leadership identify 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?</p>	No	The leadership identifies minimal resources	Yes, the leadership identifies sufficient resources	Yes, the leadership identifies multiple resources
<p>Element B</p> <p>Are school buildings, equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them?</p>	No, severely lacking and there are safety concerns	Lacking	Most	Yes, all
<p>Element C</p> <p>Are the school safety and emergency preparedness plans current, disseminated to all, and subject to regular review and amendment, and practiced regularly?</p>	No safety plans	No, plans are not current, disseminated, or subject to regular review and amendment, or practiced	Yes, plans are current and disseminated, but are not reviewed regularly and/or practiced	Yes

**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
<p>Element A Are the leadership and staff deeply knowledgeable about students' experiences, cultural backgrounds, and the local community context? Do school leadership, staff, students, families, and community members work in partnership to develop practices and make decisions that create a more inclusive and equitable school community.</p>	Leadership and staff are not yet familiar	Leadership and staff are familiar	Leadership and staff are somewhat knowledgeable and apply it to decisions	Yes
<p>Element B How does the leadership collect and review data about community interests and needs as well as the environment in which the local school resides?</p>	No data is collected	Collects but does not review data	Collects and reviews some data	Yes, systematically collects and reviews
<p>Element C Does the leadership provide meaningful, formal and informal opportunities for families and community members to interact with the school?</p>	No	Minimal	Some	Yes, numerous
<p>Element D How often does the leadership regularly share data through various parent-friendly venues?</p>	None shared	Minimally	Sometimes	Regularly
<p>Element E Does the leadership develop and use a wide variety of communication strategies to encourage collaboration among the diverse members of the community?</p>	No	Minimal	Some	Yes, a wide variety

**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?	No	Attempts	Sometimes	Yes
Element B Does the principal maintain oversight of fiscal resources?	No	Yes, with no input	Yes, with some input	Yes, with the leadership team
Element C Does the leadership team use a robust data-based decision-making process to evaluate school needs including sufficient time for staff input into the whole process?	No	Uses a data-based decision-making process, without staff input	Uses data-based decision-making process with some time for staff input	Yes
Element D Does our LEA and/or school provide access to a student information system containing sufficient data to make informed decisions, such as behavioral, SEL, attendance, EL, IEP, dropout, graduation rate, formative assessments, district interim/benchmark, classroom summative assessments, health and academic screenings, diagnostic tests, end of course assessments, state assessments, course enrollment, program participation and schedules as well as teacher observations, and student reflection?	No	Access to limited data and/or it is not provided in a timely way	Access to some of data , but not in real time	Yes, real time access

Rating	0	1	2	3
<p>Element E</p> <p>Does 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?</p>	Not yet	Attempts being made	In beginning stages	Yes, absolutely
<p>Element F</p> <p>Is the school calendar established and acknowledged by the LEA, before the school year begins, 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?</p>	School data calendar is not developed before school begins or LEA function	An attempt is made to establish a school data calendar, but changes are often required by the LEA	Yes, for some	Yes, for all
<p>Element G</p> <p>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?</p>	No	The leadership is developing a continuum of supports	Expects a continuum of supports but does not ensure it	Yes, ensures a continuum of supports
<p>Element H</p> <p>Are evidence-based practices in place, to facilitate frequent, ongoing data-driven conversations related to student learning with all stakeholders?</p>	No	Inconsistent practices are used	Some	Yes, evidence-based practices are in place

**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 Does the LEA and/or school leadership have a recruitment plan in place and follow it to actively recruit a diverse workforce of appropriately certified teachers	No	Yes, but it is not followed	Yes, but isn't always followed	Yes
Element B Does the LEA and/or school Leadership has a recruitment plan in place and follows it to actively recruit teachers to meet the needs of diverse learners?	No	Yes, but it is not followed	Yes, but isn't always followed	Yes
Element C Does the LEA and/or school leadership have a recruitment plan in place to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?	No	Yes, but it is not followed	Yes, but isn't always followed	Yes

**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
<p>Element A Does the LEA and/or school leadership have a retention plan in place and follow it to actively retain a diverse workforce of appropriately certified teachers?</p>	No	Yes, but it is not followed	Yes, but isn't always followed	Yes
<p>Element B Does the LEA and/or school Leadership have a plan in place to actively retain teachers to meet the needs of diverse learners?</p>	No	Yes, but it is not followed	Yes, but isn't always followed	Yes
<p>Element C Does the LEA and/or school leadership have a plan in place to actively retain effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness?</p>	No	Yes, but it is not followed	Yes, but isn't always followed	Yes



**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 Does the LEA and/or school Leadership have a plan in place and follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners?	No	Yes, but it is not followed	Yes, but isn't always followed	Yes

**1.9 Our leadership commits to drive continuous improvement**

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

	0	1	2	3
Element A Does the leadership team use a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting. The team is empowered to lead staff in this process by regularly (at least quarterly) communicating their findings and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level?	<i>The leadership team has not yet developed a structured and ongoing process</i>	The leadership team is in the early stages of developing a structured and ongoing process	<i>Yes, used at strategic times (e.g., the beginning and end of each year), but does not yet happen consistently at each team meeting. The team communicates with and includes staff in this process on an annual basis</i>	Yes, a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school level decisions during each meeting.
Element B Does the leadership team use a full range of implementation data and disaggregated outcome data to track progress toward school goals and monitor outcome? Is staff highly skilled at data reflection and planning and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement	<i>Not yet</i>	<i>The leadership team has begun to use some data and staff are developing the skills necessary to engage in cycles of continuous improvement</i>	<i>Yes, and staff have the time and skills necessary to engage in cycles of continuous improvement</i>	Yes and staff are highly skilled at data reflection and planning and have dedicated time and resources to engage meaningfully in regular cycles of continuous improvement

	<b>Principle 1 Effective Leadership Possible Data/Evidence</b>
	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 for academic and social emotional learning
	Data dashboard or other evidence that data is shared in timely and useable format
	Lesson plans (high expectations, data informed instruction, goals...)
	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 and resources
	School wide MTSS plan
	Behavioral referral data
	1.4
	Family involvement activity calendar
	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
	Schoolwide budget tracking sheet

1.6
Recruitment plans
Hiring protocols. Procedures and records
1.3
Procedures and plans relative to emergency preparedness,
Site audit of facilities, equipment, furniture and resources
School wide MTSS plan
Behavioral referral data
1.4
Family involvement activity calendar
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
Schoolwide budget tracking sheet
1.6
Recruitment plans
Hiring protocols. Procedures and records
1.7
Written retention plan
Teacher evaluations
Evidence of appropriate certification
1.8
Written equitable distribution plan
Teacher evaluations
1.9
Site leadership meeting notes and agendas
Policy or procedures for continuous improvement
Data cycle documents

**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 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 How many teachers' commitments and actions demonstrate high expectations for all learners?	None yet	Few	Some	All
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?	None yet	Few	Some	All
Element C Do teachers plan rigorous instruction?	None yet	Few classrooms	In f some classrooms	Yes, in all classroom
Element D Is there classroom evidence that data is used to inform instruction?	No	In just a few classrooms	In some classrooms	Yes, 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?	Not yet	Few teachers	Some teachers	Yes, all teachers
Element F Do teachers purposefully and intentionally use MTSS principles to create an environment that empowers all students to be successful in their learning and reach expected levels of achievement?	Not yet	Very few teachers	Some teachers	Yes, all teachers
Element G Do teachers create a classroom environment where students hold themselves accountable for their individual learning?	Not yet	Very few teachers	Some teachers	Yes, all teachers

**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?	No	Some knowledge of some content areas	Some depth of knowledge in most content areas	Yes, in all content areas
Element B How much content aligns with the state standards?	none	Very little	Some	All
Element C How many grade level teams/content areas have a common understanding of the content standards and social emotional learning practices?	None yet	Few	Some	All
Element D Are curricula implemented with fidelity?	No	Some with loose fidelity	Some, with some fidelity	Yes, all 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 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 Is instruction aligned with standards?	Most instruction is not	Limited	Some	Yes, all
Element B Does lesson planning includes learning goals, success criteria, and possible student misconceptions	Not yet	learning goals only	Yes, but not possible student misconceptions	Yes, all
Element C Is understanding of each student's cultural background and prior knowledge evident in planning?	No	Little understanding	Some understanding	Yes
Element D Do teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)?	Very few, if any	Some	Most	Yes, all
Element E Is pacing is appropriate for the group and all individual students?	No	For some of the group but not for individual students	Yes, for the group and some individual students	Yes

**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 Do students have access to grade level appropriate general education curriculum?	Few	Some	Most	Yes. all
Element B Is teaching for understanding by all students the primary outcome for all lessons?	Not yet	For some lessons	For most lessons	Yes, for all lessons
Element C Do teachers intentionally develop and utilize scaffolded questions at a variety of levels of depth of knowledge?	No	Teachers ask some spontaneous questions	Yes, without intentionality	Yes, very intentionally
Element D Do teachers employ a variety of student engagement strategies and best practices?	Not yet	Some	Most	Yes, all
Element E Do teachers use evidence-based interventions, strategies, and routines?	Not yet	Some	Most	Yes, all
Element F Do teachers consistently guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content?	Not yet	Rarely	Sometimes	Yes, consistently
Element G How often do teachers provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas?	Not yet	Minimal opportunities	A few opportunities	Regularly

Rating	0	1	2	3
Element H Is collaboration is valued and consistently evident between teacher to student and student to student?	Not yet	Rarely evident	Seems valued and sometimes evident	Yes, is valued and consistently evident
Element I Is a variety of grouping strategies used intentionally to meet the needs of all students?	Not yet	Very limited	Some	Yes, quite a variety
Element J Is feedback to students is specific and actionable?	No	Some specific feedback but never actionable	Specific but not always actionable	Yes
Element K Is there coherence across all content areas with value placed on real-world applications and experience?	No	Limited	Some	Yes



**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?	No	Few	Some	Yes, all
Element B Are formative assessments or assessments for learning an essential part of instruction?	Not yet	Infrequently	Limited	Yes
Element C Are students a fundamental part of the assessment process and fully involved in data analysis, goal setting, and progress monitoring?	No	Minimally included	partially included	Yes
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?	None	Few	Some	All
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 student?	None	Few	Some	All
Element F Are classroom summative assessment, regularly scheduled interim/ benchmark assessment and state assessment data used appropriately?	No	Summative but not benchmark or interim not given	Some data is used	Yes, all data is used
Element G What access to timely, user-friendly, data reports, which include item-level analysis, standards-level analysis and subgroup achievement do your educators have?	None	All educators have access but is not be timely or user-friendly or include item-level	All educators have access but there is a lag time	All educators have real time access
Element H Are diagnostics and screeners available and used appropriately?	No	Available but not used	Available but not used on a regular basis	Yes
Element I Is data used for federal and state accountability precisely defined and understood?	No	Loosely defined and understood	Generally defined and understood	Yes

**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		1	2	3
Element A Are professional learning opportunities for staff on <b>content knowledge, standards and lesson planning</b> consistently embedded, varied, aligned to needs and differentiated?	No	One-size fits all or not aligned or embedded	Yes, most and frequently embedded, varied, aligned to needs and differentiated	Yes, all and are consistently embedded, varied, aligned to needs and differentiated
Element B Are professional learning opportunities offered in <b>evidence based instructional practice?</b> (i.e., pedagogy, engagement strategies, UDL, classroom management)	No	One-size fits all or not aligned or embedded	Yes, and frequently embedded, varied, aligned to needs and differentiated	Yes, and are consistently embedded, varied, aligned to needs and differentiated
Element C Are professional learning opportunities offered in <b>assessment and data use?</b>	No	One-size fits all or not aligned or embedded	Yes, most and frequently embedded, varied, aligned to needs and differentiated	Yes, all and consistently embedded, varied, aligned to needs and differentiated
Element D Are professional learning opportunities offered in collaboration and professional learning communities?	No	One-size fits all or not aligned or embedded	Yes, most and frequently embedded, varied, aligned to needs and differentiated	Yes, all and consistently embedded, varied, aligned to needs and differentiated
Element E Are professional learning opportunities offered in social emotional learning, trauma sensitive, and culturally relevant practices?	No	One-size fits all or not aligned or embedded	Yes, most and frequently embedded, varied, aligned to needs and differentiated	Yes, all and 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?	No	Scheduled but do not focus on increasing student learning	sporadically	Yes
Element B How often is articulation, across content areas and grade levels, scheduled?	Not yet	Sporadically	Not always regularly	Frequently and regularly
Element C Do educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data?	No	Few	Some	Yes, all
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?	No	Some, infrequently	Some, sporadically	Yes, all continuously
Element E Do ongoing coaching and mentoring opportunities exist?	Not yet	Few	Some	Yes, many
Element F Do ongoing collaborative efforts between the teacher and Data/Leadership team/ administrator lead to explicit, data-based teacher action plans for whole-class instruction, small groups, interventions, and before/after-school activities to support improved instruction and student outcomes?	No	General plans only	Some explicit, data-based teacher action plans	Yes, explicit, data-based teacher action plans

<b>Principle 2 Possible Evidence/Data</b>	
2.1	Classroom policies and procedures Student surveys/Student interviews Teacher lesson plans Student work samples and goal setting documents
2.2	PLC team minutes/agendas Classroom observations Teacher lesson plans Informal student assessment information Curriculum mapping and/or pacing guides Classroom behavior data
2.3	Formal and informal student assessment information analyzed Teacher lesson plans UDL framework Classroom observations Evidence of differentiated 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 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 plan 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 and lesson plans
	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 (communication log, newsletter, email blasts, etc.)
	Professional development offerings include data use and communication results
	Assessment plan implemented



**Principle 3 Effective Organization of Time**

**Effective schools organize their time to support the vision of academic and social emotional 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 Does school offers well-rounded intervention and enrichment summer programs that are well planned, targeted, evidence-based; with an evaluation component	No/ School does not have intersessions	One but not both	Yes, but no evaluation component	Yes
Element B Does the school offer well-rounded intersession programs for both intervention and enrichment? (if applicable)	No/School does not have intersessions	No	One but not both	Yes

**Indicator 3.2 Our school day is organized to maximize well-rounded instruction.**

*Output: Students are engaged in a comprehensive instructional program supported by effective and efficient use of time.*

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

Rating	0	1	2	3
Element A Does the master schedule reflect the mission, vision and core values of the school?	No	Somewhat	Mostly	Yes, reflects all
Element B Do classroom daily schedules optimize instructional time in all content areas?	No	ELA and MATH only	Some	Yes, all
Element C Does the scheduling meet requirements for all subgroups?	Subgroup populations are not considered	Few	Some	Yes, all
Element D Schedules permit daily evidence-based tiered academic, behavioral and social emotional interventions and enrichment?	No	Some, not all	Yes, all but not daily	Yes, all daily
Element E Does the school have dedicated time during the school day for all students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction?	Not yet	For some students in some classrooms	Yes, for all students in all classrooms	Yes, for all students in all classrooms and SEL instruction is connected to other opportunities for practicing and reflecting on SEL competencies throughout the day

**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.*

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

Rating	0	1	2	3
<b>Element A</b> Are there daily, regularly scheduled, safe and well supervised recesses offering cognitive, social, emotional, and physical benefits?	No	Recesses are scheduled but are not always well-supervised	Schedule but not always followed	Yes
<b>Element B</b> Is lunchtime scheduled so that students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs?	insufficient time (less than 10 minutes)	minimal time	adequate time	Yes, leisurely
<b>Element C</b> Are co-curricular activities available for all students?	No	Very limited	Some	Yes, a large variety



**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.*

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

Rating	0	1	2	3
Element A Does professional learning include job-embedded opportunities?	No	Few	Some	Yes, many
Element B Does scheduling provide time for professional learning?	No	Not applicable	Not applicable	Yes
Element C Are opportunities provided for staff to support their ongoing development and recertification requirements?	No	Not applicable	Not applicable	Yes.
Element D Are opportunities provided for peer to peer observation and feedback and other collaboration?	No	Few	Some	Yes, many

**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
<p>Element A Is there time reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time?</p>	No	Monthly	Biweekly	Yes, weekly
<p>Element B Do regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth?</p>	No	Few	Some	Yes, regularly scheduled
<p>Element C Does leadership support and ensure sufficient release time for teachers to participate in IEP meetings and needed planning to support diverse learners?</p>	No	Support, but no time ensured	Support and some time	Yes, support and sufficient time

	<b>Principle 3-Effective Organization of Time Data/Evidence</b>
	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
	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 agenda, protocols 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
<p><b>Element A</b> Do all students have access to a well-rounded education including a wide variety of disciplines including physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics?</p>	No	Most students; some disciplines	All students including most disciplines	Yes, all students including all disciplines
<p><b>Element B</b> Do students have access to a school media center?</p>	No	Class visits only, not staffed	Yes, but not staffed by a certified librarian	Yes, staffed by a certified librarian
<p><b>Element C</b> Do all students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology</p>	No	Some	Yes, however, resources are shared via computer labs, computer carts or personal technology devices	Yes
<p><b>Element D</b> Do students have access to comprehensive digital citizenship instruction and supports with instruction based in an effective curriculum that results in digital safety and media literacy?</p>	No	Some students have access	All students have access however, the instruction is not based on ensuring digital safety and media literacy	Yes, all

**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 Does curricula align with the appropriate grade level and content standards?	No	Either/or, but not always both	Mostly	Yes
Element B Is there a current curriculum adoption process and a revision cycle in place that are consistently followed for all content areas?	No	Yes, but a revision cycle is in place only for Math and ELA	Yes, but revision cycle is not always followed for all content areas	Yes

**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?	No pacing guides	No flexibility	Some flexibility	Yes, flexibility
Element B Do content learning progressions reflect an appropriate scope and sequence with coherence including vertical and horizontal alignment?	No	Questionable coherence and little vertical and horizontal alignment	Some coherence including some vertical and horizontal alignment	Yes
Element C Is a proper balance of depth of knowledge frequently evident?	No	Rarely	Sometimes	Yes, frequently
Element D Do curricula address the academic and social emotional needs of teachers, students and parents?	No	Rarely	Mostly	Yes
Element E Does the school implement evidence-based curricular materials that meet one of the four tiers of evidence under the ESSA guidelines?	Vary throughout the school with no consistency and do not align to one of the four tiers of evidence.	ELA or MATH only	ELA and MATH only	Yes, all curricular areas
Element F Is evidence of a strong value for diversity, inclusion and equity easily apparent throughout the curricula. Do curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence?	No	Minimal and efforts to change the curriculum do not explicitly acknowledge the importance	In certain areas and not in others	Yes.

**Indicator 4.4 Our written curricula are accessible for all learners and includes 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 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 the curricula include consistent opportunities for extension and remediation within all disciplines?	No	Few	Some extension; remediation within ELA and Math only	Yes, within all disciplines
Element B Do the curricula consider diverse learners and special populations?	No, one size fits all	few	Some	Yes, all
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?	No	Few	Some	Yes, in academics and SEL including behavior
Element D Do curricula support multidisciplinary, innovative, and diverse learning experiences?	No	Very little	Some	Yes

**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?	Limited PD opportunities	Not Varied or differentiated	Varied and differentiated but not chosen based on data/evidence of need	Yes

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
b. additional supports for the use of technology for instruction and blended learning	Completed	Planned	Not Planned
c. integrating instruction across the curricula	Completed	Planned	Not Planned
d. connecting instruction within a discipline or grade level (i.e., 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 diverse learners	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
k. embedded academics in Career and Technical Education	Completed	Planned	Not Planned
l. culturally responsive practices	Completed	Planned	Not Planned
m. integrating social emotional learning	Completed	Planned	Not Planned
n. Trauma sensitive practices	Completed	Planned	Not Planned
o. Equity	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 Does the school perform a gap analysis between <b>curriculum and academic standards</b> in all content areas, and does it take action?	No	In ELA and/or Math	Most content areas	Yes, in all content areas
Element B Does the school perform a gap analysis between <b>curriculum and instruction</b> and take action based on analysis?	No	In ELA and/or Math	Most content areas	Yes, in all content areas
Element C Does the school perform a gap analysis between <b>curriculum and instruction and assessment</b> and take action based on analysis?	No	In ELA and/or Math	In most content areas	Yes, in all content areas

<b>Principle 4-Effective Curriculum Data/Evidence</b>	
4.1	Classroom Observations
	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 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	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
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, SEL 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
	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, SEL 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

**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 and ensures equity.**

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

*Output: Students view themselves as integral members of an inclusive school community which increases student efficacy.*

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

Rating	0	1	2	3
<b>Element A</b> Are Inclusive beliefs and practices evident in all classroom instruction, data reflection and the school culture?	No	In some	In most	Yes, in all classroom instruction, data reflection and the school culture
<b>Element B</b> Does staff engage in the development and understanding of policies/procedures and plans that explicitly outline continuous improvement and high expectations for learning for all students?	No	Some	Most	Yes, all

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

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

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

Rating	0	1	2	3
<p>Element A</p> <p>Does staff intentionally foster trusting interpersonal relationships with students and families?</p>	No	Few	Some	Yes, all
<p>Element B</p> <p>Do teachers use inclusive, relationship-centered, and culturally responsive practices to create supportive classroom environments; using <i>strategies that are developmentally appropriate and focus on creating a community of learners that supports, honors, and acknowledges the cultural assets, contributions, and needs of all students.</i>?</p>	Not yet	Teachers have begun to prioritize and plan to build inclusive, relationships	Some	Yes, all teachers
<p>Element C</p> <p>Does staff honor and elevate a broad range of student perspectives and experiences by engaging them as leaders, problem solvers and decision-makers, offering ways for students to shape SEL initiatives, instructional practices, and school climate; <i>including students regularly initiating and leading activities, solutions, and projects to improve their classrooms, school and the broader community?</i> Student Voice</p>	Not yet.	Some more traditional leadership roles such as student council, patrols, or leading morning announcements	Many	Yes, a broad range
<p>Element D</p> <p>Do the school's discipline policies and practices promote SEL; are they restorative, instructive, and developmentally and appropriate, including providing opportunities for students to reflect, problem solve, and build positive relationships; do these policies and practices take into account students' cultural backgrounds, and individual differences; do data demonstrate that these practices are used consistently and equitably in the classroom and throughout the school?</p>	Not yet	In the process of being reviewed	Supported and data are reviewed frequently to determine if policies and practices have been applied equitably.	Yes, promoted and data demonstrate consistent and equitable use

**Indicator 5.3 Our school ensures physical and emotional safety of all students and demonstrates our understanding and appreciation of all cultures, identities, and communities.**

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

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

Rating	0	1	2	3
Element A Are students and their families always treated equitably and with respect?	No	sometimes	usually	Yes, always
Element B Are the languages, cultures, traditions and values of the students and community respected and reflected in the school environment?	No	Rarely	Sometimes	Yes, consistently
Element C Does staff intentionally cultivate student leadership and promote citizenship?	No	Some	Most	Yes, all
Element D Does the school staff develop and implement a school safety and emergency preparedness plans?	No plans	LEA developed plans	Safety but not emergency preparedness plans	Yes
Element E Do intentional conversations inform planning impacting the school environment?	No	Few conversations	Informal conversations	Yes, intentional conversations
Element F Does the school have ongoing professional learning opportunities on trauma sensitive practices and a structured, ongoing process of implementing trauma sensitive practices to support student success?	Not yet.	in the early stages of learning trauma sensitive practices	some professional learning opportunities and implementation has begun	Yes

**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?	No	Emergencies only	adequate	Yes, robust
Element B Are there written guidelines and procedures in place for providing student health care services?	No	Not applicable	Not applicable	Yes
Element C Is professional development offered for health care providers, i.e. school nurses, health aides, etc.?	No	Rarely	Sometimes	Yes, regularly

**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 Does the school have a counselor and/or social worker available to assist students and families with academic and social needs?	No	Yes, but not certified	Yes, part time and certified	Yes, full time and certified
Element B Are written guidelines and procedures in place for providing student both academic and social emotional counseling services?	No	No written policy but counselors are available	For one, but not both,	Yes
Element C Is professional development offered for school counselors/social workers?	No	Rarely	Sometimes.	Yes, regularly
Element D Does our staff intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, social emotional and behavioral needs?	No	Few	Some	Yes, all staff
Element E Are resources identified for academic, social emotional and behavioral services?	No	Few	Some	Yes, many



	<b>Principle 5 -Conditions, Climate, and Culture Data/Evidence</b>
	5.1
	Celebrations of learning/attendance/growth/behavior
	Communications - points of pride/newsletters
	Observations between teachers and students
	PLC notes
	Inclusive practices-build culture through conversations
	Culture - reporting progress of all students
	Monitoring intervention deployed/
	5.2
	Staff, student and family surveys
	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
	5.4.
	Policies and procedures specific to school health services
	Professional development to all school staff
	Attendance records
	Nurse visits/ trends/testing dates
	5.5
	MTSS and SEL plan
	Policies and procedures for specific academic and social emotional services
	Professional development to all school staff
	Resources allocation

**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 collaborative partnerships among families, communities and school 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.***

Rating	0	1	2	3
Element A Are families welcomed in the school and involved as volunteers to support students and school programs?	No	Tacitly welcome, sometimes are involved as volunteers	Yes	Yes, warmly and actively
Element B Are there meaningful opportunities for engagement with families and community to participate in school activities?	No	Few	Some	Yes, many
Element C Do all personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices focusing on the whole child, promoting well-rounded academic, behavioral and social emotional growth?	No	Few	Many	Yes, all
Element D Does the school develop strategic and aligned community partnerships to support the academic and social emotional needs of students?	Not yet	Few	Some general partnerships	Yes, strategic and aligned
Element E Is there a system established to recruit and engage volunteers, matching businesses', community agencies' and families' abilities and interests with a variety of volunteer opportunities?	No	Few	With some	Yes
Element F Are positive and goal- oriented relationships that encourage family involvement to heighten student well-rounded academic achievement and social emotional development intentionally nurtured?	No	A few	Some	Yes, very intentionally

**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
<p><b>Element A</b> Does the school establish lines of communication among all educational stakeholders, including families and community members and organizations?</p>	No	Few	Some	Yes, all
<p><b>Element B</b> Is there regular communication between home and school, in a language and method families can understand, is it regular, two-way and meaningful?</p>	English only or no communication	One way only or infrequent	Sporadic	Yes
<p><b>Element C</b> Is there effective communication from school-to-home and home-to-school about school programs and student progress?</p>	No	Infrequently	Sporadically	Yes, regularly
<p><b>Element D</b> Does the school communicate methods for becoming an effective advocate for children and their education?</p>	No	Not applicable	Not applicable	Yes
<p><b>Element E</b> Are communication strategies culturally, demographically and linguistically appropriate?</p>	No	Rarely	Sometimes	Yes, always

**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
<p>Element A</p> <p>Does an established school improvement team 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 on a regular basis?</p>	No team	Team is established but meets seldom, if ever	Team is established but does not meet regularly	Yes, Team is established and meets regularly
<p>Element B</p> <p>Does the school communicate its Integrated Action Plan to all stakeholders, including updates, successes and changes?</p>	No	Once a year	Yes, twice a year	Yes, throughout the year
<p>Element C</p> <p>Does school staff provides resources and multiple avenues for ongoing two-way communication with families, inviting families to understand, experience, inform, and support the well-rounded academic and social and emotional development of their students in partnership with the school?</p>	Not yet	provide updates	regularly communicates	Yes, provides resources and multiple avenues for ongoing two-way communication
<p>Element D</p> <p>Does the school support families in their responsibilities to monitor student progress towards individual learning goals?</p>	No	minimal support	some support	Yes

<b>Principle 6 Family and Community Engagement Data/ Evidence</b>
<b>6.1</b>
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.
<b>6.2.</b>
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;
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
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
Presentation agendas which include information about a translator being present at the meeting

<b>6.3.</b>
Parents and students meet annually with their teachers to set and support individual learning goals-Records
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.