

Background pattern

Description automatically generated

FY24 CNA RCA IAP Guidance

Contents

[Planning Timeline 9](#_Toc118881140)

[FY24 CNA, RCA, IAP Timeline & Checklist 5](#_Toc118881146)

[Detailed Checklist of Planning Process 5](#_Toc118881147)

[QUALITY PLANNING 9](#_Toc118881155)

[Continuous Improvement 9](#_Toc118881156)

[Using data to improve all aspects of the learning organization: 11](#_Toc118881159)

[Continuously improving schools use data to: 11](#_Toc118881160)

[What Is a Needs Assessment? 11](#_Toc118881161)

[Arizona Comprehensive Needs Assessment (CNA) 12](#_Toc118881162)

[Completing the Comprehensive Needs Assessment 13](#_Toc118881164)

[Team Process Involving All Stakeholders 13](#_Toc118881165)

[CNA Meetings-Overview of larger CNA Team tasks: 13](#_Toc118881166)

[CNA Data Collection, and Analysis (multiple meetings) 14](#_Toc118881167)

[Four Types of Data to Consider 14](#_Toc118881168)

[Gathering data: 17](#_Toc118881205)

[Leading indicator Data 17](#_Toc118881206)

[Lagging/Achievement Indicator data 18](#_Toc118881207)

[GME Guidance Resources 19](#_Toc118881208)

[Identify 3 or 4 Primary Needs 21](#_Toc118881211)

[Conduct Root Cause Analyses 22](#_Toc118881212)

[Formats-Fishbone Root Cause Analysis Template in Planning Tool 23](#_Toc118881215)

[Alternative option 24](#_Toc118881216)

[Fishbone Diagram Process Directions: 24](#_Toc118881219)

[Root Cause Guiding Questions: 25](#_Toc118881220)

[The 5 Why Method 26](#_Toc118881221)

[Integrated Action Plan 29](#_Toc118881222)

[IAP Requirements: 29](#_Toc118881223)

[Integrated Action Plan Diagram 30](https://adecloud-my.sharepoint.com/personal/devon_isherwood_azed_gov/Documents/Desktop/FY24%20CNA%20RCA%20and%20IAP%20Guidance%20updated%2010.24.22%20JZ%20corrected%2010.25.22%20ready%20for%20screen%20shots%20and%20links.docx#_Toc118881224)

[School Integrated Action Plan (SIAP) 31](#_Toc118881225)

[SMART GOALS 31](#_Toc118881226)

[Final Summary Bridge to IAP 35](https://adecloud-my.sharepoint.com/personal/devon_isherwood_azed_gov/Documents/Desktop/FY24%20CNA%20RCA%20and%20IAP%20Guidance%20updated%2010.24.22%20JZ%20corrected%2010.25.22%20ready%20for%20screen%20shots%20and%20links.docx#_Toc118881230)

[CNA-RCA-IAP-Budget Alignment Flow Chart 36](#_Toc118881231)

[LEA Integrated Action Plan (LIAP) 39](#_Toc118881232)

[GME LIAP 40](#_Toc118881233)

[APPENDICES 44](https://adecloud-my.sharepoint.com/personal/devon_isherwood_azed_gov/Documents/Desktop/FY24%20CNA%20RCA%20and%20IAP%20Guidance%20updated%2010.24.22%20JZ%20corrected%2010.25.22%20ready%20for%20screen%20shots%20and%20links.docx#_Toc118881235)

[Sample LEA Integrated Action Plan Worksheet 45](#_Toc118881236)

[Sample School Site IAP Worksheet 48](#_Toc118881237)

[CNA Rubric (full details) 49](#_Toc118881238)

[Resources for Evidence-Based Strategies 162](#_Toc118881254)

[Types of Data and How They May Be Used 165](#_Toc118881255)

[Comprehensive Needs Assessment Research Base 181](#_Toc118881256)

[Planning Team Members 186](#_Toc118881257)

[Comprehensive Needs Assessment (CNA) and Root Cause Analysis (RCA) 186](#_Toc118881258)

[Integrated Action Planning 186](#_Toc118881259)



# Planning Timeline

**Vision Mission Goals**

A screenshot of a computer

Description automatically generated with medium confidenceGraphical user interface, text, application, chat or text message

Description automatically generated

**Quality Continuous Improvement Planning**

# Vision, Mission, Goals

# Gather and analyze data from multiple sources (CNA, RCA)

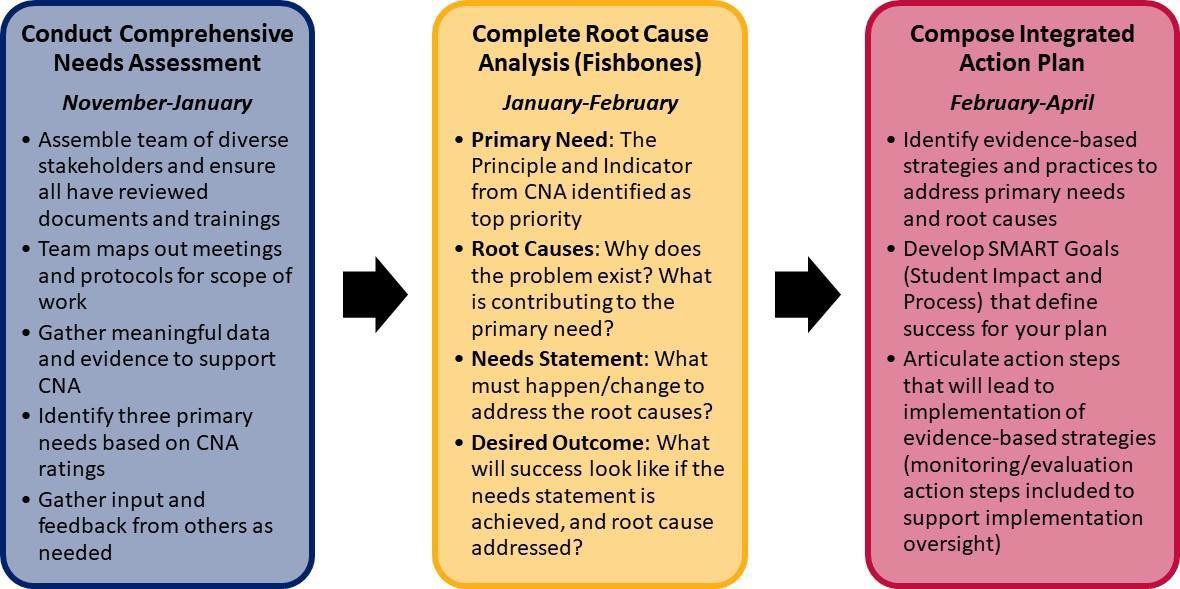
# Single action plan to vision (IAP)

# Budget grant funding to match action plan (alignment)

# S. Bernhardt

# FY24 CNA, RCA, IAP Timeline & Checklist

**FY24 Planning Process & Timeline At-A-Glance**



# Detailed Checklist of Planning Process

## Pre-Planning

* Ensure School and LEA contact forms have been completed a[t](http://www.azed.gov/improvement) [www.azed.gov/improvement](http://www.azed.gov/improvement) (for CSI and TSI schools)
* Ensure Principal/school leader has access to the GME Planning Tool.
* Assemble planning team with various stakeholders/staff members to do CNA, RCA and IAP.
* Watch training modules, read guidance documents, and distribute necessary materials to the team members.
* Establish a timeline with meeting dates to guide the completion of the team’s tasks ahead (option to use the form in appendix pg.187).

## Comprehensive Needs Assessment (CNA)

* Team reviews CNA in entirety and uses data and evidence to rate each Indicator.
* Team has identified Principles and Indicators with lowest scores in order to prioritize 3-4 Primary Needs. **These will be used for the Root Cause Analysis.**
* Indicator ratings are entered into GME. *[Planning > SIAP > CNA > Principles 1-6 (REQUIRED)]*
* Complete CNA Data Assurances in **Data Tab** in GME. *[Planning > SIAP > CNA > Data Analysis Assurance (REQUIRED)]*

## Root Cause Analysis (RCA)

* Team completed a Fishbone Diagram (Root Cause Analysis) for each of the identified primary needs from the CNA (must have 3). Use *5 Whys*, as necessary
* Every fishbone includes:
  + (**Head) Primary Need:** Principle and Indicator from CNA that has been determined as a top priority and is a low score/undesirable outcome. Should be stated as a problem and phrased in a negative (i.e. *“2.4 Our teachers do not implement evidence-based, rigorous instruction…”)*
  + **(Bones) Root Causes**: The most influential contributing factors that are causing the undesired outcome/need. These should be categorized and answer *“Why is the problem existing? What is contributing to the problem? Who plays a role in contributing to the problem? What is in the way? What is the barrier?”*
  + **Overall Root Cause**: The synthesis of the most powerful root cause(s) that the team will work to correct in the future; if eliminated, need/problem would no longer exist,
  + **(Tail) Need Statement**: Summary of what needs to change to fix the overall root cause. At a high level, what does the team believe needs to happen in order to correct the overall root cause and address the undesired primary need?
  + **Desired Outcome**: Determine what success looks like if the need statement is achieved and the root cause is eliminated. What will be true if you accomplish what is articulated in the need statement?
* **Subgroups** must be considered and clearly represented in the root cause analysis by either embedding within the root causes/categories or by creating a separate fishbone just for that subgroup need. **(Required for aTSI and TSI Schools)**
* Fishbone documents are uploaded into GME. *[Planning > SIAP > CNA > Root Cause Analysis (REQUIRED)]*
* Final CNA Summary entered in GME. *[Planning >SIAP> IAP > Final Summary (REQUIRED)]*

## Evidence-Based Strategies and Practices

* Team researches evidence-based practices, strategies , programs and interventions that address identified root cause for each primary need.
* Team selects evidence-based strategies and practices that will address the root cause and support the achievement of the desired outcomes. For school improvement. the strategies you have selected must be in classified in one of the top three tiers: *Strong, Moderate, Promising*. (Other Title programs can use Tier 4 as well)
* Complete and upload Evidence-Based Summary form(s) for each grant-funded strategy, intervention, program, or practice. **(Required for CSI and TSI Grant Applicants**) *[Funding Application > (select grant) > Related Documents]*

## SMART Goals

* Team has developed required student impact SMART goals based on your school/district’s classification(s) and appropriate process goals for implementation. (See chart below for reference.)
* SMART Goals include the necessary components:
  + **S**- **Specific:** Focused, tangible outcome, clear/defined
  + **M**- **Measurable**: Clearly names how success will be measured, ability to track progress
  + **A**- **Attainable**: Ambitious and feasible, motivating, within your control/influence
  + **R**- **Relevant**: Aligned to needs/values/vision, meaningful based on objectives
  + **T- Time-Based**: Target date is named, urgency established, realistic timeframe
* Team has revisited the evidence-based strategies and practices to ensure that the strategies that were originally determined will accomplish the goals that have been set. Adjust as needed.
* SMART goals entered in GME. *[Planning >SIAP> IAP > Final Summary (REQUIRED)]*

**Required Student Impact SMART Goals by Classification**

|  |  |
| --- | --- |
| Classification  Type of School | Process Goals -systems/processes/ strategies to eliminate root cause |
| ELA | Math | ACT | Grad Rate | Subgroups |
| CSI-Low Achievement-El/MS | X | X | X |  |  |  |
| CSI-Low Achievement-HS | X | X | X | X |  |  |
| CSI-Low grad rate | X |  |  |  | X |  |
| aTSI/TSI El/MS | X | X | X |  |  | X |
| aTSI/TSI HS | X | X | X | X |  | X |

\*ACT could fulfill ELA/Math goals because it measures English, mathematics, reading, and writing.

\*\*Title I TSI requires ELA and Math which can include subgroup goals.

## Integrated Action Planning

Complete the following steps in GME: *[Planning > SIAP > IAP > Principles, Strategies, Action Steps (REQUIRED)]*

* A principle summary box has been completed for each primary need in GME with the following requirements:
  + Primary Need
* Evidence-Based Strategies that address identified root cause for each primary need.
* Strategies are entered in the IAP in GME.
  + Add a strategy by clicking on the “Create Strategy” tab and then fill in the title and description of the strategy.
* Action Steps that will lead to the implementation of evidence-based strategies are entered in the IAP in GME and include the title, description, person responsible, and timeline.
* Monitoring and Evaluation Action Steps are listed under each strategy.
  + Monitoring action steps should answer “How will we monitor implementation of this strategy? What

evidence will we collect and when?”

* + Evaluation action steps should answer “How will we know what we have implemented is effective? How will we measure the student impact of this strategy? What evidence will we collect and when?”
* Applicable program tags have been applied to all action steps associated with school improvement classifications and/or grants.
  + **School Improvement Program Tags**: CSI and TSI

**\*For non-Title I Schools (SSI ONLY):** We highly recommend that you use GMEby requesting to be added. If for some reason this is not possible, confer with your assigned specialist.

|  |  |
| --- | --- |
| Consolidated Resources | |
| **Planning Phase** | **Resources, Trainings, Guidance, Templates** |
| **Pre-Planning** | * [\*\*FY24 CNA, RCA, and IAP Guidance Document](https://www.azed.gov/sites/default/files/2022/11/FY24%20CNA%20RCA%20and%20IAP%20Guidance%20Final%2011.22.docx) * [Creating Roles Quick Reference Guide (GME)](https://www.azed.gov/sites/default/files/2021/08/Creating%20Roles%20Quick%20Reference%20Guide_GME.pdf) * [CNA and IAP Team Plan](https://www.azed.gov/sites/default/files/2022/11/CNA%20and%20IAP%20Team%20Plan.docx) |
| **Comprehensive Needs Assessment (CNA)** | * [CNA Rubric with Full Details](https://www.azed.gov/sites/default/files/2022/11/FY24%20CNA%20Rubric%20with%20Full%20Details%20v3%20with%204%20types%20of%20data.docx) * [CNA Module (video)](https://vimeo.com/769091366) * [CNA Module (slides)](https://www.azed.gov/sites/default/files/2022/11/CNA%20Module%20Branded%202023PDF.pdf) |
| **Root Cause Analysis (RCA)** | * [Root Cause Analysis Module (video)](https://vimeo.com/769169744) * [Root Cause Analysis Module (slides)](https://www.azed.gov/sites/default/files/2022/11/RCA%20module%202023PDF.pdf) * [5 Whys Worksheet](https://cms.azed.gov/home/GetDocumentFile?id=5bd9b57d1dcb250a30a6dff2) * [Root Cause Analysis Target Questions](https://www.azed.gov/sites/default/files/2022/11/RCA%20Questions.docx) * [Fishbone Template - Word doc (new version)](https://www.azed.gov/sites/default/files/2021/08/RCA%20Fishbone_.docx) |

|  |  |
| --- | --- |
| **Evidence-Based Strategies andPractices**  **SMART Goals** | * [Evidence-Based Strategies Module (video)](https://vimeo.com/769212832) * [Evidence-Based Strategies Module (slides)](https://www.azed.gov/sites/default/files/2022/11/ESSA%20Module%202023PDF.pdf) * [ESSA Evidence-Based Requirements and Resources](https://www.azed.gov/sites/default/files/2021/10/2021-22-ESSA%20Evidence%20Based%20Requirements%20and%20Resource%20Guidance%20editied%20for%20ESSER%20.9.1.2021.pdf) [Guidance](https://www.azed.gov/sites/default/files/2021/03/2021-22-ESSA%20Evidence%20Based%20Requirements%20and%20Resource%20Guidance.pdf) [Document](https://www.azed.gov/sites/default/files/2021/03/2021-22-ESSA%20Evidence%20Based%20Requirements%20and%20Resource%20Guidance.pdf) * [Using the WWC to Find ESSA Tiers of Evidence](https://ies.ed.gov/ncee/wwc/essa) * \*\*\*[ADE-SSI Evidence-Based Practices webpage](https://www.azed.gov/improvement/evidence-based-practices) * [ESSA Evidence-Based Resource Websites](https://www.azed.gov/sites/default/files/2018/12/Websites%20To%20Find%20Evidence%20Based%20Programs%20Strategies%20and%20Interventions%20for%20ESSA.pdf?id=5c0559661dcb2513d823edca) * [Evidence Based Summary Form](https://www.azed.gov/sites/default/files/2022/08/FY23%20SSI%20Evidence%20Based%20Summary%20Form_0.docx) (Word Doc.) * [Evidence Based Summary Form](https://www.azed.gov/sites/default/files/2022/08/Sample%20SSI%20Evidence%20Based%20Summary%20Form.pdf) (Example) * [Effective Evidence Based Practices](https://live-az-ade.pantheonsite.io/sites/default/files/media/Evidence%20Review%20and%20Effective%20Practices%20Briefs_2.pdf) * [ESSA-Evidence Based Resource](https://www.azed.gov/sites/default/files/2022/08/SI%20Evidence%20Based%20Database%20Updated%208.9.22.xlsx)s Database |
| * [SMART Goal Module (video)](https://vimeo.com/769171353) * [SMART Goal Module (slides)](https://www.azed.gov/sites/default/files/2022/11/SMART%20Goal%20Module%202023PDF.pdf) * [SMART Goal Guidance and Examples](https://www.azed.gov/sites/default/files/2022/11/FY23%20SMART%20Goal%20Guidance%20and%20Examples%20%281%29.docx) |
| **Integrated Action Planning** | * [Building Your School IAP Module (video)](https://vimeo.com/769088895) * [Building Your School IAP Module (slides)](https://www.azed.gov/sites/default/files/2022/11/Building%20Your%20School%20IAP%20Module%202023.pdf) * [LIAP vs. SIAP with Example](https://www.azed.gov/sites/default/files/2022/11/LIAP%20vs%20SIAP%20with%20example.pdf) * [IAP Worksheet (option 1- portrait)](https://www.azed.gov/sites/default/files/2022/11/IAP%20Workseet%201.docx) * [IAP Worksheet (option 2- landscape)](https://www.azed.gov/sites/default/files/2022/11/IAP%20Worksheet%202%20%282%29.docx) |

# 

# QUALITY PLANNING

“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world” Joel A. Barker

# Continuous Improvement

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

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

Continuous improvement is the process of using data to continually improve all aspects of the learning organization. Major components of continuous school improvement encompass creating, reviewing, or revising the school vision; gathering and analyzing data related to that vision; planning the school’s work to align with the vision, selecting evidence-based strategies, implementing the action steps; and gathering data to measure the impact.

Sustainable continuous improvement requires schools to have the knowledge, skills, and expertise needed to improve educational results and sustain improvement over time.

Continuous improvement must build leader and staff [capacity](http://edglossary.org/capacity/). The improvement cycle includes ongoing data collection from multiple sources that helps educators monitor progress and make adjustments in real time.

# Continuous Improvement

I

MPLEMENT

PLAN

IMPROVE

EVALUATE

Based on *Data analysis for Continuous Improvement* by V.L. Bernhardt

# CONTINUOUS IMPROVEMENT AND EVALUATION “Continuous improvement causes us to think about upstream process improvement; not downstream damage control.” Teams & Tools

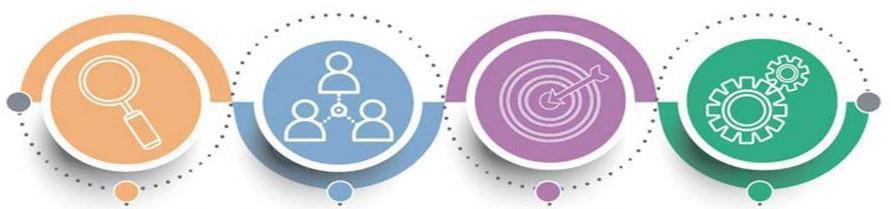
### Using data to improve all aspects of the learning organization:

* Align elements to the vision
* Systems thinking
* Next steps
* Evaluate all parts of the system

### Continuously improving schools use data to:

* Clarify whom they have as students
* Create a vision that will make a difference for their students
* Create urgency
* Understand where the learning organization is right now on all measures.
* Consider processes, as well as results.
* Help everyone get on the same page, understanding how to achieve the vision.
* Know if what the learning organization is doing is making a difference.

# What Is a Needs Assessment?



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

A needs assessment:

* Requires an inclusive team approach
* Requires gathering and analyzing data from multiple data sources
* Informs identification of primary needs, root causes, need statements and desired outcomes
* Creates cohesion through the alignment of vision with greatest needs, root causes, and possible solutions.
* Identifies what’s working, what’s not, and what’s needed
* Correlates qualitative and quantitative data

# Arizona Comprehensive Needs Assessment (CNA)

The CNA is required by ADE annually. It is designed to inform need statements, identify root causes, desired outcomes, goals, strategies, and action steps for the Title l, ll, lll, lV and School Improvement programs. Use of these data from multiple sources is encouraged to inform all LEA and school programmatic and budget planning.

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

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

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

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

## Principles, Indicators and Elements

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

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

Principle 1: Effective Leadership

Principle 2: Effective Teachers and Instruction Principle 3: Effective Organization of Time Principle 4: Effective Curriculum

Principle 5: Conditions, Climate and Culture Principle 6: Family and Community Engagement

# Completing the Comprehensive Needs Assessment

# Team Process Involving All Stakeholders

**Leadership Team**: **Establish/Convene the Comprehensive Needs Assessment Team**

A [powerful,](http://www.forbes.com/sites/johnkotter/2011/05/24/building-the-team-you-need-to-drive-change/) [enthusiastic team](http://www.forbes.com/sites/johnkotter/2011/05/24/building-the-team-you-need-to-drive-change/) from across the organization and community is essential to transform an organization. Deciding who should take part in the process is crucial. Diversity and inclusion is key. Building the momentum for change requires strong leadership and visible support from key people. Working as a team helps create momentum and build the sense of urgency in relation to the need for change. Representation of different perspectives is vital in this process.

**The Leadership Team facilitates the process with the larger CNA team.**

All staff members and stakeholders work together to complete the CNA process, gathering and analyzing data, discussing ratings, and coming to consensus on individual elements. They plan and facilitate the process itself, ensuring inclusive involvement and representation that will lead to sustainable systemic change.

* Include stakeholders representing all parts of the system, principal, other administrative staff, teachers, paraprofessionals, school office staff, parents, families, community members, and students
  + Stakeholders are those individuals with valuable experiences and perspective who provide the team with important input, feedback, and guidance and represent all factions of the school community.

## CNA Meetings-Overview of larger CNA Team tasks:

1. **Establish a facilitator** to ensure that all CNA Completion Team members’ voices are heard and all possible thoughts and theories from the group are considered before coming to an agreement of a specific CNA Element descriptor that matches the school’s current state.
2. Establish group norms
3. Discuss the school vision and mission to ground the work
4. Establish roles and responsibilities
5. Decide how you will divide the work (depending on school size)
   1. You might assign a principle to grade level teams or cross grade level teams
   2. Might assign smaller teams by principles
6. Establish task assignments and timeline

## CNA Data Collection, and Analysis (multiple meetings)

1. **Use** [CNA with Full Rubrics](https://www.azed.gov/sites/default/files/2022/11/FY24%20CNA%20Rubric%20with%20Full%20Details%20v3%20with%204%20types%20of%20data.docx) to discuss the data needed for each Principle and indicator
   * What data sources do you have?
   * Do you need other data?
   * Take time to gather data
2. Analyze data
3. **Discuss, discuss, discuss**…the power is in the group discussion from different lenses and perspectives
4. Based on data analysis, select the element descriptors that best match your school for all six principles’ indicators and their elements
5. Reach consensus on each element’s rating

## Four Types of Data to Consider

### Diagram Description automatically generated

### 

### Dr. Victoria Bernhardt is the author or coauthor of numerous books which focus on continuous school improvement cycles and school-wide data practices. In her work, she emphasizes that in order to truly understand the health and performance of your school and district, you must consider multiple measures of data.

### Demographics-Who are we?

### What information do we have about the students who are enrolled in the school and the community and families we serve; who are our staff? What is important to know about our community? Demographic data are used to disaggregate other data sets.

### Examples of demographic data: enrollment, behavior/discipline, attendance, dropout rates, graduation rates, language proficiency, students with disabilities, poverty indicators, ethnicity, gender, grade levels.

### Perception Data- How do we do business? Culture, climate, values and beliefs

### Measure stakeholders’ perceptions of the learning community—because perception does shape reality

### How satisfied are families, students, and/or staff with the learning environment and school?

### Perception data is most reliably measured by surveys, focus groups, observations or interviews. Some anecdotal observations can be considered but it’s important to note that our observations are our OWN perceptions and may vary from our stakeholders. Going directly to the source is important for eliminating assumptions and biases.

### Student Learning-What are we teaching? What are our students learning? How are our students doing? Who needs extra help?

### How do we know when students are learning and growing academically?

### Use of a balanced assessment framework including, universal screeners, diagnostics, classroom assessments, progress monitoring, end of unit/course/year assessments.

### Successful course completion.

### School Processes and Systems- What are our systems and processes? How do we to ensure alignment and coherence?

### How successful are the systems and programs that are being implemented at your school? The thing to note here is that in order to have “data” in this category, you need to measure the impact and effectiveness of the programs, not just the implementation

### Curriculum

### Instruction (UDL, SEL)

### Assessment

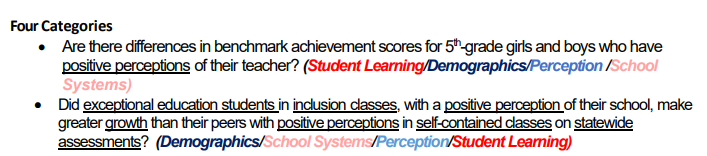
### Programs/processes (MTSS)

### Looking at data intersections tells us more.

### Text Description automatically generated with medium confidence

### 

### [[1]](#footnote-2)

A picture containing timeline

Description automatically generated

### Ask:

### In what area does your school collect the most data consistently? What areas do you need to look at and increase data sources?

## Data Inventory

### What do we measure the *most* and does that align with our vision, mission, values, and top priorities?

### Are there any data redundancies? If so, in what areas? How might you reduce those redundancies?

### Are there any gaps in data that need to be addressed based on our priorities? If so, how might you address those gaps?

## Data Leadership

### Challenge current processes with data

### Inspire a shared vision

### Enable others to act

### Model the way

### Encourage the heart

## Leading and Lagging Data Guiding questions

### Gathering data:

1. What data do we currently collect that is relevant to the CNA indicators and elements?
2. What additional data is needed or can contribute as evidence?
3. Is data needed to show specific gains or losses or to better understand progression and/or effectiveness of a system or process?
4. Which data points do you feel are the most meaningful and useful?
5. What, if any, additional data is needed?

### Leading indicator Data

Leading indicators are formative, prioritize key areas that are particularly helpful in assessing progress toward goals and make mid-course corrections.

**Demographic Data Guiding Questions**

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

**Dropout Rate Guiding Questions**

* + Are there significant differences in dropout rates among subgroups?
    - Are there any trends? Who? When?

**Student Attendance Rate**

* + Have there been changes in the attendance rate overtime?
  + Are there trends among subgroups or grade levels?

**Discipline Incidents Guiding Questions**

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

**Truancy**

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

**Teacher Attendance Rate**

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

**Other Possible Leading Indicators (to collect data on)**

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

### Lagging/Achievement Indicator data

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

**End of Year Achievement Data Guiding Questions Student Achievement**

* + Percentage of students at or above each proficiency level on State assessments in reading/language arts and mathematics, by grade and by student subgroup
  + Are there trends among subgroups?
  + Are there trends among grade levels?
  + Are there teacher specific trends?
  + Are there trends relative to ELA or Mathematics?

**Percentage of Limited English Proficient Students Who Attain English Language Proficiency**

* + Are there trends among grade levels?
  + Are there teacher specific trends?
  + Have there been changes in the proficiency rates overtime?

**Graduation rate**

* + What processes are in place to support practices that positively affect graduation outcomes? What gaps exist in outcomes among student subgroups?
  + Have there been changes in the graduation rates over time? 4-year cohort? 5-year cohort? 6-year cohort?

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

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

# GME Guidance Resources

## Comprehensive Needs Assessment (CNA)

## Completion in GME



**Planning Tool**

[LEA Integrated Action Plan (Quick Reference Guide)](https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1654009&inline=true) [Planning Tool Print (Quick Reference Guide)](https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1664422&inline=true) [School Integrated Action Plan (Mini-Handbook)](https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1654011&inline=true) [User Roles Assignment - Planning Tool (Short Snip)](https://us.bbcollab.com/collab/ui/session/playback/load/7901ea734a06414e85a9e00a17c64098)

[**SSI Professional Learning Modules**](https://www.azed.gov/improvement/support-improvement-professional-learning)

**CNA Screenshots**





A picture containing application

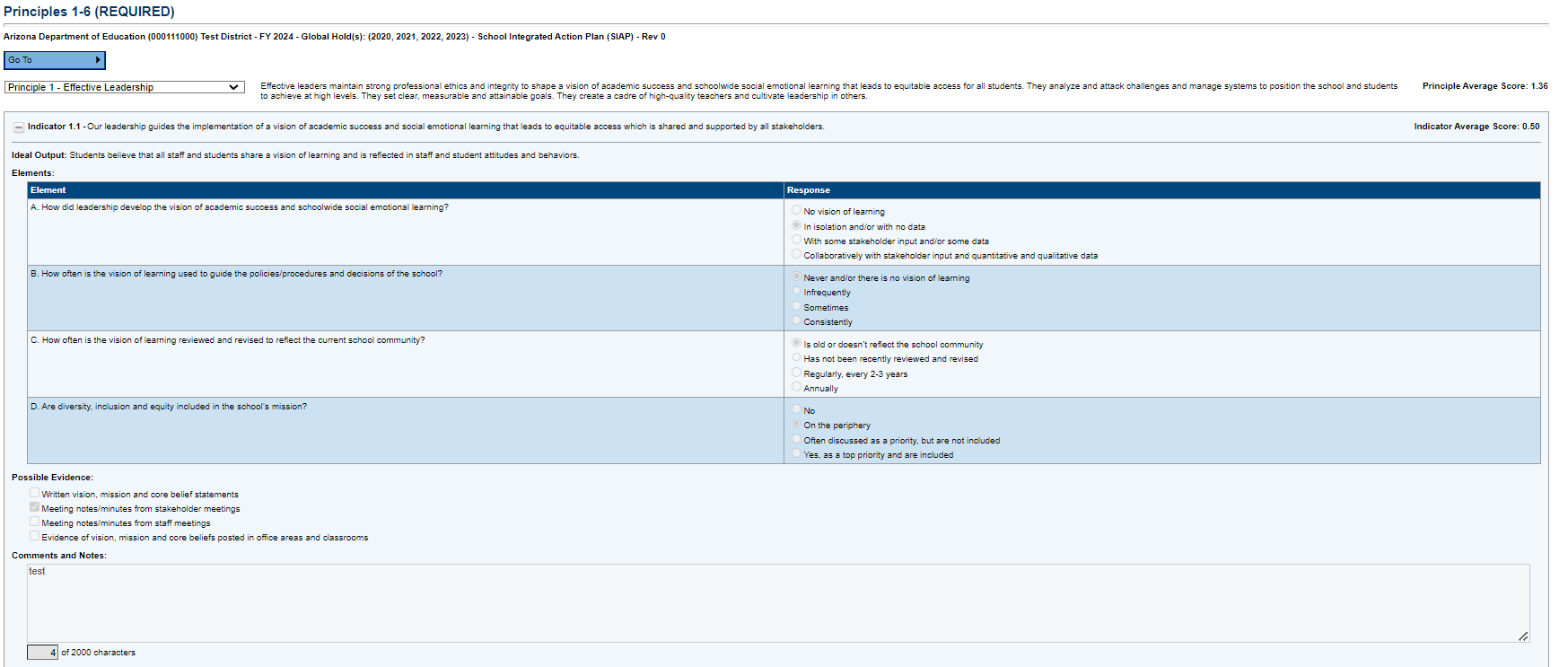
Description automatically generated

31

21

11

#### Complete needs assessment for each Principle, 1 through 6

****

1. Complete Data Analysis Assurances. Use all four types of data to analyze leading and lagging data to identify needs.

Graphical user interface, text, application, email

Description automatically generated

# Identify 3 or 4 Primary Needs

Primary need is CNA principle, indicator or element **PLUS** data source.

Reread the trends and patterns summaries and possible primary needs from all 6 Principles. Analyze the data you have from a variety of resources. Use the information in these summaries to identify three or four primary needs.

**Overview**

Diagram

Description automatically generated

Once continuous improvement process is in progress

Identifying Primary NeedsGraphical user interface

Description automatically generated with low confidence

# Conduct Root Cause Analyses

Diagram

Description automatically generated

Diagram

Description automatically generatedWatch the video [Fishbone Video](https://youtu.be/I0c6Gd26Fxw)

### 

### 

3. Root Cause in Planning Tool

### Graphical user interface, text, application Description automatically generated

**Conduct a careful, thorough Root Cause Analysis** for your top 3 or 4 primary needs, identifying **THE** root cause resulting in Needs Statements and Desired Outcomes.

**Thorough root cause analyses take time and multiple team members with different perspectives!**

**AND…it is necessary for impactful change.**

**Root cause analysis** is a structured team process. It allows the use of a strategic method to dig down into the primary need and determine causes and contributing factors. Often during the discussion of causes, different perspectives of the same situation are uncovered for an enhanced picture of the problem. At the end of the root cause analysis, the major cause is discovered and what needs to happen to remove the cause/problem/barrier is determined.

This is time to discuss causes, not solutions.

* A root cause is defined as a factor that caused a nonconformance and should be permanently eliminated through process improvement
* The root cause is the core issue—the highest-level cause—that sets in motion the entire cause-and-effect reaction that ultimately leads to the problem
* Removal of the root cause will eliminate the need/problem

The root cause is the **ONE** major contributing factor

## Formats-Fishbone Root Cause Analysis Template in Planning Tool

Calendar

Description automatically generated

## 

## Alternative option

## 

## Diagram Description automatically generated

## Fishbone Diagram Process Directions:

The team identifies clear and specific primary needs based on patterns and trends in the CNA**.**

Choose ONE of the primary needs identified in the CNA to address first and write it in the head of the fishbone.

1. The team facilitator asks the team: Current state

* How do we know that this problem exists?
* What is happening currently?
* What are the teachers doing?
* What are the students doing? (see the root cause analysis questions for support with this)
* The team recorder documents comments on the fishbone grouping items in like categories, for example: teachers, students, curriculum, assessment, etc.

*Possible fishbone categories: Instruction• Curriculum •Community• Teachers •Students •Infrastructure*

*•Leadership • Assessment • Transportation • Attendance • Time • Professional development*

* + *Climate/culture • Technology • Subgroups*

1. After, all ideas are documented on the fishbone. Reread the ideas on the fishbone. Highlight similar items.
2. Look at the highlighted items, what pattern or trend surfaced? That is your root cause.
3. Once the team agrees on the root cause, determine what needs to change to eliminate the root cause---what needs to change is the need statement.
4. To verify you have gotten to the heart of the problem, ask the following: If the need statement (tail) were corrected, would the problem continue?

If no, you found the root cause. If yes, you need to dig deeper:

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

## Root Cause Guiding Questions:

* How do you know the problem exists?
* What are your teachers or staff doing or not doing to contribute to the problem?
* What are students doing or not doing to contribute to the problem?
* What is the community or family doing or not doing to contribute?
* What school systems support the problem?
* What systems do not support the problem?
* What barriers are in place? • How does the curriculum contribute?
* How does time contribute?
* Does the school schedule play a role in the problem?
* What causes the teachers to contribute to the problem?
* Why do students feel or act a certain way? • How does instruction contribute to the problem?

**TIPS:**

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

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

Note that the “5 whys” method, below, is often used in conjunction with the fishbones.

***Table

Description automatically generated***



## The 5 Why Method

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

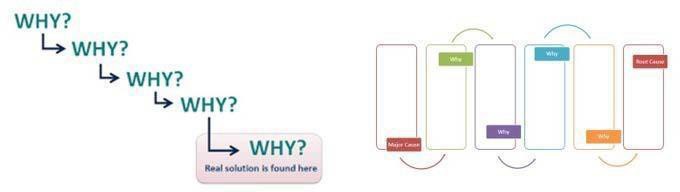
Instructions:

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

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

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

Diagram

Description automatically generated

Text

Description automatically generated

**5 Why Tips**

* + Try to move on quickly from one question to the next, so that you have the full picture before you jump to any conclusions.
  + The "5" in 5 Whys is just a ["rule of thumb](https://www.mindtools.com/pages/article/newTMC_79.htm)." In some instances, you may need to go on and ask "why?" a few more times before you get to the root of the problem. In others, you may reach this point before you ask your fifth "why?" If you do, be careful that you've not stopped too soon. The important point is to stop asking "why?" when the useful responses stop coming.
  + As you work through your chain of questioning, you'll often find that someone has failed to take a necessary action. The great thing about 5 Whys is that it prompts you to go further than just assigning blame, and to ask why that happened. This often points to organizational issues or areas where processes need to be improved.

# Integrated Action Plan

GME Directions

[SSI IAP Module](https://vimeo.com/769088895) under Learning Modules

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

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

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

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

## IAP Requirements:

Three or four Need Statements with correlated Desired Outcomes; Impact SMART Goals, Process SMART Goals.

* + Research and select Evidence based **Strategies/**practices/programs/interventions
    - Evidence based Action Steps (use appropriate tags are required, funding and program tags)
      * Implementation **Action Steps**
      * Monitoring Action Steps
        + Measures
        + Success Criteria and Evidence
      * Evaluation Action Steps
        + Measures
        + Success Criteria and Evidence

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

# Integrated Action Plan Diagram

A screenshot of a computer

Description automatically generated with medium confidence

strategy

# School Integrated Action Plan (SIAP)

# SMART GOALS

A picture containing application

Description automatically generated

**Specific + Strategic**: A well-written goal addresses who will do what by when and how the results will be measured.

**Measurable:** The key concept here is: what gets measured, gets done. How will you measure its accomplishment?

**Attainable**, but Challenging: Goals that are unrealistic will only serve as a source of frustration for teachers, students, and administrators alike. Goals that are too easy generally won’t affect the kind of change needed to make significant and sustainable improvement. Goals must be attainable yet challenging.

**Relevant:** In the big picture, goals should link back to the stated educational aims, vision and mission of the school, derived from a careful analysis of data. Specifically, the goals address the primary and needs identified in the CNA. **Time Based**: Setting a timeframe for the goal gives it urgency and helps move it to the top of the priority list of everyday activities.

## SMART GOALS (School Improvement)

[SMART Goal Module](https://vimeo.com/769171353) (Video) | [SMART Goal Module](https://www.azed.gov/sites/default/files/2022/11/SMART%20Goal%20Module%202023PDF.pdf) (PDF)

**Required SMART Goals by Classification**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Classification & Type of School** | **Process Goals** | **Student Impact SMART Goals** | | | | |
| **ELA** | **Math** | **ACT/Aspire** | **Grad Rate** | **Subgroup(s)** |
| **CSI- Low Achievement** (Elem/MS) | **X** | **X** | **X** |  |  |  |
| **CSI- Low Achievement** (HS) | **X** | **X** | **X** | **X\*** |  |  |
| **CSI- Grad Rate** (HS) | **X** |  |  | **X\*** | **X** |  |
| **aTSI** (Elem/MS) | **X** |  |  |  |  | **X** |
| **aTSI** (HS) | **X** |  |  |  |  | **X** |

**\*ACT/Aspire could fulfill ELA/Math goals because it measures English, mathematics, reading, and writing.**

**Process SMART Goals**: Goals that pertain to the implementation of systems, structures, and processes. These goals are written to define successful markers of the integrated action plan. There should be multiple Process goals for each Primary Need. What structures, systems need to be put in to place to help school/LEA reach Impact goals?

By August 31, 2022, all staff will receive training on implementing PLCs.

By September 18, 2022, all collaborative teams will adopt norms, agenda template and determine meeting dates as evidence by written documents.

By December 14, 2022, all collaborative teams will have met a minimum of 4 times as evidence by meeting agendas submitted to principal.

By (date) evidence-based reading intervention curriculum will be adopted as evidenced by written documents.

Implementation of reading intervention curriculum will begin (date).

A system of support for teachers will be planned and put into place by (date).

As a result of participating in professional development opportunities and ongoing coaching cycles, all staff will implement prioritized trauma-informed practices by December 2022 as measured by focused monthly walkthroughs by site leadership

**Student Impact SMART Goals:** Goals that pertain to student achievement or growth *(i.e., state assessment, ACT/Aspire, AZELLA)*.

**I. Content Area Achievement/Proficiency or Growth Goals (ELA, Math)**

**(Growth)**: ELA achievement for all students will increase by \_\_\_\_% moving from \_\_\_\_% proficient or highly proficient on 2022 state assessment to \_\_\_% proficient or highly proficient on 2023 state assessment.

**(Achievement/Proficiency)** \_\_% of students will score proficient or higher on the Math 2023 AZ State Assessment.

**II. ACT/Aspire Goals**

**(Achievement/Proficiency)** The percentage of students that meet the college readiness benchmark score in all four content areas will improve from \_\_\_% in 2022 to \_\_\_% in 2023 as measured by the ACT.

**(Achievement/Proficiency)** The percentage of students that meet the ACT readiness benchmark score in all four content areas will improve from \_\_\_% in 2022 to \_\_\_% in 2023 as measured by the ACT Aspire.

**(Growth)** The average ACT (Aspire) composite score will increase from \_\_\_ in 2022 to \_\_\_ in 2023.

**III. Graduation Rate**

Graduation Rate will increase from \_\_\_\_% in 2021-2022 to \_\_\_% in 2022-23. (4-year cohort or 5-year cohort)

**IV. Other indicators:**

Overall attendance will increase from \_\_\_\_% (in 21-22) to \_\_\_% (in 22-23); Senior attendance will increase from \_\_\_\_% (in 21-22) to \_\_\_% (in 22-23).

The number of referrals will be reduced by \_\_\_\_% from \_\_\_\_ (in 21-22) to \_\_\_ (in 22-23).

**aTSI Subgroup Goals:** There must be a SMART goal for each identified aTSI subgroup in your IAP.

Percent of (subgroup) scoring proficient will increase by \_\_% from \_\_% in 2022 to\_\_ % in 2023 on the state assessment.

The achievement gap between % of all students scoring proficient and the % of \_\_\_\_\_ (subgroup) students scoring proficient will be reduced by \_\_\_% from \_\_\_% in 2022 to \_\_\_\_% in 2023 on the state assessment.

## 

## IAP Process:

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

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

Graphical user interface, application

Description automatically generated with medium confidence

# GME Screen Shot

# Final Summary Bridge to IAP

**1.**

Calendar

Description automatically generated

The final summary has moved to the IAP section to be the bridge to the IAP this final summary shows each primary need -the root cause-need statement-desired outcome-impact goal (student outcome improvement)-process goal (implementation outputs with dates)

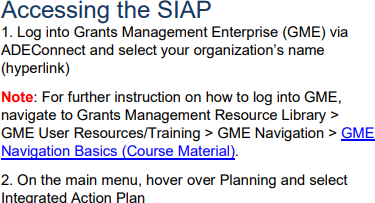
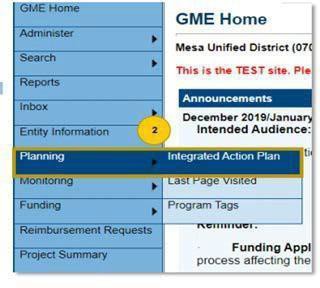
# CNA-RCA-IAP-Budget Alignment Flow Chart

Diagram

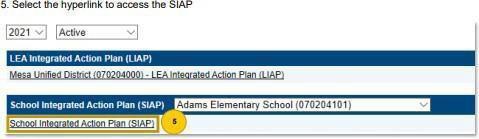
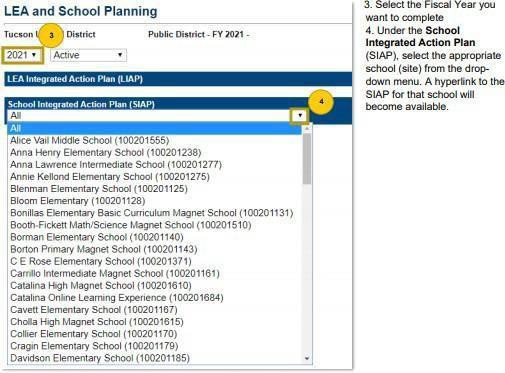
Description automatically generated

Diagram

Description automatically generated

**2.**



Next screen you will see

Application

Description automatically generated with medium confidence

**6**

1. Click plus sign next to the principle for your first primary need.
2. Click the plus sign next to Details. You only need to fill in Primary Need because the rest is in the Final Summary Chart.
3. Click the plus sign next to Strategy and Details - add your Strategy Description
4. Click the plus sign next to AS and Details - add the Action Step Description and required details

Graphical user interface, text, application, email

Description automatically generated

**9**

**8**

**7**

**Repeat** 8 and 9 for additional Strategies and Action Steps.

Repeat 6-9 for each Primary Need.

## LEA Integrated Action Plan (LIAP)

[**LEA Integrated Action Plan (Quick Reference Guide)**](https://gme.azed.gov/DocumentLibrary/ViewDocument.aspx?DocumentKey=1654009&inline=true)

**LEA IAP** supports the implementation of the schools’ SIAP/s.

The LEA IAP is based on:

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

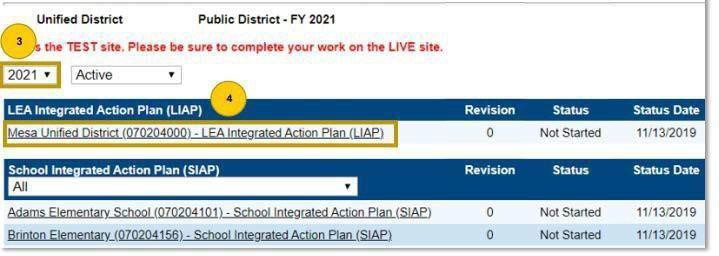
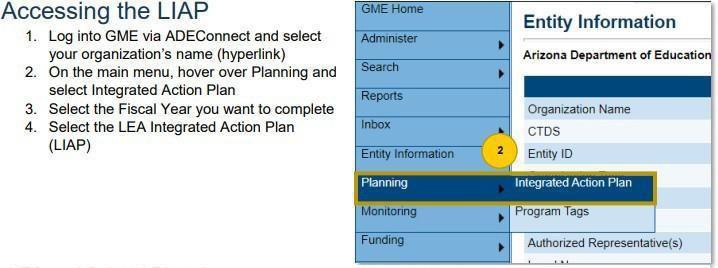
**LEA Guiding Questions**

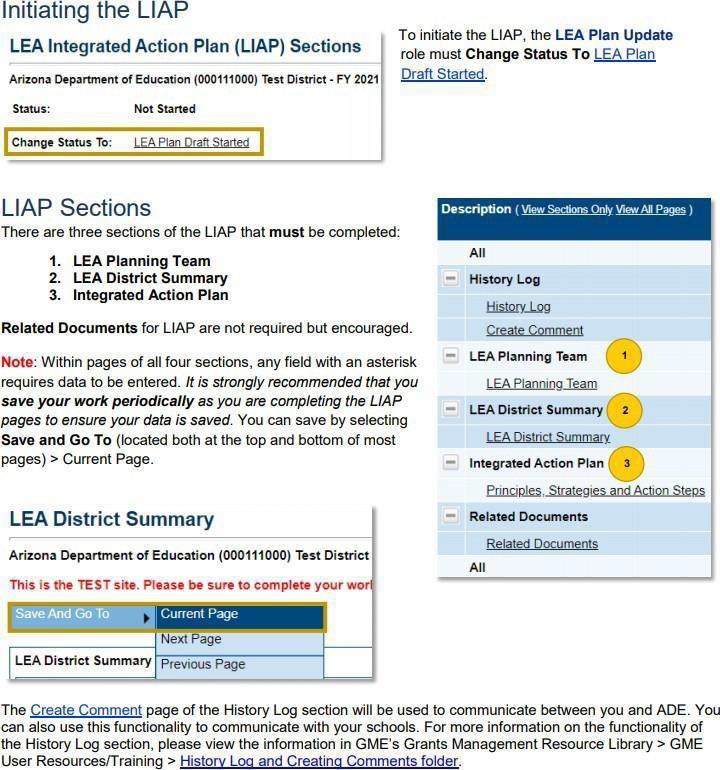
* What patterns or trends are evident in student achievement data among the schools?
* What patterns or trends are evident in student and teacher demographic data?
* What patterns or trends are evident in the leading indicator data?
* What patterns or trends are evident in the data regarding the 6 principles?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

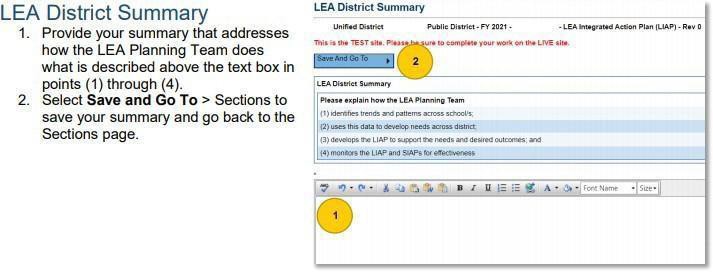
**Create an LEA integrated action plan with strategies and action steps** that align systems across the LEA to ensure successful school IAP implementation.

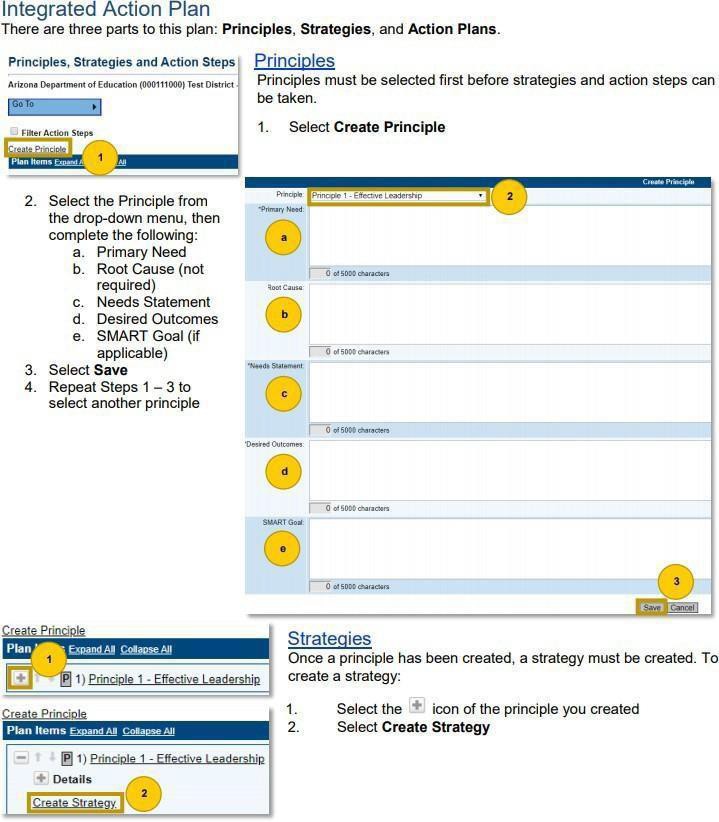
* Three or four need statements with correlated desired outcomes and SMART Goals, if required based on school IAPs trends and necessary support
* Evidence based strategies
* Evidence based action steps (use appropriate tags for required, funded and non-funded activities)
  + Implementation action steps
  + Monitoring action steps
    - Measures to be used
    - Success criteria and evidence
  + Evaluation action steps
    - Measures to be used
    - Success criteria and evidence

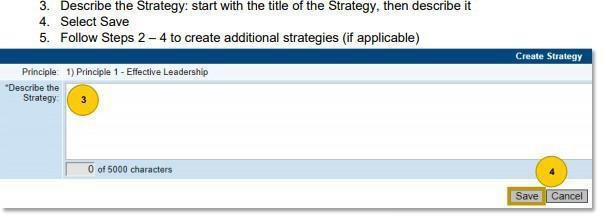
## GME LIAP

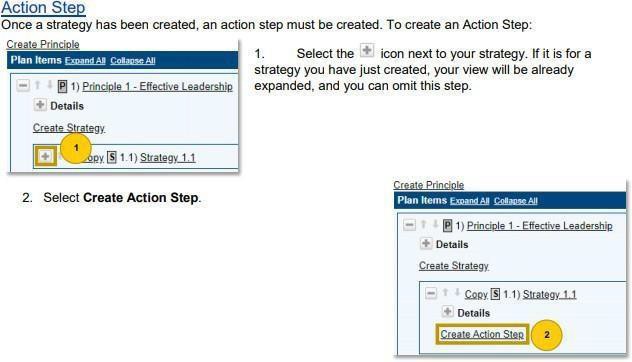


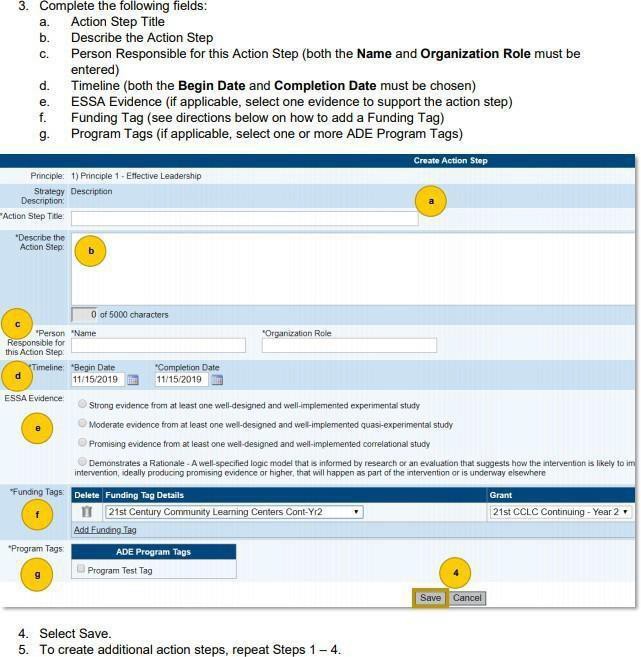












## 

# Image result for APPENDICES ICON

# APPENDICES

## Sample LEA Integrated Action Plan Worksheet

|  |  |  |
| --- | --- | --- |
| SAMPLE  Primary Need #1 | Primary Need: (head of fishbone)  Strong evidence-based math instruction aligned to standards | |
| Schools that Display Primary Need:  Arizona Elementary School, Sunburst Elementary School | |
| Root Cause(s):  No adopted math curriculum | |
| Needs Statement(s): (tail of fishbone)  Need a written, evidence and standards-based math curriculum implemented with fidelity and professionally learning for evidence-based math instruction (4.2, 4.3, 4.5, 2.2, 2.4, | |
| Desired Outcome: (Needs statement restated in a positive)  Implement evidence and standards-based math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment | |
| SMART Goal: (If the primary need is fixed how will your % proficient be affected?) Math achievement for all students will increase by 10% moving from 0% proficient or highly proficient on 2023 state assessment to 10% proficient or highly proficient on 2024 state assessment. | |
| Strategy: Support adoption of an evidence and standards- based math curriculum. | Action Steps:   * Help research elementary evidence-based math program * Help facilitate the ordering of sample materials * Meet with Curriculum Adoption Committee * Help complete curriculum rubrics |
| Strategy: Support research and implement evidence- based math instruction. | Action Steps:   * Help research evidence-based PD strategies to support math PD * Work with site principals to create a calendar to roll out implementation |

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

|  |  |  |
| --- | --- | --- |
|  | Strategy: Support site with parent and community involvement. | Action Steps:   * Attend community events to support schools’ sites with initiative * Have public relations person go to sites to photograph events and volunteers. * Add photos and highlight on volunteer programs on district website |
| Strategy: Monitor Implementation | Action Steps:   * Monitor sign in sheets and training * Review parent survey data and meet with site leadership |

## Sample School Site IAP Worksheet

|  |  |  |
| --- | --- | --- |
| SAMPLE  Primary Need #1 | Primary Need: (head of fishbone)  Strong Math Instruction Aligned to Standards | |
| Root Cause:  No adopted math curriculum | |
| Needs Statement: (tail of fishbone)  Need a written evidence and standards-based math curriculum implemented with fidelity and professionally learning for evidence-based math instruction (4.2, 4.3, 4.5, 2.2, 2.4,  2.6) | |
| Desired Outcome: (Needs statement restated in a positive)  Evidence and standards-based Math curriculum aligned to grade level and content standards, implemented with fidelity to increase math proficiency on state assessment. | |
| SMART Goal: (If the primary need is fixed how will your % proficient be affected?)  Math achievement for all students will increase by 15% moving from 0% proficient or highly proficient on 2022 state assessment to 15% proficient or highly proficient on 2022 state assessment. | |
| Strategy:  Adopt an evidence and standards- based math curriculum. | Action Steps:   * Establish curriculum research committee * Research available commercial curricula * Visit schools with top 3 curriculum to view curriculum in action * Select best fit curriculum * Follow procedure to select and adopt a standards and evidence- based math curriculum |
| Strategy: Research and implement evidence-based math instruction. | Action Steps:   * Establish a committee * Research different pedagogy and methodologies * Select strategies to be implemented in all classrooms and/or grade level bands * Plan PD to support implementation and training of methodologies |
| Strategy: Consistent high-quality professional development and support for all teachers. | Action Steps:   * Provide bi-weekly PD for 60 mins * Provide bi-weekly planning PD to implement strategies * Plan and ensure PLC sharing and discussions of resources used, student work and what works instructional strategies * Plan and implement Peer observations * Schedule and conduct administrative walk through observations with targeted feedback and teacher action plans |
|  | *Strategy: Monitor Implementation* | Action Steps:   * Ensure teacher lesson plans reflect standards-based objectives and evidence-based instructional strategies * Monitor teacher assessments * Administrative walk through observation forms * Determine successful completion of action steps on student achievement |
|  | *Strategy: Evaluate Implementation* | Action Steps:  Analyze summative assessment data |



Arizona Comprehensive Needs Assessment

Full Rubrics 2023-24

\*Now includes suggestions for 4 types of data for each Principle\*

Contents

[Principle 1 Effective Leadership 1](#_bookmark0)

[*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*](#_bookmark1)[*shared and supported by all stakeholders. 1*](#_bookmark1)

[*Indicator 1.2 Our leadership commits to sustaining a culture of high expectations for academic learning and social emotional growth of all students within a*](#_bookmark2)[*respectful, professional learning community for all staff 3*](#_bookmark2)

[*Indicator 1.3 Our leadership competently manages school operations to provide a safe, inclusive and effective learning environment. 6*](#_bookmark3)

[*Indicator 1.4 Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs. 7*](#_bookmark4)

[*Indicator 1.5 Our leadership implements a system of academic and fiscal accountability to ensure every student’s success. 9*](#_bookmark5)

[*Indicator 1.6 Our leadership commits to recruiting effective teachers who meet the state’s criteria for being appropriately certified to teach diverse learners 13*](#_bookmark6)

[*Indicator 1.7 Our leadership commits to retaining effective teachers who meet the state’s criteria for being appropriately certified to teach diverse learners 14*](#_bookmark7)

[*Indicator 1.8 Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring*](#_bookmark8)[*Educator Effectiveness, among all schools to meet the needs of diverse learners. 15*](#_bookmark8)

[*Indicator 1.9 Our leadership commits to drive continuous improvement 15*](#_bookmark9)

[*Principle 1 Effective Leadership Data/Evidence 16*](#_bookmark10)

[Principle 2 Effective Teachers and Instruction 20](#_bookmark11)

[*Indicator 2.1 Our teachers maintain high academic, behavioral and social emotional learning expectations for all students. 20*](#_bookmark12)

[*Indicator 2.2 Our teachers have shared knowledge of the content standards, curricula and social emotional learning practices. 22*](#_bookmark13)

[*Indicator 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals by*](#_bookmark14)[*differentiating instruction and implementing Universal Design for Learning 23*](#_bookmark14)

[*Indicator 2.4 Our teachers implement evidenced-based, rigorous and relevant instruction 24*](#_bookmark15)

[*Indicator 2.5 Our teachers have a strong understanding of types of assessment 27*](#_bookmark16)

[*Indicator 2.6 Our teachers and appropriate other staff participate in ongoing, applicable professional learning opportunities. 30*](#_bookmark17)

[*Indicator 2.7 Our teachers collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students. 32*](#_bookmark18)

[*Principle 2 Effective Teachers and Instruction Data/Evidence 34*](#_bookmark19)

[Principle 3 Effective Organization of Time 38](#_bookmark20)

[*Indicator 3.1 Our school year/calendar is organized to maximize instruction 38*](#_bookmark21)

[*Indicator 3.2 Our school day is organized to maximize well-rounded instruction 39*](#_bookmark22)

[*Indicator 3.3 Our school day is organized to ensure sufficient time for non-instructional activities for students and staff. 41*](#_bookmark23)

[*Indicator 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff 42*](#_bookmark24)

[*Indicator 3.5 Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all*](#_bookmark25)[*teachers, staff, and administrators to ensure continuous improvement. 43*](#_bookmark25)

[*Principle 3.-Effective Organization of Time Data/Evidence 44*](#_bookmark26)

[Principle 4 Effective Curriculum 46](#_bookmark27)

[*Indicator 4.1 Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students. 46*](#_bookmark28)

[*Indicator 4.2 Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas. 48*](#_bookmark29)

[*Indicator 4.3 Our written curricula are evidence-based, address diverse learner needs and promote a proper balance of depth of knowledge levels. 49*](#_bookmark30)

[*Indicator 4.4 Our written curricula are accessible for all learners and include culturally relevant academic, behavioral and social emotional learning components*](#_bookmark31)[*that meet the needs of the whole child 51*](#_bookmark31)

[*Indicator 4.5 Our entire staff participates in professional learning to support effective implementation of adopted curricula 52*](#_bookmark32)

[*Indicator 4.6 Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous*](#_bookmark33)[*improvement for all students 54*](#_bookmark33)

[*Principle 4-Effective Curriculum Data/Evidence 55*](#_bookmark34)

[Principle 5 Conditions, Climate and Culture 57](#_bookmark35)

[*Indicator 5.1 Our staff has high expectations for learning for all students. 57*](#_bookmark36)

[*Indicator 5.2 Our staff creates an environment which builds mutual respect among leadership, teachers, students and families. 58*](#_bookmark37)

*And communities*

[*5*](#_bookmark38)

[*Indicator 5.4 Our school provides guidelines and safe practices relating to school health services 63*](#_bookmark39)

[*Indicator 5.5 Our school offers services to fully support the academic and social emotional needs of students 64*](#_bookmark40)

[*Principle 5 -Conditions, Climate, and Culture Data/Evidence 66*](#_bookmark41)

[Principle 6 Family and Community Engagement 68](#_bookmark42)

[*Indicator 6.1 Our school creates and maintains collaborative partnerships among families, communities and school to support student learning 68*](#_bookmark43)

[*Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school 71*](#_bookmark44)

[*Indicator 6.3 Our school engages families in critical data-informed decisions that impact student learning 73*](#_bookmark45)

[*Principle 6 Family and Community Engagement Data/ Evidence 75*](#_bookmark46)

**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](http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx) [equitable access](http://www.ascd.org/publications/books/107042/chapters/developing-a-vision-and-a-mission.aspx) 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? | *There is no vision of academic success and schoolwide social emotional learning* | *Leadership developed the vision of academic success and schoolwide social emotional learning in isolation with little or no data* | *Leadership developed the vision of academic success and schoolwide social emotional learning with some of the stakeholders using some data* | *Leadership developed the vision of academic success and schoolwide social emotional learning collaboratively with the professional staff and the community using quantitative and qualitative data to inform*  *the process* |
| Element B  How often is the vision of learning used to guide the policies/procedures and decisions of the school? | *The vision of academic success and schoolwide social emotional learning is not used to guide the policies/procedures and decisions of the school, or there is no vision of learning* | *The vision of academic success and schoolwide social emotional learning is infrequently used to guide the policies/procedures and decisions of the school* | *The vision of academic success and schoolwide social emotional learning is sometimes used to guide the policies/procedures and decisions of the school* | *The vision of academic success and schoolwide social emotional learning is consistently used to guide the policies/procedures and decisions of the school* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element C  How often is the vision of learning reviewed and revised to reflect the current school community? | *The vision of academic success and schoolwide social emotional learning is old and has never been reviewed and amended to reflect the school community, or it does not reflect the school*  *community* | *The vision of academic success and schoolwide social emotional learning has not been recently reviewed and revised to reflect the school community* | *The vision of academic success and schoolwide social emotional learning is reviewed and revised every two or three years to reflect the school community* | *The vision of academic success and schoolwide social emotional learning is reviewed and revised annually to reflect the current school community* |
| Element D  Are diversity, inclusion and equity included in the school’s mission? | *Diversity, inclusion and equity are not included in larger efforts that focus on the core mission* | *While diversity, inclusion and equity complement many aspects of the mission, they remain on the periphery of the school. Diversity, inclusion and equity are rarely included in larger efforts that focus on the core mission* | *Diversity, inclusion and equity are often discussed as a priority, but are not included in the school’s official mission or strategic plan* | *Diversity, inclusion and equity are a top priority and are included in the school’s official mission and/or strategic plan* |

*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 of 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* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element B 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? | *Leadership has not yet provided opportunities for professional growth for all staff members* | *Leadership provides opportunities for professional growth for all staff members, but it is one size fits all* | *The leadership creates some 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* | *The leadership creates many 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* |
| Element C 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? | *Leadership has not yet provided opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies.* | *Leadership provides meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies at least once per year.* | *Leadership provides meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies multiple times throughout the year. These opportunities include structured activities that support staff in practicing self-care and examining their mindsets and biases.* | *Leadership provides meaningful opportunities for staff to reflect on and develop their own social, emotional, and cultural competencies which are built into regular staff meetings and part of the school’s overall professional learning strategy. These opportunities include structured activities to support staff in practicing self-care and examining their mindsets and biases. The leadership team regularly reviews data related to adult SEL and cultural competence to plan ongoing support.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element D 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 has the leadership team built  supportive relationships with staff and regularly acknowledge staff efforts and contributions? | *Leadership and/or staff have not yet prioritized modeling social, emotional, and cultural competencies in their interactions.* | *The leadership team is developing an approach to support leadership and staff in modeling social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners.* | *Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with most staff, students, families, and community partners. Staff efforts and contributions are sometimes acknowledged.* | *Leadership and staff regularly model social, emotional, and cultural competencies in their language and interactions with other staff, students, families, and community partners. The leadership team has built supportive relationships with staff and regularly acknowledge staff efforts and contributions.* |
| Element E 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? | *Policies/procedures are not written to allow teachers both individual and collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff* | *Policies/procedures are written to allow teachers individual or collaborative time to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff* | *Policies/procedures are written to allow teachers individual or collaborative time, bi- weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff* | *Policies/procedures are written to allow teachers both individual and collaborative time weekly, to use data and plan to meet student learning goals, cultivating mutual respect and collegiality among staff* |
| Element F Does leadership know federal and state requirements and the necessary support for  teaching special populations? | *Leadership does not know federal and state requirements and the support necessary for subgroup populations* | *Leadership knows some federal and state requirements and the necessary support for teaching subgroup populations* | *Leadership knows most federal and state requirements and the necessary support for teaching subgroup populations* | *Leadership knows federal and state requirements and the necessary support for teaching subgroup populations* |

***Indicator 1.3 Our leadership competently manages school operations to provide a*** [***safe, inclusive and***](https://safesupportivelearning.ed.gov/school-climate)[***effective learning environment****.*](https://safesupportivelearning.ed.gov/school-climate) *Output: Students believe that the school environment is psychologically, physically, and academically safe.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A 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? | *The leadership does not identify minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment* | *The leadership identifies minimal resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment* | *The leadership identifies sufficient resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment* | *The leadership identifies multiple resources to meet the academic, social and emotional needs of students and adults in the school to prevent or respond when events threaten to disrupt the learning environment* |
| Element B Are school buildings,  equipment, and furnishings designed and maintained for the optimal safety of everyone who uses them? | *Maintenance is severely lacking and there are safety concerns* | *Maintenance of school buildings, equipment, and furnishings are lacking* | *Some school building, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them* | *All school buildings, equipment, and furnishings are designed and maintained for the optimal safety of everyone who uses them* |
| Element C  Are the school safety and emergency preparedness plans current, disseminated to all, subject to regular review and amendment, and practiced regularly? | *There are no safety plans* | *The* [*school safety and*](http://rems.ed.gov/K12BasicPlan.aspx)[*emergency*](http://rems.ed.gov/K12BasicPlan.aspx)[*preparedness*](http://rems.ed.gov/K12BasicPlan.aspx)[*plans*](http://rems.ed.gov/K12BasicPlan.aspx) *are not current, disseminated, or subject to regular review and amendment, or practiced* | *The school safety and emergency preparedness plans are current and disseminated, but are not reviewed regularly and/or practiced* | *The school safety and emergency preparedness plans are current, disseminated to all, subject to regular review and amendment, and practiced regularly* |

Indicator 1.4 Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.

*Output: Students, family, and community are actively involved as partners with the school.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A  Are the leadership and staff deeply knowledgeable about students’ experiences, cultural backgrounds, and the local community context, and 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? | *Leadership and staff are not yet familiar with their*  *students’ cultural backgrounds, life circumstances, or the local community context.* | *Leadership and staff are familiar with most of their students’ cultural backgrounds, life circumstances, and the local community context.* | *Leadership and staff are using their knowledge of students’ cultural backgrounds, life circumstances, and the local community context to inform their actions and create a more inclusive and equitable school community.* | *Leadership and staff are deeply knowledgeable about students’ experiences, cultural backgrounds, and the local community context. 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.* |
| 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? | *The leadership does not collect or review data about community interests and needs as well as the environment in which the local school resides* | *The leadership collects but does not review data about community interests and needs as well as the environment in which the local school resides* | *The leadership collects and reviews some data about community interests and needs as well as the environment in which the local school resides* | *The leadership systematically collects and reviews data about community interests and needs as well as the environment in which the local school resides* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 B  Does the principal maintain oversight of fiscal resources? | *There is inadequate oversight of fiscal resources* | *The principal maintains oversight of fiscal resources, with no input* | *The principal maintains oversight of fiscal resources, with some input* | *The principal, with the leadership team, maintains oversight of fiscal resources* |
| Element C  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? | *The leadership team does not use a* [*data*](https://www.erdc.k12.mn.us/promo/sage/images/Analytics_WhitePaper.pdf)*-* [*based*](https://www.erdc.k12.mn.us/promo/sage/images/Analytics_WhitePaper.pdf)[*decision- making*](https://www.erdc.k12.mn.us/promo/sage/images/Analytics_WhitePaper.pdf)[*process*](https://www.erdc.k12.mn.us/promo/sage/images/Analytics_WhitePaper.pdf) *to evaluate needs of the school* | *Using a data-based decision-making process, the leadership team evaluates needs of the school without staff input* | *Using a data-based decision-making process, the leadership team evaluates needs of the school with some time for staff input into the whole process* | *Using a robust data- based decision-making process, the leadership team evaluates school needs and include sufficient time for staff input into the whole process* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| 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? | *Our LEA and/or school does not have or provide access to a student information system* | *Our LEA and/or school provides a student information system containing limited data and/or it is not provided in a timely way* | *Our LEA and/or school provides access to a student information system containing some of the data sources, but not in real time* | *Our LEA and/or school provides real time access to a student information system containing sufficient data to make informed decisions such as behavioral, 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* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element E Does leadership  demonstrate 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? | *Data is not a priority at our school yet* | *Leadership makes an attempt to demonstrate the value and use of data; but does not ensure that the instructional staff has the understanding, training and ability to access the school’s data systems and tools to goals or targets and track progress for each student throughout the year* | *Leadership demonstrates the value and use of data; and is starting to develop a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; makes an attempt to ensure that instructional staff has the understanding, training and ability to access the school’s data systems and tools to develop learning goals or targets and track progress for each student throughout the year* | *Leadership demonstrates the value and use of data; leading a data-driven, collaborative culture; supporting teachers in overcoming the barriers to effective data use; ensuring that instructional staff has the understanding, training and ability to access the school’s data systems and tools to develop learning goals or targets and track progress for each student throughout the year* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element F  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? | *School data calendar is not developed before school begins* | *An attempt is made to establish a school data calendar, but changes are often required by the LEA* | *Before the school year begins, a school calendar is established and acknowledged by the LEA including some but not all of the following: professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction* | *Before the school year begins, a school calendar is established and acknowledged by the LEA with a detailed data plan that includes professional development, assessment administration dates, and scheduled data meetings to analyze, interpret, and discuss proper utilization of the data results to plan instruction* |
| Element G  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* |

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? | *The LEA and/or school leadership does not have a recruitment plan in place* | *The LEA and/or school leadership has a recruitment plan in place but doesn't follow it* | *The LEA and/or school leadership has a recruitment plan in place but doesn't always follow it to actively recruit a diverse workforce of teachers for vacant positions* | *The LEA and/or school leadership has a recruitment plan in place and follows it to actively recruit a diverse workforce of appropriately certified teachers* |
| Element B  Does the LEA and/or school leadership have a recruitment plan in place and follow it to actively recruit teachers to meet the needs of diverse learners? | *The LEA and/or school leadership does not have a recruitment plan in place* | *The LEA and/or school leadership has a recruitment plan in place but doesn't follow it* | *The LEA and/or school leadership has a recruitment plan in place but doesn't always follow it to recruit teachers to meet the needs of diverse learners* | *The LEA and/or school leadership has a recruitment plan in place and follows it to actively recruit teachers to meet the needs of diverse learners* |
| 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? | *The LEA and/or school leadership does not have a recruitment plan in place* | *The LEA and/or school leadership has a recruitment plan in place but doesn't follow it* | *The LEA and/or school leadership has a recruitment plan in place but doesn't always follow it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness* | *The LEA and/or school leadership has a recruitment plan in place and follows it to actively recruit effective teachers as defined by the Arizona Framework for Measuring Educator Effectiveness* |

Indicator 1.7 Our leadership commits to retaining effective teachers who meet the state’s criteria for being appropriately certified to teach diverse learners.

*Output: Students’ diverse needs are being met by appropriately certified and effective “continuing” teachers in every classroom.*

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

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

Indicator 1.8 Our leadership commits to equitably distributing effective and highly effective teachers, as defined by the Arizona Framework for Measuring Educator Effectiveness, among all schools to meet the needs of diverse learners.

*Output: Students of color, students economically disadvantaged and students with special needs are not taught by inexperienced, unqualified, or ineffective educators at higher rates than students outside those demographics.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A 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? | *The LEA and/or school leadership does not have a plan in place* | *The LEA and/or school leadership has a plan in place but doesn't follow it* | *The LEA and/or school leadership has a plan in place but doesn't always follow it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners* | *The LEA and/or school leadership has a plan in place and follows it to equitably distribute effective and highly effective teachers to meet the needs of diverse learners* |

Indicator 1.9 Our leadership commits to drive continuous improvement.

*Output: All students benefit from data driven decision making through improved programs impacting classrooms, schools and communities.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *0* | *1* | *2* | *3* |
| Element A | *The leadership team has* | *The leadership team is in* | *The leadership team has a* | *The leadership team uses a* |
| Does the leadership team | *not yet developed a* | *the early stages of* | *structured, ongoing process to* | *structured, ongoing process to* |
| use a structured, ongoing | *structured and ongoing* | *developing a structured* | *collect, reflect on, and use data to* | *collect, reflect on, and use* |
| process to collect, reflect | *process to collect, reflect* | *and ongoing process to* | *inform school level decisions. This* | *implementation and outcome* |
| on, and use | *on, and use data to inform* | *collect, reflect on, and* | *process is used at strategic times* | *data to inform school level* |
| implementation and | *school-level decisions.* | *use data to inform* | *(e.g., the beginning and end of* | *decisions during each meeting.* |
| outcome data to inform |  | *school-level decisions.* | *each year), but does not yet* | *The team is empowered to* |
| school level decisions |  |  | *happen consistently at each team* | *lead staff in this process by* |
| during each meeting, and is |  |  | *meeting. The team communicates* | *regularly (at least quarterly)* |
| the team empowered to |  |  | *with and includes staff in this* | *communicating their findings* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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? |  |  | *process on an annual basis.* | *and creating opportunities to use data to drive continuous improvement at the school, classroom, family, and community level.* |
| Element B | *The leadership team does* | *The leadership team has* | *The leadership team uses a full* | *The leadership team uses a full* |
| Does the leadership team | *not yet use implementation* | *begun to use some* | *range of implementation and* | *range of implementation data* |
| use a full range of | *data and disaggregated* | *implementation and* | *disaggregated outcome data to* | *and disaggregated outcome* |
| implementation data and | *outcome data to track* | *disaggregated outcome* | *track progress toward school goals* | *data to track progress toward* |
| disaggregated outcome | *progress toward school* | *data to track progress* | *and monitor outcomes. Staff have* | *school goals and monitor* |
| data to track progress | *goals and monitor* | *toward school goals and* | *the time and skills necessary to* | *outcomes. Staff are highly* |
| toward school goals and | *outcomes. Staff do not yet* | *monitor outcomes. Staff* | *engage in cycles of continuous* | *skilled at data reflection and* |
| monitor outcome, and is | *have the time and skills* | *are developing the skills* | *improvement.* | *planning and have dedicated* |
| staff highly skilled at data | *necessary to engage in* | *necessary to engage in* |  | *time and resources to engage* |
| reflection and planning and | *cycles of continuous* | *cycles of continuous* |  | *meaningfully in regular cycles* |
| has dedicated time and | *improvement* | *improvement.* |  | *of continuous improvement.* |
| resources to engage |  |  |  |  |
| meaningfully in regular |  |  |  |  |
| cycles of continuous |  |  |  |  |
| improvement? |  |  |  |  |

|  |  |
| --- | --- |
|  | **Principle 1 - Effective Leadership Data/Evidence** |
|  | ***1.1*** |
|  | *Written vision, mission, and core belief statements* |
|  | *Meeting notes/minutes from stakeholder meetings* |
|  | *Meeting notes/minutes from staff meetings* |
|  | *Evidence of vision, mission and core beliefs posted in office areas and classrooms* |

|  |  |
| --- | --- |
|  | ***1.2*** |
|  | *Meeting notes/minutes from Leadership Team meetings* |
|  | *Evidence of vision, mission and core beliefs posted in office areas and classrooms* |
|  | *Meeting notes/minutes from Leadership Team meetings* |
|  | *Meeting notes/minutes from staff meetings* |
|  | *Integrated action plans* |
|  | *PLC notes* |
|  | *School calendar* |
|  | *Staff and stakeholder surveys* |
|  | *Classroom observations* |
|  | *Classroom environment audits for evidence of high expectations 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* |
|  | *Survey/Focus Group from Stakeholders on interest and needs* |
|  | *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* |
|  | *Demographic from school information system* |
|  | ***1.6*** |
|  | *Recruitment plans* |
|  | *Hiring protocols and procedures* |
|  | *Hiring records* |
|  | ***1.7*** |
|  | *Written retention plan* |
|  | *Teacher evaluations* |
|  | *Evidence of appropriate certification* |
|  | ***1.8*** |
|  | *Written equitable distribution plan* |
|  | *Teacher evaluations* |
|  | ***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](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 A How many teachers'  commitments and actions demonstrate high expectations for all learners? | *Teachers' commitments and actions do not demonstrate high expectations for all learners* | *Few teachers' commitments and actions demonstrate high expectations for all learners* | *Some teachers' commitments and actions demonstrate high expectations for all learners* | *All teachers' commitments and actions demonstrate high expectations for all learners* |
| 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 informing 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 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? | *Teachers do not purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement* | *Very few teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement* | *Some teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement* | *All teachers purposefully and intentionally create an environment that empowers all students to be successful in their learning and reach expected levels of achievement* |
| Element G Do teachers create a  classroom environment where students hold themselves accountable for their individual learning? | *Teachers do not create a classroom environment where students hold themselves accountable for their individual learning* | *Very few teachers create a classroom environment where students hold themselves accountable for their individual learning* | *Some teachers create a classroom environment where students hold themselves accountable for their individual learning* | *All teachers create a classroom environment where students hold themselves accountable for their individual learning* |

Indicator 2.2 Our teachers have shared knowledge of the content standards, 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 B Does lesson planning include learning goals, success criteria, and possible student  misconceptions? | *Lesson planning does not include* [*learning*](http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field%40-Sharing-Learning-Targets-and-Criteria-for-Success.aspx)[*goals,*](http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field%40-Sharing-Learning-Targets-and-Criteria-for-Success.aspx)[*success criteria,*](http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field%40-Sharing-Learning-Targets-and-Criteria-for-Success.aspx) *or possible student misconceptions* | *Lesson planning includes learning goals only* | *Lesson planning includes learning goals, success criteria, but not possible student misconceptions* | *Lesson planning includes learning goals, success criteria, and possible student misconceptions* |
| Element C  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 D  Do teachers use Universal Design for Learning (UDL) in planning lessons (UDL is specifically stated in ESSA)? | *Very few, if any, teachers use Universal Design for Learning (UDL) in planning lessons* | *Some teachers use Universal Design for Learning (UDL) in planning lessons* | *Most teachers use Universal Design for Learning (UDL) in planning lessons* | *All teachers use Universal Design for Learning (UDL) in planning lessons* |
| Element E  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 | *Few students have* | *Some students have access to* | *Most students have* | *All students have access to* |
| Do students have access to | *access to the general* | *the general education* | *access to the general* | *the general education* |
| grade level appropriate | *education curriculum* | *curriculum (grade level* | *education curriculum* | *curriculum (grade level* |
| general education | *(grade level appropriate)* | *appropriate)* | *(grade level* | *appropriate)* |
| curriculum? |  |  | *appropriate)* |  |
| Element B | *Teaching for* | *Teaching for understanding* | *Teaching for* | *Teaching for* |
| Is teaching for | *understanding is not the* | *by most students is the* | *understanding by all* | *understanding by all* |
| understanding by all | *primary outcome for* | *primary outcome for some* | *students is an outcome* | *students is the primary* |
| students the primary | *lessons* | *lessons* | *for most lessons* | *outcome for all lessons* |
| outcome for all lessons? |  |  |  |  |
| Element C | *Teachers do not use* | *Teachers do not intentionally* | *Teachers develop and* | *Teachers intentionally* |
| Do teachers intentionally | *questioning strategies* | *develop lesson questions, but* | *utilize questions at a* | *develop and utilize* |
| develop and utilize |  | *ask some questions* | *variety of levels of* | *scaffolded questions at* |
| scaffolded questions at a |  | *spontaneously* | *depth of knowledge* | *a variety of levels of* |
| variety of levels of depth of |  |  |  | *depth of knowledge* |
| knowledge? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| 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 F  Do teachers consistently guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content? | *Teachers do not guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content* | *Teachers rarely guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content* | *Teachers sometimes guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content* | *Teachers consistently guide classroom discourse through providing students with multiple modes and opportunities to contribute, question, and explore content* |
| 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? | *Teachers do not provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas* | *Teachers provide minimal opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas* | *Teachers provide a few opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas* | *Teachers regularly provide opportunities for students to construct their knowledge including an allowance and support of productive struggle with new ideas* |
| Element H  Is collaboration valued and consistently evident between teacher to student and student to student? | *Collaboration is not valued and not evident between teacher to student and student to student* | *Collaboration is rarely evident between teacher to student and student to student* | *Collaboration seems valued and sometimes evident between teacher to student and student to student* | *Collaboration is valued and consistently evident between teacher to student and student to student* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| 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 is 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* |
| Element K  Is there coherence across all content areas with value placed on real-world applications and experience? | *There is no coherence across content areas and no value placed on real-world applications and experience* | *Limited coherence across content areas and little value is placed on real- world applications and experience* | *Some coherence across content areas with some value placed on real-world applications and experience* | *Coherence across all content areas and with value placed on real- world applications and experience* |

26

Indicator 2.5 Our teachers have a strong understanding of types of assessment.

*Output: Students and teachers collaboratively utilize assessment data to plan, drive, and evaluate student learning outcomes*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A | *A balance of assessment* | *Few teachers understand* | *Some teachers* | *All teachers understand* |
| Do teachers understand | *types is not understood* | *and implement a balance* | *understand and* | *and implement a balance* |
| and implement a balance | *and implemented* | *of assessment types* | *implement a balance of* | *of assessment types* |
| of assessment types? |  |  | *assessment types* |  |
| Element B | [*Formative assessment*](http://www.ccsso.org/Documents/2008/Attributes_of_Effective_2008.pdf) *or* | *Formative assessment or* | *Formative assessment or* | *Formative assessment or* |
| Are formative assessments | *assessment for learning is* | *assessment for learning is* | *assessment for learning is* | *assessment for learning is* |
| an essential part of | *not part of instruction* | *infrequently part of* | *a limited part of* | *an essential part of* |
| instruction? |  | *instruction* | *instruction* | *instruction* |
|  |  |  |  |  |
| Element C | *Students are not included* | *Students are minimally* | *Students are partially* | *Students are a* |
| Are students a | *in the assessment process* | *included in the assessment* | *included in the* | *fundamental part of the* |
| fundamental part of the | *and use of data.* | *process and are rarely* | *assessment process and* | *assessment process and* |
| assessment process and |  | *involved in data analysis,* | *sometimes involved in* | *are fully involved in data* |
| fully involved in data |  | *goal setting, and progress* | *data analysis, goal* | *analysis, goal setting, and* |
| analysis, goal setting, and |  | *monitoring.* | *setting, and progress* | *progress monitoring.* |
| progress monitoring? |  |  | *monitoring.* |  |
| Element D | *Differentiated, in-the-* | *Few teachers use* | *Some teachers use* | *All teachers use* |
| How many teachers use | *moment, checks for* | *differentiated, in-the-* | *differentiated, in-the-* | *differentiated, in-the-* |
| differentiated, in-the | *understanding and in-* | *moment, checks for* | *moment, checks for* | *moment, checks for* |
| moment, checks for | *class assessments are not* | *understanding and in-class* | *understanding and in-class* | *understanding and in-class* |
| understanding and in-class | *used to ensure individual* | *assessments to ensure* | *assessments to ensure* | *assessments to ensure* |
| assessments to ensure | *student progress between* | *individual student progress* | *individual student progress* | *individual student progress* |
| individual student progress | *benchmark assessments* | *between benchmark* | *between benchmark* | *between benchmark* |
| between benchmark |  | *assessments* | *assessments* | *assessments* |
| assessments? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| 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? | *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  What access to timely, user- friendly, data reports, which include item-level analysis, standards-level analysis and subgroup achievement do your educators have? | *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* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element H | *Diagnostics and screeners* | *Diagnostics and screeners* | *Diagnostics and screeners* | *Diagnostics and screeners* |
| Are diagnostics and | *are not available and used* | *are available but not used* | *are available and but not* | *are available and used* |
| screeners available and | *appropriately* | *at all* | *used on a regular basis* | *appropriately* |
| used appropriately? |  |  |  |  |
| Element I | *Data used for federal and* | *Data used for federal and* | *Data used for federal and* | *Data used for federal and* |
| Is data used for federal and | *state accountability is not* | *state accountability is* | *state accountability is* | *state accountability is* |
| state accountability | *precisely defined or* | *loosely defined and* | *generally defined and* | *precisely defined and* |
| precisely defined and | *understood* | *understood* | *understood* | *understood* |
| understood? |  |  |  |  |

Indicator 2.6 Our teachers and appropriate other staff participate in ongoing, applicable professional learning opportunities.

*Output: Student achievement and growth increase due to teachers/staff actively engaged in differentiated professional learning.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A  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, UDL, 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* |
| Element E  Are professional learning opportunities offered in social emotional learning, trauma sensitive, and culturally relevant practices? | *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*](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx)[*communities*](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx) *are not scheduled or do not focus on increasing student learning* | *Professional learning communities are scheduled but do not focus on increasing student learning* | *Professional learning communities are scheduled sporadically and focus on increasing student learning* | *Professional learning communities are regularly scheduled and focus on increasing student learning* |
| Element B  How often is articulation, across content areas and grade levels, scheduled? | *Articulation, across content areas and grade levels, is not scheduled* | *Articulation, across content areas and grade levels, occurs infrequently* | *Articulation, across content areas and grade levels, is scheduled but doesn’t always occur regularly* | *Articulation, across content areas and grade levels, is scheduled and occurs regularly* |
| Element C  Do educators understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data? | *Staff members do not understand our framework for collecting, storing, accessing, and disseminating district, school and student-level data* | *Few staff members understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data* | *Some staff members understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data* | *All staff members understand our framework for collecting, storing, accessing, and disseminating district, school, and student-level data* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| 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 E  Do ongoing coaching and  mentoring opportunities exist? | *Ongoing coaching and mentoring opportunities do not exist* | *A few ongoing coaching and mentoring opportunities exist* | *Some ongoing coaching and mentoring opportunities exist* | *Many ongoing coaching and mentoring opportunities exist* |
| Element F  Do ongoing collaborative efforts between the teacher and 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? | *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** | | |
|  | ***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 and attendance data* | |
|  | ***2.3*** | |
|  | *Formal and informal student assessment information analyzed* | |
|  | *Teacher lesson plans* | |
|  | *UDL framework* |  |
|  | |
|  | *Classroom observations* | |
|  | *Evidence of differentiate instruction* | |
|  | *Grade level or content meeting minutes* | |
|  | *Evidence of classroom level RTI* | |
|  | ***2.4*** | |
|  | *Classroom observations and curriculum fidelity walkthroughs* | |
|  | *Evidence of differentiated instruction* | |
|  | *Evidence of classroom level RTI* | |
|  | *Teacher lesson plans* | |
|  | *Flexible student groupings evident* | |
|  | *Overview 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 success for all students. Students have appropriate instructional and non- instructional time to support their learning and growth. Teachers have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

Indicator 3.1 Our school year/calendar is organized to maximize instruction.

*Output: Student achievement and growth increase as students participate in a variety of intervention and enrichment programs.*

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

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

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 | Master schedule does not | Master schedule somewhat | Master schedule mostly | Master schedule reflects |
| Does the master schedule | reflect the mission, vision | reflects the mission, vision | reflects the components of | the mission, vision and |
| reflect the mission, vision | and core values of the | and core values of the | the mission, vision and core | core values of the school. |
| and core values of the | school. | school. | values of the school. |  |
| school? |  |  |  |  |
| Element B | *Classroom daily schedules* | *Classroom daily schedules* | *Classroom daily schedules* | *Classroom daily schedules* |
| Do classroom daily | *vary throughout the school* | *optimize instructional time* | *optimize instructional time* | *optimize instructional time* |
| schedules optimize | *with no consistency or do* | *for ELA and MATH only* | *in some content areas* | *in all content areas* |
| instructional time in all | *not consistently optimize* |  |  |  |
| content areas? | *instructional time* |  |  |  |
| Element C | *Subgroup populations are* | *Scheduling does not meet* | *Scheduling meets* | *Scheduling meets* |
| Does the scheduling meet | *not considered when* | *requirements for a few* | *requirements for some* | *requirements for all* |
| requirements for all | *schedules are developed* | *subgroup populations* | *subgroup populations* | *subgroup populations* |
| subgroups? |  |  |  |  |
| Element D | Schedules do not permit for | Schedules permit for | Schedules permit for | Schedules permit for daily |
| Do schedules permit for | evidence-based | evidence-based | evidence-based | evidence-based |
| daily evidence-based tiered | interventions and/or | interventions or | interventions and | interventions and |
| academic, behavioral and | enrichment | enrichment, but not both | enrichment, but not daily | enrichment |
| social emotional |  |  |  |  |
| interventions and |  |  |  |  |
| enrichment? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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? | *The school has not yet dedicated time for students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction* | *The school has dedicated time during the school day for some students to learn about, reflect on, and discuss SEL competencies through developmentally appropriate and culturally responsive instruction.* | *The school has 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.* | *The school has 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, 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* |
| Element A  Are there daily, regularly scheduled, safe and well supervised recesses offering cognitive, social,  emotional, and physical benefits? | *There are no daily recesses* | *Recesses are scheduled but are not always well- supervised* | *Safe and well-supervised recesses that offer cognitive, social, emotional, and physical benefits are scheduled daily, but schedule is not always*  *followed* | *Daily, regularly scheduled, safe and*  *well-supervised* [*recesses*](http://pediatrics.aappublications.org/content/131/1/183.full)[*offer cognitive, social,*](http://pediatrics.aappublications.org/content/131/1/183.full)[*emotional, and physical*](http://pediatrics.aappublications.org/content/131/1/183.full)[*benefits*](http://pediatrics.aappublications.org/content/131/1/183.full) |
| Element B  Is lunchtime scheduled so that students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs? | *Students have insufficient time to eat (less than 10 minutes)* | *Students have minimal time to eat* | *Students have time to eat adequate amounts of food to meet their nutritional needs* | *Students have plenty of time to leisurely eat adequate amounts of food to meet their nutritional needs* |
| Element C  Are co-curricular activities available for all students? | *Co-curricular activities are not available* | *Very limited co- curricular activities are available for some students* | *Limited co-curricular activities are available for all students* | *A large variety of co- curricular activities are available for all students* |

Indicator 3.4 Our professional (contract) day is structured to support professional learning for all teachers and staff.

*Output: Student attitudes reflect an understanding of a shared culture of life-long learning.*

***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? | *Professional learning does not include job- embedded opportunities* | *Professional learning includes few job- embedded opportunities* | *Professional learning includes some job- embedded opportunities* | *Professional learning includes many job- embedded opportunities* |
| Element B Does scheduling provide time for professional learning? | *Scheduling is not used to provide time for professional learning* | *Not applicable* | *Not applicable* | *Scheduling is used to provide time for professional learning* |
| Element C  Are opportunities provided for staff to support their ongoing development and recertification requirements? | *Opportunities are not provided for staff to support their ongoing development and recertification requirements.* | *Not applicable* | *Not applicable* | *Opportunities are provided for staff to support their ongoing development and recertification requirements.* |
| Element D  Are opportunities provided for peer to peer observation and feedback and other collaboration? | *Opportunities are not provided for peer to peer observation and feedback and other collaboration* | *Few opportunities are provided for peer to peer observation and feedback and other collaboration* | *Some opportunities are provided for peer to peer observation and feedback and other collaboration* | *Many opportunities are provided for peer to peer observation and feedback and other collaboration* |

Indicator 3.5 Our professional (contract) day is organized to provide appropriate planning and preparation time as well as collaboration opportunities for all teachers, staff, and administrators to ensure continuous improvement.

*Output: Students engage in cohesive, effectively planned and well-articulated instructional programs across content and grade levels.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A  Is there time reserved for Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time? | *Time is not reserved for* [*Professional Learning*](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx)[*Communities*](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx) *(PLCs) and data reflection through grade level/subject area common prep time* | *There is time reserved for monthly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time* | *There is time reserved for biweekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time* | *There is time reserved for weekly Professional Learning Communities (PLCs) and data reflection through grade level/subject area common prep time* |
| Element B  Do regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth? | *Scheduled opportunities do not exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth* | *Few scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth* | *Some scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth* | *Regularly scheduled opportunities exist for grade level/content articulation and across discipline teams to analyze data for consistent student growth* |
| Element C Does leadership support  and ensure release time for teachers to participate in IEP meetings and needed planning to support diverse learners? | *Leadership does not support appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners* | *Leadership supports but does not ensure appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners* | *Leadership supports and ensures some release time for teachers to participate in IEP meetings and needed planning to support diverse learners; but time is insufficient* | *Leadership supports and ensures appropriate, adequate release time for teachers to participate in IEP meetings and needed planning to support diverse learners* |

|  |  |  |
| --- | --- | --- |
|  | **Principle 3 - Effective Organization of Time Data/Evidence** | |
|  | ***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* | |
|  | *Attendance records for subgroup populations within 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* | |
|  | *Survey of students and parents for co-curricular activities* | |
|  | *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* |
|  | *Paraprofessionals and Support Staff daily schedules* |
|  | *PLC schedules* |
|  | *PLC agendas and minutes* |
|  | *Articulations between grade levels* |
|  | *IEP meetings schedules* |

**Principle 4 Effective Curriculum**

Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and schools adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Indicator 4.1 Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.

*Output: Students are engaged in a variety of disciplines resulting in a well-rounded education*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A  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? | *Students do not have access to a wide variety of disciplines* | *Most students have access to a variety of disciplines – including some of the following: physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics* | *All students have access to a variety of disciplines– including most but not all of the following: physical education/health, music, the arts, world languages, social studies, environmental education, computer science and civics* | *All students have access to a 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* |
| Element B  Do students have access to a school media center? | *Students do not have access to a school media center* | *Most students have access to a school media center staffed by a certified*  *librarian* | *All students have access to a school media center, but not staffed by a*  *certified librarian* | *All students have access to a school media center staffed by a certified*  *librarian* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element C  Do all students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology? | *Students do not have access to appropriate technology resources* | *Some students have access to appropriate technology resources,* | *All students have access to appropriate technology resources; however, those resources are shared via computer labs, computer carts or personal technology devices* | *All students have access to appropriate technology resources either through a 1:1 program or through embedded classroom technology* |
| Element D  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? | *Students do not have access to instruction and support for digital citizenship.* | *Some students have access to digital citizenship instruction and supports.* | *All students have access to digital citizenship instruction and supports; however, the instruction is not based on ensuring digital safety and media literacy.* | *All 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.* |

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* |
| Element B Is there a current  curriculum adoption process and a revision cycle in place that are consistently followed for  all content areas? | [*Curriculum adoption*](http://www.ccsso.org/Documents/2013/Toolkit%20for%20Evaluating%20Alignment%20of%20Instructional%20and%20Assessment%20Materials.pdf)[*process i*](http://www.ccsso.org/Documents/2013/Toolkit%20for%20Evaluating%20Alignment%20of%20Instructional%20and%20Assessment%20Materials.pdf)*s not current* | *Curriculum adoption process is current, and a revision cycle is in place only for Math and ELA* | *Curriculum adoption process is current, but revision cycle is not always followed for all content areas* | *Curriculum adoption process is current, and a revision cycle is both in place and consistently followed for all content areas* |

Indicator 4.3 Our written curricula are evidence-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 horizontal 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  Is a proper balance of depth of knowledge frequently evident? | *A proper balance of depth of knowledge is not evident* | *A proper balance of depth of knowledge is rarely evident* | *A proper balance of depth of knowledge is sometimes evident* | *A proper balance of depth of knowledge is frequently evident* |
| Element D  Do curricula address the academic and social emotional needs of teachers, students and parents? | *Curricula do not address the academic and social emotional needs of teachers, students, and families* | *Curricula rarely address the academic and social emotional needs of teachers, students, and families* | *Curricula mostly address the academic and social emotional needs of teachers, students, and families* | *Curricula address the academic and social emotional needs of teachers, students and families* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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.* |
| 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? | *The curriculum does not reflect diversity and inclusiveness.* | *The curriculum is only minimally related to diversity and inclusiveness. Efforts to change the curriculum do not explicitly acknowledge the importance of diversity, inclusion and equity as an asset to innovative curricular practice.* | *The current curriculum reflects a value for diversity, inclusion and equity in certain areas and not in others. Curricular change efforts acknowledge the importance of diversity, inclusion and equity but not consistently* | *Evidence of a strong value for diversity, inclusion and equity is easily apparent throughout the curricula. Curricular change efforts integrate a value for diversity, inclusion and equity as an informing influence.* |

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 include consistent opportunities for extension and remediation within all disciplines? | *Curricula do not include opportunities for extension and remediation within any disciplines* | *Curricula include few opportunities for extension and remediation within ELA or Math* | *Curricula include some opportunities for extension and remediation within ELA and Math only* | *Curricula include consistent opportunities for extension and remediation within all disciplines* |
| Element B  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 or behavior* | *Curricula include components to utilize within a Multi-Tiered System of Support that address the whole child in both academics and behavior* |
| Element D Do 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* |
| **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 | *The school does not* | *The school performs a gap* | *The school performs a gap* | *The school performs a gap* |
| Does the school perform a | *perform a gap analysis* | *analysis between* | *analysis between* | *analysis between* |
| gap analysis between | *between curriculum and* | *curriculum and academic* | *curriculum and academic* | *curriculum and academic* |
| curriculum and academic | *academic standards* | *standards and takes* | *standards and takes* | *standards and takes action* |
| standards, and does it take |  | *action based on analysis* | *action based on analysis in* | *based on analysis in all* |
| action? |  | *in ELA or Math* | *most content areas* | *content areas* |
| Element B | *The school does not perform* | *The school performs a gap* | *The school performs a gap* | *The school performs a gap* |
| Does the school perform a | *a gap analysis between* | *analysis between curriculum* | *analysis between curriculum* | *analysis between curriculum* |
| gap analysis between | *curriculum and instruction* | *and instruction and takes* | *and instruction and takes* | *and instruction and takes* |
| curriculum and instruction |  | *action based on analysis in* | *action based on analysis in* | *action based on analysis in* |
| and take action based on |  | *ELA and Math* | *most content areas* | *all content areas* |
| analysis? |  |  |  |  |
| Element C  Does the school perform a gap analysis between curriculum and instruction and assessment and take action based on analysis? | *The school does not perform a gap analysis between curriculum and instruction and assessment* | *The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in ELA or Math* | *The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in most content areas* | *The school performs a gap analysis between curriculum and instruction and assessment and takes action based on analysis in all content areas* |

|  |  |
| --- | --- |
|  | **Principle 4 - Effective Curriculum Data/Evidence** |
|  | ***4.1*** |
|  | *Classroom Observations* |
|  | *Physical/online curricula for all disciplines with academic standards* |
|  | *Master schedule includes all disciplines with academic standards for all grade levels* |
|  | *Audit of 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* |
|  | *Process notes/surveys from focus group(s) of 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 (demographic data of subgroups population for 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 including demographic data within content/course offerings* |
|  | *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* |
| Element A | *Inclusive beliefs and* | *Inclusive beliefs and* | *Inclusive beliefs and* | *Inclusive beliefs and* |
| Are inclusive beliefs and | *practices are not evident* | *practices are evident in* | *practices are evident in* | *practices are evident in* |
| practices evident and part | *in classroom instruction,* | *some classroom* | *most classroom* | *all classroom instruction,* |
| of the school culture? | *data reflection or the* | *instruction and data* | *instruction, data* | *data reflection and the* |
|  | *school culture* | *reflection but not a part* | *reflection and the school* | *school culture* |
|  |  | *of the whole school* | *culture* |  |
|  |  | *culture* |  |  |
| Element B | *The staff does not* | *Some staff engage in the* | *Most staff engage in the* | *All staff engage in the* |
| Does staff engage in the | *engage in the* | *development and* | *development and* | *development and* |
| development and | *development and* | *understanding of* | *understanding of* | *understanding of* |
| understanding of | *understanding of* | *policies/procedures and* | *policies/procedures and* | *policies/procedures and* |
| policies/procedures and | *policies/procedures and* | *plans that vaguely outline* | *plans that generally* | *plans that explicitly* |
| plans that explicitly | *plans that outline* | *continuous improvement* | *outline continuous* | *outline continuous* |
| outline continuous | *continuous improvement* | *and high expectations for* | *improvement and high* | *improvement and high* |
| improvement and high | *and high expectations* | *learning for all students* | *expectations for learning* | *expectations for learning* |
| expectations for learning | *for learning for all* |  | *for all students* | *for all students.* |
| for all students? | *students* |  |  |  |

57

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* |
| Element A Do staff intentionally foster trusting  interpersonal relationships with students and families? | *Staff do not intentionally foster trusting interpersonal relationships with students and families* | *Few staff intentionally foster trusting interpersonal relationships with students and families* | *Some staff intentionally foster trusting interpersonal relationships with students and families* | *All staff intentionally foster trusting interpersonal relationships with students and families* |
| Element B | Teachers have not yet | Teachers have prioritized | Some teachers use | All teachers use inclusive, |
| Do teachers use inclusive, | prioritized the use of | and planned to build | inclusive, relationship- | relationship-centered, and |
| relationship-centered, and | inclusive, relationship- | inclusive, relationship- | centered, and culturally | culturally responsive |
| culturally responsive | centered, and culturally | centered, and culturally | responsive practices to | practices to create |
| practices to create | responsive practices to | responsive practices to | create supportive | supportive classroom |
| supportive classroom | create supportive | create supportive | classroom environments. | environments. Strategies |
| environments; using | classroom environments. | classroom environments. | Strategies are | are developmentally |
| strategies that are |  |  | developmentally | appropriate and focus on |
| developmentally |  |  | appropriate and focus on | creating a community of |
| appropriate and focus on |  |  | meeting the needs of all | learners that supports, |
| creating a community of |  |  | students. | honors, and |
| learners that supports, |  |  |  | acknowledges the cultural |
| honors, and acknowledges |  |  |  | assets, contributions, and |
| the cultural assets, |  |  |  | *needs of all students.* |
| contributions, and needs of |  |  |  |  |
| all students? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element C Does staff honor and | Students do not yet have  opportunities to take on | Some students have  opportunities to take on | Students are offered many  opportunities to take on | *Staff honor and elevate a*  *broad range of student* |
| elevate a broad range of | leadership and decision- | more traditional leadership | leadership and decision- | *perspectives and* |
| student perspectives and | making roles. | roles such as student | making roles that inform | *experiences by engaging* |
| experiences by engaging |  | council, patrols, or leading | SEL initiatives, | *them as leaders, problem* |
| them as leaders, problem |  | morning announcements | instructional practices, | *solvers and decision-* |
| solvers and decision- |  |  | and school climate. | *makers, offering ways for* |
| makers, offering ways for |  |  | *Students have* | *students to shape SEL* |
| students to shape SEL |  |  | *opportunities to lead* | *initiatives, instructional* |
| initiatives, instructional |  |  | *activities, solutions, and* | *practices, and school* |
| practices, and school |  |  | *projects to improve their* | *climate. Students* |
| climate; including |  |  | *classrooms, school and the* | *regularly initiate and lead* |
| students regularly |  |  | *broader community.* | *activities, solutions, and* |
| initiating and leading |  |  |  | *projects to improve their* |
| activities, solutions, and |  |  |  | *classrooms, school and* |
| projects to improve their |  |  |  | *the broader community.* |
| classrooms, school and |  |  |  |  |
| the broader community? |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Element D  Do the school’s discipline | | | Discipline policies and  practices have not yet | Discipline policies and  practices are being | The school has identified  discipline policies and | Discipline policies and  practices promote SEL, |
| policies and practices | | | been reviewed to | reviewed for their | practices that support SEL | including providing |
| promote SEL; are they | | | determine how well they | alignment with SEL. Data | and are restorative, | opportunities for students |
| restorative, instructive, | | | align with SEL. | have been reviewed to | instructive, and | to reflect, problem solve, |
| and developmentally and | | |  | determine if policies and | developmentally | and build positive |
| appropriate, including | | |  | practices have been | appropriate. Data are | relationships. These |
| providing opportunities for | | |  | applied equitably. | reviewed frequently to | policies and practices take |
| students to reflect, | | |  |  | determine if policies and | into account students’ |
| problem solve, and build  positive relationships; do | | |  |  | practices have been  applied equitably. | developmental stages,  cultural backgrounds, and |
|  | these policies and practices take into account students’ | |  |  |  | individual differences.  Data demonstrates that |
|  | cultural backgrounds, and individual differences; do |  |  |  |  | these practices are used  consistently and equitably |
| data demonstrate that these practices are used | | |  |  |  | in the classroom and throughout the school. |
| consistently and equitably | | |  |  |  |  |
| in the classroom and | | |  |  |  |  |
| throughout the school? | | |  |  |  |  |

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 are valued and accepted.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A | *All students and their* | *All students and their* | *All students and their* | *All students and their* |
| Are students and their | *families are not treated* | *families are sometimes* | *families are usually* | *families are always treated* |
| families always treated | *equitably and with respect* | *treated equitably and with* | *treated equitably and* | *equitably and with respect* |
| equitably and with respect? |  | *respect* | *with respect* |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Element B Are the languages,  cultures, traditions and values of the students and community respected and  reflected in the school environment? | *The languages, cultures, traditions and values of the students and community are not respected and reflected in the school environment* | *The languages, cultures, traditions and values of the students and community are rarely respected and reflected in the school environment* | *The languages, cultures, traditions and values of the students and community are sometimes respected and reflected in the school environment* | *The languages, cultures, traditions and values of the students and community are consistently respected and reflected in the school*  *environment* |
| Element C Do staff intentionally cultivate student  leadership and promote citizenship? | *The staff does not intentionally cultivate student leadership and promotes citizenship* | *Some staff intentionally cultivate student leadership and promote citizenship* | *Most staff intentionally cultivate student leadership and promote citizenship* | *All staff intentionally cultivate student leadership and promote citizenship* |
| Element D Does the school staff develop and implement school safety and  emergency preparedness plans? | *There are* [*no school*](http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf)[*safety and emergency*](http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf)[*preparedness plans*](http://rems.ed.gov/docs/REMS_K-12_Guide_508.pdf) | *The staff implements an LEA developed, not school developed safety and emergency preparedness plans* | *The staff develops and implements a school safety but not emergency preparedness plans* | *The staff develops and implements school safety and emergency preparedness plans with all stakeholder groups including students* |
| Element E Do intentional conversations inform  planning impacting the school environment? | *Conversations impacting the school environment are not held* | *Few conversations inform planning that impacts school environment* | *Informal conversations inform planning that impacts school environment* | *Intentional conversations inform planning that impacts school environment* |
| 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? | *The school has not yet begun learning about or utilizing trauma sensitive practices to support student success.* | *The school is in the early stages of learning about trauma and exploring trauma sensitive practices to support student success.* | *The school has provided some professional learning opportunities on trauma sensitive practices and has started to implement trauma sensitive practices to support student success.* | *The school has ongoing professional learning opportunities on trauma sensitive practices and has a structured, ongoing process of implementing trauma sensitive practices to support student success.* |

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 C 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.* |

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 counselor and/or social worker is available* | *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? | *Written guidelines and procedures are not in place for providing student both academic and social emotional counseling services* | *No written policy but counselors are available.* | *Yes, written guidelines and procedures are in place for providing student one, but not both, academic or social emotional counseling services* | *Yes, written guidelines and procedures are in place for providing student both academic and social emotional counseling services* |
| Element C Is professional  development offered for  school counselors/social workers? | *Professional development is not offered for school counselors and/or social workers* | *Professional development is rarely offered for school counselors and/or social workers* | *Professional development is sometimes offered for school counselors and/or social workers* | *Professional development is always offered for school counselors and/or social workers* |
| Element D Does our staff  intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, behavioral and social emotional needs? | *No, our staff does not intentionally recognize and nurture the needs of the whole child by supporting their well- rounded academic, behavioral and social emotional needs* | *A few of our staff intentionally recognize and nurture the needs of the whole child by supporting their well- rounded academic, behavioral and social emotional needs* | *Some of our staff intentionally recognize and nurture the needs of the whole child by supporting their well-rounded academic, behavioral and social emotional needs* | *Yes, our staff intentionally recognizes and nurtures the needs of the whole child by supporting their well- rounded academic, behavioral and social emotional needs* |
| Element E. Are resources identified for academic, behavioral and social emotional services? | *No, resources are not identified for academic, behavioral and social emotional services* | *Few resources are identified for academic, behavioral and social emotional services* | *Some resources are identified for academic, behavioral and social emotional services* | *Yes, many resources are identified for academic, behavioral and social emotional services* |

|  |  |
| --- | --- |
|  | **Principle 5 - Conditions, Climate, and Culture Data/Evidence** |
|  | ***5.1*** |
|  | *Celebrations of learning/attendance/growth/behavior* |
|  | *Communications - points of pride/newsletters* |
|  | *Observations between teachers and students* |
|  | *PLC notes* |
|  | *Staff and student perception data of inclusion, culture, and climate* |
|  | *Reporting progress of all students (academic and behavior)* |
|  | *Monitoring fidelity of intervention* |
|  | ***5.2*** |
|  | *Staff, student and family surveys* |
|  | *Classroom observations* |
|  | *Student leadership opportunities and access* |
|  | *Discipline policies, procedures and data* |

|  |  |
| --- | --- |
|  | ***5.3*** |
|  | *Student leadership opportunities and access* |
|  | *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* |
|  | *Chronic health plans and testing dates* |
|  | ***5.5*** |
|  | *MTSS and SEL plan* |
|  |
|  | *Policies and procedures for specific academic and social emotional services* |
|  |
|  | *Professional development to all school staff* |
|  |
|  | *Audit of Resources (resource allocation review)* |
|  |

**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 | *Families are not welcome* | *Families are tacitly* | *Families are welcome in* | *Families are warmly and* |
| Are families welcomed in | *in the school and/or not* | *welcome in the school and* | *the school and involved as* | *actively welcomed in the* |
| the school and involved as | *involved as volunteers to* | *sometimes are involved as* | *volunteers to support* | *school and involved as* |
| volunteers to support | *support students and* | *volunteers to support* | *students and school* | *volunteers to support* |
| students and school | *school programs* | *students and school* | *programs* | *students and school* |
| programs? |  | *programs* |  | *programs* |
| Element B | *Meaningful opportunities* | *Few meaningful* | *Some meaningful* | *Many meaningful* |
| Are there meaningful | *for engagement do not* | *opportunities for* | *opportunities for* | *opportunities for* |
| opportunities for | *exist for families and* | *engagement exist with* | *engagement exist with* | *engagement exist with* |
| engagement with families | *community to participate* | *families and community* | *families and community to* | *families and community to* |
| and community to | *in school activities* | *to participate in school* | *participate in school* | *participate in school* |
| participate in school |  | *activities* | *activities* | *activities* |
| activities? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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? | *Personnel do not build positive nurturing relationships with students, parents, and community to improve inclusive practices* | *Few personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices* | *Many personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices* | *All personnel build positive nurturing relationships with students, parents, and community to improve inclusive practices* |
| Element D | *The school has not yet* | *The school has developed* | *The school has developed* | *The school has developed* |
| Does the school develop | *developed community* | *some community* | *community partnerships* | *strategic and aligned* |
| strategic and aligned | *partnerships to support the* | *partnerships that support* | *that support the academic* | *community partnerships to* |
| community partnerships to | *academic and social* | *the academic and social* | *and social emotional needs* | *support the academic and* |
| support the academic and | *emotional needs of* | *emotional needs of* | *of students.* | *social emotional needs of* |
| social emotional needs of | *students.* | *students.* |  | *students.* |
| students? |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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? | *A system has not been established to recruit and engage volunteers* | *A system has been established to recruit and engage volunteers, matching a few of the following; businesses’, community agencies’ and families’ abilities and interests with a variety of volunteer opportunities* | *A system has been established to recruit and engage volunteers, matching some of the following; businesses’, community agencies’ and families’ abilities and interests with a variety of volunteer opportunities* | *A system has been established to recruit and engage volunteers, matching businesses’, community agencies’ and families’ abilities and interests with a variety of volunteer opportunities* |
| Element F | *Positive and goal-* | *A few positive and goal-* | *Some positive and goal-* | *Positive and goal-* |
| Are positive and goal- | *oriented relationships that* | *oriented relationships that* | *oriented relationships that* | *oriented relationships that* |
| oriented relationships that | *encourage family* | *encourage family* | *encourage family* | *encourage family* |
| encourage family | *involvement to heighten* | *involvement to heighten* | *involvement to heighten* | *involvement to heighten* |
| involvement to heighten | *student achievement and* | *student achievement and* | *student achievement and* | *student achievement and* |
| student well-rounded | *social emotional* | *social emotional* | *social emotional* | *social emotional* |
| academic achievement | *development are not* | *development are* | *development are* | *development are* |
| and social emotional | *intentionally nurtured* | *intentionally nurtured* | *intentionally nurtured* | *intentionally nurtured* |
| development intentionally |  |  |  |  |
| nurtured? |  |  |  |  |

Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.

*Output: Students’ educational opportunities are extended beyond school environment/setting through linguistically and culturally accessible communication with communities and families.*

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element A | School does not establish | School establishes lines of | School establishes lines of | School establishes lines of |
| Does the school | lines of communication | communication among few | communication among | communication among all |
| establish lines of | among non-educational | educational stakeholders, | some educational | educational stakeholders, |
| communication among | stakeholders, including | including families, | stakeholders, including | including families, |
| all educational | families, community | community members and | families, community | community members and |
| stakeholders, including | members and organizations | organizations | members and organizations | organizations |
| families and |  |  |  |  |
| community members |  |  |  |  |
| and organizations? |  |  |  |  |
| Element B | *Communication between* | *Communication between* | *Communication between* | *Communication between* |
| Is there regular | *home and school is in* | *home and school, in a* | *home and school, in a* | *home and school, in a* |
| communication | *English only or there is no* | *language and method* | *language and method* | *language and method* |
| between home and | *communication* | *families can understand, is* | *families can understand, is* | *families can understand, is* |
| school, in a language |  | *one way only* | *sporadic, two-way and* | *regular, two-way and* |
| and method families |  |  | *meaningful* | *meaningful* |
| can understand, and is |  |  |  |  |
| it regular, two-way and |  |  |  |  |
| meaningful? |  |  |  |  |
| Element C | *Effective communication* | *Effective communication* | *Effective communication* | *Effective communication* |
| Is there effective | *from school-to-home and* | *from school-to-home and* | *from school-to-home and* | *from school-to-home and* |
| communication from | *home-to-school about* | *home-to-school about* | *home-to-school about* | *home-to-school about* |
| school-to-home and | *school programs and* | *school programs and* | *school programs and* | *school programs and* |
| home-to-school about | *student progress is not* | *student progress is* | *student progress is* | *student progress is* |
| school programs and | *conducted* | *conducted infrequently* | *conducted sporadically* | *regularly conducted* |
| student progress? |  |  |  |  |
| 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 |
| Element E | *Communication strategies* | *Communication strategies* | *Communication strategies* | *Communication strategies* |
| Are communication | *are not culturally,* | *are rarely culturally or* | *are sometimes culturally,* | *are always culturally,* |
| strategies culturally, | *demographically and* | *demographically or* | *demographically and* | *demographically and* |
| demographically and | *linguistically appropriate.* | *linguistically appropriate,* | *linguistically appropriate.* | *linguistically appropriate.* |
| linguistically |  | *but not consistently all* |  |  |
| appropriate? |  | three |  |  |

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 A | *There is no established* | *School improvement team* | *An established school* | *An established school* |
| Does an established school | *school improvement team* | *designed to bring together* | *improvement team* | *improvement team brings* |
| improvement team bring | *that brings together* | *representatives from all* | *designed to bring together* | *together representatives* |
| together representatives | *representatives from all* | *stakeholder groups which* | *representatives from all* | *from all stakeholders* |
| from all stakeholder groups | *stakeholder groups which* | *can include parents,* | *stakeholder groups which* | *groups which can include* |
| which can include parents, | *can include parents,* | *teachers, students, school* | *can include parents,* | *parents, teachers,* |
| teachers, students, school | *teachers, students, school* | *health professionals,* | *teachers, students, school* | *students, school health* |
| health professionals, | *health professionals,* | *support staff and* | *health professionals,* | *professionals, support staff* |
| support staff and | *support staff and* | *community members,* | *support staff and* | *and community members,* |
| community members, | *community members,* | *allowing them to share* | *community members,* | *allowing them to share* |
| allowing them to share | *allowing them to share* | *responsibilities and* | *allowing them to share* | *responsibilities and* |
| responsibilities and | *responsibilities and* | *decision-making* | *responsibilities and* | *decision-making* |
| decision-making | *decision-making* | *governance and advocacy,* | *decision-making* | *governance and advocacy* |
| governance and advocacy | *governance and advocacy* | *established but seldom, if* | *governance and advocacy,* | *on a regular basis* |
| on a regular basis? |  | *ever, meets* | *but it does not meet on a* |  |
|  |  |  | *regular basis* |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Rating* | *0* | *1* | *2* | *3* |
| Element B Does the school  communicate its Integrated Action Plan to all stakeholders, including updates, successes and changes? | *The school does not communicate its Integrated Action Plan to all stakeholders* | *The school communicates its Integrated Action Plan to all stakeholders once a year* | *The school communicates its Integrated Action Plan to all stakeholders twice a year* | *The school communicates its Integrated Action Plan to all stakeholders, including updates, successes and changes throughout the year* |
| Element C Does school staff provide 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? | *School staff do not yet communicate with families about well-rounded academic and social emotional development of their students.* | *School staff provide updates to families about the school’s efforts to promote well-rounded academic and social emotional development of their students.* | *School staff regularly communicate with and invite feedback from families about the school’s efforts to promote*  *students’ well-rounded academic and social emotional development of their students.* | *School staff*  *provide 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.* |
| 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** |
|  | ***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* |
|  | *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 of 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* |
|  | ***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* |
|  | ***6.3*** |
|  | *Parents and students meet annually with their teachers to set and support individual learning goals* |
|  | *Newsletter or other communication informing parents to decisions made by the School Improvement Team* |
|  | *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)* |

## BLANK PAGE

## Monitoring and Evaluation Guiding Questions

***Guiding Questions***

### Principle 1

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

* At quarterly intervals, are the systems of academic and fiscal accountability ensuring every student’s success? How do we know?
* At quarterly intervals, are collaborations with staff, family and community members present? If not, how can we change this?
* At quarterly intervals, what assessments have been implemented at the school and/or district level? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?

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

* Upon reviewing the school vision, does the vision statement we currently have set the direction for the way we want our school to now? in the future? Has our school progressed toward reaching the vision? How do we know?
* What characteristics does our school possess for its students to feel confident, connected, lifelong learners who are actively involved in school life?
* Upon review of teacher retention data, is our system retaining effective teachers and if an opening arising, recruiting effectives teachers? If we are, what strategies are working to make sure that teachers feel valued and able to be effective? If not, what can be changed to assist in retaining teachers? If recruiting effective teachers, what systems are in place to make our system attractive and a viable option to effective teachers?
* Does our system have a balanced assessment system from the classroom to the school to the district level? What evidence do we have to a balanced system? If evidence is lacking, what pieces of the system need to be addressed?

### Principle 2

* Leading indicators are formative—they enable us to track progress along the way and make course corrections as needed.
* What evidence do we have that teachers are maintaining high academic expectations for all students throughout the school year?
* How is instructional planning and implementation aligning to the state standards? How do we know?
* At quarterly intervals, what role has formative assessment played in instruction for students and teachers? How do we know?
* At quarterly intervals, what formative and classroom summative assessments have been implemented in the classroom? What is the purpose of these assessments? Has the communication of purpose and results been made available to all parties including students, teachers, parents, and leadership if appropriate?
* At quarterly intervals, what professional learning opportunities, including PLC’s have teachers and staff had the opportunity to participate in?
* At quarterly intervals, are collaborations with other teachers, staff, family and community members present? If not, how can we change this

### Principle 3

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

* At quarterly intervals, what non-instructional activities have occurred for students? At quarterly intervals, what non-instructional activities have occurred for staff?
* Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.
* Upon review of the school year/daily schedule, how do we know we have maximized instruction? What evidence do we have?
* How does the daily/weekly contract day(s) provide for staff needs? How do we know?

### Principle 4

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

* At quarterly intervals, what professional learning experiences have staff had the opportunity to be involved in that focus on implementation of adopted curricula? Lagging indicators are summative—they are longer term outcomes that enable us to reflect on the impact of a strategy.
* Upon review, how do we know that our curricula resources are being implemented to show students’ progress in mastery of standards in specific content areas? What is our evidence that instruction and resources do not have gaps?
* How do we know that our curricula are effective and provide continuous improvement for all students?
* What is our evidence?

### Principle 5

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

* + At quarterly intervals, how does the school environment build mutual respect among leadership, teachers, students, and families? What evidence do we have that respect exists among and between different stake holder groups?
  + At quarterly intervals, how has staff had a voice in impacting school climate, conditions and culture?
  + At quarterly intervals, what services have we provided the fully support the academic and social needs of all students? Are these services sufficient? How do we know?

### Principle 6

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

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

## Resources for Evidence-Based Strategies

[**http://www.azed.gov/improvement/evidence-based-practices/**](http://www.azed.gov/improvement/evidence-based-practices/)

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

The Every Student Succeeds Act (ESSA) states that evidence-based “means an activity, strategy, or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on

**Strong** evidence from at least one well-designed and well-implemented experimental study;

**Moderate** evidence from at least one well-designed and well-implemented quasi experimental study;

**Promising** evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias;

or **Demonstrates a rationale based** on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

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

**Evidence for ESSA** Johns Hopkins University/Center for Data-Driven Reform in Education <http://www.evidenceforessa.org/>

This website provides information on programs and practices that meet each of the top three ESSA levels in a given subject and grade level (e.g., secondary math, elementary reading). It includes brief program descriptions, information on costs, availability, and other pragmatics, and links to program web sites. You can refine a search to look for programs that have been successful with particular populations (e.g., English learners, special education), communities (e.g., urban or rural), and other special interest areas. You can also search by program name, enabling you to find information about evidence for all programs, including those that have not yet been successfully evaluated. The website currently contains information on reading and math programs in grades K-12.

Additional topics will be added in the future, and the website will be continually updated to include new programs and to reflect new evaluations.

**What Works Clearinghouse**, developed by the Institute of Education Sciences (IES) (not categorized in ESSA evidence tiers; studies included here meet only most rigorous evidence criteria)<https://ies.ed.gov/ncee/WWC/>

The What Works Clearinghouse (WWC), established in 2002, is an entity of the Institute of Education Sciences (IES) within the U.S. Department of Education. The WWC reviews evidence of effectiveness for programs, policies, and practices using a consistent set of standards. The WWC then creates products including Intervention Reports, Single Study Reviews, Quick Reviews, and Practice Guides to present findings on evidence-based best practices. Current topics that are reviewed by WWC include, Early Childhood, Literacy, Mathematics, English Learners, Teacher Excellence, and Dropout Prevention.

**Learning Policy Institute** [https://learningpolicyinstitute.org/product/evidence-](https://learningpolicyinstitute.org/product/evidence-based-interventions) [based-interventions](https://learningpolicyinstitute.org/product/evidence-based-interventions)

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

**Promising Practices Network on Children, Families and Communities**

<http://www.promisingpractices.net/resources_highschoolgrad.asp>

This website began as a partnership between four state-level organizations to improve the well- being of children and families. The Promising Practices Network (PPN) funding has concluded, so the website has been archived and materials have not been updated since 2014.

The PPN site features summaries of evidence-based programs and practices that are proven to improve outcomes for children. All programs have been reviewed for quality and to ensure that they have evidence of positive effects.

Programs are assigned to one of three category levels: Proven, Promising, or Other Reviewed Programs. The Programs that Work section can be browsed in several ways: by outcome area by indicator by topic by evidence level alphabetically.

PPN relied on publicly available information for reviewing a program’s effectiveness and was interested in programs as they were designed and evaluated. Programs were assigned a “Proven” or “Promising” rating, depending on whether they met the evidence criteria. The “Other Reviewed Programs” are ones which did not undergo a full review by PPN, but evidence of their effectiveness has been reviewed by one or more credible organizations that apply similar evidence criteria.

Evidence Criteria

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

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

Program reviews include Mathematics, Reading, Science, Early Childhood and Comprehensive School Reform.

**National Center on Intensive Intervention at American Institutes for Research**

<http://www.intensiveintervention.org/>

This website provides information on data-based individualization (DBI), a research-based process for individualizing and intensifying interventions through the systematic use of assessment data, validated interventions, and research-based adaptation strategies.

**Results First Clearinghouse Database**, developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases) [http://www.pewtrusts.org/en/research-and-analysis/issue](http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database)- [briefs/2014/09/results-](http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database) [first-](http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database) [clearinghouse-database](http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database)

This website includes a downloadable excel spreadsheet of compiled interventions by: category, policy area, intervention type and rating. The intervention rating included is based on a compilation of data from eight different clearinghouses. A direct link to the intervention website is also included in the downloadable spreadsheet. This is a great starting place to find interventions, as well as a quick check to see if interventions being used are considered effective.

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

**RAND report on school leadership interventions under ESSA** (categorized in ESSA

evidence tiers) [http://www.wallacefoundation.org/knowledge-center/Documents/School](http://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf)- [Leadership-](http://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf) [Interventions-ESSA-Evidence-Review.pdf](http://www.wallacefoundation.org/knowledge-center/Documents/School-Leadership-Interventions-ESSA-Evidence-Review.pdf)

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

**Using Evidence to Create Next Generation High Schools**, developed by the

U.S. Department of Education (not categorized in ESSA evidence tiers)[https://www2.ed.gov/rschstat/eval/high-](https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf) [school/using-evidence-create-next-gen-](https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf) [highschools.pdf](https://www2.ed.gov/rschstat/eval/high-school/using-evidence-create-next-gen-highschools.pdf)

Next Generation High Schools are schools that redesign the high school experience to make it more engaging and worthwhile for high school students. In order to create such Next Generation High Schools, schools, districts, and States should utilize evidence- based strategies to transform high schools in ways that engage students and help prepare them for college and career success.

Evidence-based strategies encompass a variety of approaches. This document highlights six general evidence-based strategies to improve America’s high schools for the next generation. Though many of the effective strategies may share common features, each has been identified by the research literature as a stand-alone intervention or model for improving students’ educational outcomes. Reviewed strategies for enhancing students’ high school and college outcomes include: 1) participation in rigorous curriculum; 2) small learning communities/small schools of choice; 3) career academies; 4)dual enrollment; 5) early college high schools; and 6) college and

## Types of Data and How They May Be Used

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

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

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

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

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

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

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

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

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

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

**CNA Glossary**

**The purpose of this document is to provide common language around key vocabulary found in CNA indicators and elements. Please use this glossary of terms to support the conversations during stakeholder discussion on Comprehensive Needs Assessment indicators and future planning.**

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

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

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

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

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

**Assessment:** A variety of methods and tools educators use to evaluate, measure and document academic readiness, learning progress, and needs of students.

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

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

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

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

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

**Curricula:** Subjects comprising a course of study

**Curriculum**: Defined as the totality of student experiences that occur through the educational process. A planned sequence of instruction.

**Core Curriculum**: The body of knowledge, skills and attitudes expected to be learned by all students, such as languages, mathematics, arts, physical education, science, and social students. Core Curriculum is aligned to state standards and made accessible to all students.

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

**Data Literate Leaders:** Leaders “can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use,” (Data Quality Campaign, 2014). Data-literate educators **continuously**, **effectively**, and **ethically access**, **interpret**, **act** on, and **communicate** multiple types of data from state, local, classroom, and other sources to improve outcomes for students in a manner appropriate to educators’ professional roles and responsibilities.(Data Quality Campaign, 2014)

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

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

**Differentiated Instruction**: Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

**Disaggregated Data:** Data set that has been divided in detailed subcategories to be examined.

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

**Diversity**: Includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another; about race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code. This definition also includes diversity of ideas, perspectives, and values.

Individuals may affiliate with multiple identities.

**Educational Equity**: all students are provided with the resources they need to produce comparably positive academic and social outcomes regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code.

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

**Enrichment Program**: Opportunities and time outside of school day for students to extend learning once they have demonstrated mastery

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

1. Strong evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well- designed and well- implemented study.
2. Moderate evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least on well- designed and well-

implemented quasi-experimental study.

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

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

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

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

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

**Horizontal Alignment**: Cross-disciplinary linkages between content and standards within a grade level

**Inclusion:** The act of creating environments in which any individual or group is welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces difference and offers respect in words and actions for all people.

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

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

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

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

**Intervention (program):** Action taken to improve a situation or outcome. In ESSA, the term “intervention” is used broadly to encompass strategies.

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

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

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

**Lagging Indicators:** Lagging indicators are indicators of past performance that measure how we performed. Lagging indicators have been the primary focus for education to monitor effectiveness. However, lagging indicators do not provide us with the actionable information, leading indicators do that.

* *State assessments in reading/language arts and mathematics, by grade, for the*

“all students” group, for each achievement level, and for each subgroup.

* *Percentage of limited English proficient students who attain English language proficiency.*
* *School improvement status.*
* *College enrollment rates; and*
* *Graduation rate.*

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

**Leading Indicators:** Leading indicators predict or influence future outcomes or conditions. They are measures of future performance. Systematically collected data on an activity or condition that is related to a subsequent and valued outcome, as well as the processes surrounding the analysis of those data and the associated responses. Leading indicators provide the right people with the right information at the right time. And leading indicators, when properly disaggregated, can shed light on underperforming students and student groups so we can address risk of academic failure with changes to instruction, supports, and policies. Identifying leading indicators often prompts improvements in a district’s system of supports. Leading indicators are actionable for the target population.

Leading Indicators include:

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

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

**Multi-tiered Systems of Supports (MTSS):** An instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child.

Providing what each student needs, when they need it, for as long as they need it.

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

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

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

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

**Rigorous** – Teaching and learning experiences that push and support every student to engage in processes that challenge them to reach their individual potential.

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

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

**Social and Emotional Learning:** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions.

**Subgroup Populations**: Groups of students who are identified as having a similar characteristic, for example, children who are homeless, in foster care, from migrant families, English Learners (ELs), students with disabilities, ethnic groups and economically disadvantaged youth (Every Student Succeeds Act. 2015).

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

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

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

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

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

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

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

**Universal Design for Learning**: Provides proactive flexibility in the way information is presented, in the way students respond or demonstrate knowledge and skills, and in the way, students are engaged; reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students.

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

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

**Whole Child Education:** The whole-child approach supports and nurtures all areas of children's development and learning–from social-emotional and cognitive skills to literacy, math, and content understanding. Its goals are to ensure each child is healthy, safe, engaged, supported, and challenged

## Comprehensive Needs Assessment Research Base

|  |  |  |
| --- | --- | --- |
| *Principle* | Author/Organization | *Title* |
| *1* | William and Mary School of Education Consideration Packets | [*Strategies for Creating Effective School*](http://education.wm.edu/centers/ttac/documents/packets/strategiesforCreatingEffectiveSchoolLeadershipTeams.pdf)[*Leadership Teams*](http://education.wm.edu/centers/ttac/documents/packets/strategiesforCreatingEffectiveSchoolLeadershipTeams.pdf) |
| *1* | ASCD | [*Resilient School Leaders: Strategies for*](http://www.ascd.org/Publications/Books/Overview/Resilient-School-Leaders.aspx)[*Turning*](http://www.ascd.org/Publications/Books/Overview/Resilient-School-Leaders.aspx)[*Adversity Into Achievement (2005)*](http://www.ascd.org/Publications/Books/Overview/Resilient-School-Leaders.aspx)[*by*](http://www.ascd.org/Publications/Books/Overview/Resilient-School-Leaders.aspx)[*Jerry L.*](http://www.ascd.org/Publications/Books/Overview/Resilient-School-Leaders.aspx)[*Patterson and Paul Kelleher*](http://www.ascd.org/Publications/Books/Overview/Resilient-School-Leaders.aspx) |
| *1* | Pete Hall, Deborah Childs- Bowen, Ann Cunningham- Morris, Phyllis Pajardo and Alisa A. Simeral | [*The Principal Influence: A Framework for*](http://www.ascd.org/Publications/Books/Overview/The-Principal-Influence.aspx)[*Developing Leadership Capacity in*](http://www.ascd.org/Publications/Books/Overview/The-Principal-Influence.aspx)[*Principals*](http://www.ascd.org/Publications/Books/Overview/The-Principal-Influence.aspx)[*(2016)*](http://www.ascd.org/Publications/Books/Overview/The-Principal-Influence.aspx) |
| *1* | Yvette Jackson and Veronica McDermott | [*Aim High, Achieve More: How to Transform*](http://www.ascd.org/Publications/Books/Overview/Aim-High-Achieve-More.aspx)[*Urban Schools Through Fearles*](http://www.ascd.org/Publications/Books/Overview/Aim-High-Achieve-More.aspx)*s* [*Leadership*](http://www.ascd.org/Publications/Books/Overview/Aim-High-Achieve-More.aspx)[*(2012)*](http://www.ascd.org/Publications/Books/Overview/Aim-High-Achieve-More.aspx) |
| *2* | ASCD | [*Leading for Differentiation: Growing*](http://www.ascd.org/Publications/Books/Overview/Leading-for-Differentiation.aspx)[*Teachers*](http://www.ascd.org/Publications/Books/Overview/Leading-for-Differentiation.aspx)[*Who Grow Kids (2015) by Carol*](http://www.ascd.org/Publications/Books/Overview/Leading-for-Differentiation.aspx)[*Ann*](http://www.ascd.org/Publications/Books/Overview/Leading-for-Differentiation.aspx)[*Tomlinson*](http://www.ascd.org/Publications/Books/Overview/Leading-for-Differentiation.aspx)[*and Michael Murphy*](http://www.ascd.org/Publications/Books/Overview/Leading-for-Differentiation.aspx) |
| *2* | Jay McTighe and Grant Wiggins | [*Essential Questions: Opening Doors to*](http://www.ascd.org/Publications/Books/Overview/Essential-Questions.aspx)[*Student Understanding (2013)*](http://www.ascd.org/Publications/Books/Overview/Essential-Questions.aspx) |
| *2* | Jeff C. Marshall | [*The Highly Effective Teacher: 7 Classroom-*](http://www.ascd.org/Publications/Books/Overview/The-Highly-Effective-Teacher.aspx)[*Tested Practices That Foster Student*](http://www.ascd.org/Publications/Books/Overview/The-Highly-Effective-Teacher.aspx)[*Success*](http://www.ascd.org/Publications/Books/Overview/The-Highly-Effective-Teacher.aspx)[*(2016)*](http://www.ascd.org/Publications/Books/Overview/The-Highly-Effective-Teacher.aspx) |
| *2* | Daniel R. Venables | [*How Teachers Can Turn Data into*](http://www.ascd.org/Publications/Books/Overview/How-Teachers-Can-Turn-Data-into-Action.aspx)[*Action*](http://www.ascd.org/Publications/Books/Overview/How-Teachers-Can-Turn-Data-into-Action.aspx)[*(2014)*](http://www.ascd.org/Publications/Books/Overview/How-Teachers-Can-Turn-Data-into-Action.aspx) |
| *2* | [Alyssa Mattero, Partnerships](https://www.teachermatch.org/blog/author/amattero/) [Manager ,](https://www.teachermatch.org/blog/author/amattero/) [Scholastic](https://www.teachermatch.org/blog/author/amattero/) [Administration](https://www.teachermatch.org/blog/author/amattero/) | [*That Makes an Effective Teacher: 3*](https://www.teachermatch.org/blog/what-makes-an-effective-teacher/)[*Teaching*](https://www.teachermatch.org/blog/what-makes-an-effective-teacher/)[*Skills Proven to Identify Highly*](https://www.teachermatch.org/blog/what-makes-an-effective-teacher/)[*Effective*](https://www.teachermatch.org/blog/what-makes-an-effective-teacher/)[*Teachers*](https://www.teachermatch.org/blog/what-makes-an-effective-teacher/) |
| *2* | Robert J. Walker, Robert J. Walker, Ed.D. | [*Twelve Characteristics of an Effective*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*Teacher*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*A*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*Longitudinal, Qualitative, Quasi-*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*Research*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*Study*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*of In-service and Pre-*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*service Teachers’*](http://files.eric.ed.gov/fulltext/ED509938.pdf)[*Opinions*](http://files.eric.ed.gov/fulltext/ED509938.pdf) |
| *2* | National Council for Accreditation of Teacher Education | [*What Makes a Teacher Effective a*](https://eric.ed.gov/?id=ED495408)[*summary of key research findings on*](https://eric.ed.gov/?id=ED495408)[*teacher preparation*](https://eric.ed.gov/?id=ED495408) |
| *2* | [Thomas J. Kane](http://educationnext.org/author/tkane/) | [*Education Next, Capturing the Dimensions*](http://educationnext.org/capturing-the-dimensions-of-effective-teaching/)[*of*](http://educationnext.org/capturing-the-dimensions-of-effective-teaching/)[*Effective Teaching, Student achievement*](http://educationnext.org/capturing-the-dimensions-of-effective-teaching/)[*gains,*](http://educationnext.org/capturing-the-dimensions-of-effective-teaching/)[*student surveys, and classroom*](http://educationnext.org/capturing-the-dimensions-of-effective-teaching/)[*observations*](http://educationnext.org/capturing-the-dimensions-of-effective-teaching/) |
| *2* | Kelly Harmon, Staff Developer, Learning Sciences International, Marzano Center | *Planning for Effective Instruction: Best Practices* |

|  |  |  |
| --- | --- | --- |
| *3* | E. Silva, 2007, NAESP | [*On the Clock: Rethinking the Way Schools*](https://www.naesp.org/resources/1/A_New_Day_for_Learning_Resources/Making_the_Case/On_the_Clock_Rethinking_the_Way_Schools_Use_Time.pdf)[*Use*](https://www.naesp.org/resources/1/A_New_Day_for_Learning_Resources/Making_the_Case/On_the_Clock_Rethinking_the_Way_Schools_Use_Time.pdf)[*Time*](https://www.naesp.org/resources/1/A_New_Day_for_Learning_Resources/Making_the_Case/On_the_Clock_Rethinking_the_Way_Schools_Use_Time.pdf) |
| *3* | Solutions that Work | [*Maximizing the effective use of school time*](http://www.sciencedirect.com/science/article/pii/0361476X79900390)[*by*](http://www.sciencedirect.com/science/article/pii/0361476X79900390)[*teachers and students,*](http://www.sciencedirect.com/science/article/pii/0361476X79900390) |
| *3* | Stanford University | *Principal Time-*  *Use and School Effectiveness,* School  *Leadership Research Report No. 09-3* |
| *4* | Angela Di Michele Lalor | [*Ensuring High-Quality Curriculum: How to*](http://www.ascd.org/Publications/Books/Overview/Ensuring-High-Quality-Curriculum.aspx)[*Design, Revise, or Adopt Curriculum*](http://www.ascd.org/Publications/Books/Overview/Ensuring-High-Quality-Curriculum.aspx)[*Aligned to*](http://www.ascd.org/Publications/Books/Overview/Ensuring-High-Quality-Curriculum.aspx)[*Student Success (2016)*](http://www.ascd.org/Publications/Books/Overview/Ensuring-High-Quality-Curriculum.aspx) |
| *5* | ASCD Educational Leadership | [*"Creating Collaborative Cultures"*](http://www.ascd.org/publications/educational-leadership/oct09/vol67/num02/Creating-Collaborative-Cultures.aspx) |
| *5* | ASCD Educational Leadership | [*"The Challenge of Assessing School*](http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-Challenge-of-Assessing-School-Climate.aspx)[*Climate"*](http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-Challenge-of-Assessing-School-Climate.aspx) |
| *5* | ASCD Educational Leadership | [*"Trends: Conflict Resolution / Changing*](http://www.ascd.org/publications/educational-leadership/may95/vol52/num08/-Changing-School-Culture.aspx)[*School*](http://www.ascd.org/publications/educational-leadership/may95/vol52/num08/-Changing-School-Culture.aspx)[*Culture"*](http://www.ascd.org/publications/educational-leadership/may95/vol52/num08/-Changing-School-Culture.aspx) |
| *5* | ASCD Educational Leadership | [*"Orchestrating School Culture"*](http://www.ascd.org/publications/educational-leadership/mar08/vol65/num06/Orchestrating-School-Culture.aspx) |
| *5* | ASCD Educational Leadership | [*"The Principal Connection / School Culture:*](http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/School-Culture%40-An-Invisible-Essential.aspx)[*An*](http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/School-Culture%40-An-Invisible-Essential.aspx)[*Invisible Essential"*](http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/School-Culture%40-An-Invisible-Essential.aspx) |
| *5* | ASCD Educational Leadership Articles | [*"Leading to Change / How Do You Change*](http://www.ascd.org/publications/educational-leadership/dec06/vol64/num04/How-Do-You-Change-School-Culture%C2%A2.aspx)[*School*](http://www.ascd.org/publications/educational-leadership/dec06/vol64/num04/How-Do-You-Change-School-Culture%C2%A2.aspx)[*Culture?"*](http://www.ascd.org/publications/educational-leadership/dec06/vol64/num04/How-Do-You-Change-School-Culture%C2%A2.aspx) |
| *5* | ASCD Educational Leadership | [*"Keeping It Alive: Elements of School*](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199005_simpson.pdf)[*Culture*](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199005_simpson.pdf)[*That Sustain Innovation"*](http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199005_simpson.pdf) |
| *5* | Kickboard | [*8 Aspects of a Positive School Climate &*](https://www.kickboardforschools.com/blog/post/8-aspects-of-a-positive-school-climate-culture)[*Culture*](https://www.kickboardforschools.com/blog/post/8-aspects-of-a-positive-school-climate-culture) |
| *5* | National Education Association | *Importance of School Climate* |
| *5* | Greater Good, Berkeley | [*How to Create a Positive School Climate,*](http://greatergood.berkeley.edu/article/item/how_to_create_a_positive_school_climate)[*Greater*](http://greatergood.berkeley.edu/article/item/how_to_create_a_positive_school_climate)[*Good, Berkeley*](http://greatergood.berkeley.edu/article/item/how_to_create_a_positive_school_climate) |
| *5* | Edutopia | [*You Need an Elevator Pitch About School*](https://www.edutopia.org/blog/you-need-elevator-pitch-about-school-culture-and-climate-maurice-elias)[*Culture*](https://www.edutopia.org/blog/you-need-elevator-pitch-about-school-culture-and-climate-maurice-elias)[*and Climate*](https://www.edutopia.org/blog/you-need-elevator-pitch-about-school-culture-and-climate-maurice-elias) |
| *5* | Kane, L., Hoff, N., Cathcart, A., Heifner, A., Palmon,  S. & Peterson, R.L. (2016, February) | [*School climate & culture. Strategy brief.*](http://k12engagement.unl.edu/strategy-briefs/School%20Climate%20%26%20Culture%202-6-16%20.pdf) |
| *5* | Spicer, Felecia V. | *"School Culture, School Climate, and the* [*Role of*](http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1174&amp%3Bamp%3Bamp%3Bamp%3Bamp%3Bcontext=eps_diss)[*the Principal." Dissertation, Georgia*](http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1174&amp%3Bamp%3Bamp%3Bamp%3Bamp%3Bcontext=eps_diss)[*State*](http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1174&amp%3Bamp%3Bamp%3Bamp%3Bamp%3Bcontext=eps_diss)[*University, 2016*](http://scholarworks.gsu.edu/cgi/viewcontent.cgi?article=1174&amp%3Bamp%3Bamp%3Bamp%3Bamp%3Bcontext=eps_diss) |
| *6* | Amy C. Berg, Atelia Melaville  Martin J. Blank Coalition for Community Schools Foundation | [*Community & Family Engagement*](http://www.communityschools.org/assets/1/AssetManager/CommunityAndFamilyEngagement.pdf) |

|  |  |  |
| --- | --- | --- |
| *6* | Education NEA Education Policy and Practice Department, Center for Great Public Schools | [*NEA Policy Brief, Parent, Family,*](http://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf) *Community Involvement in Education* |
| *6* | Family Involvement Network of Educators (FINE), Harvard Family Research Project (HFRP), 2005 | *Taking a Closer Look: A Guide to Online Resources on Family Involvement* |
| *6* | NEA/PTA Parent Guides | [*NEA/PTA Parent Guides*](http://www.veanea.org/home/nea-pta-parent-guides.htm) |
| *6* | JL Epstein | *School, family, and community partnerships: Preparing educators and improving schools* |
| *6* | ASCD Educational Leadership  Articles | [*"Schools, Families,*](http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx)[*Communities*](http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx)  [*Involvement or*](http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx)[*Engagement?”*](http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx) |
| *1, 2* | Kenneth Baum and David Krulwich | [*The Artisan Teaching Model fo*](http://www.ascd.org/Publications/Books/Overview/The-Artisan-Teaching-Model-for-Instructional-Leadership.aspx)*r* [*Instructional*](http://www.ascd.org/Publications/Books/Overview/The-Artisan-Teaching-Model-for-Instructional-Leadership.aspx)[*Leadership: Working Togethe*](http://www.ascd.org/Publications/Books/Overview/The-Artisan-Teaching-Model-for-Instructional-Leadership.aspx)*r* [*to Transform*](http://www.ascd.org/Publications/Books/Overview/The-Artisan-Teaching-Model-for-Instructional-Leadership.aspx)[*Your School (2016)*](http://www.ascd.org/Publications/Books/Overview/The-Artisan-Teaching-Model-for-Instructional-Leadership.aspx) |
| *1, 2* | Robert J. Marzano, Tony Frontier and David Livingston | [*Effective Supervision: Supporting the Art*](http://www.ascd.org/Publications/Books/Overview/Effective-Supervision.aspx)[*and*](http://www.ascd.org/Publications/Books/Overview/Effective-Supervision.aspx)[*Science of Teaching (2011)*](http://www.ascd.org/Publications/Books/Overview/Effective-Supervision.aspx) |
| *1, 2* | Charlotte Danielson | [*Enhancing Professional Practice: A*](http://www.ascd.org/Publications/Books/Overview/Enhancing-Professional-Practice-A-Framework-for-Teaching-2nd-Edition.aspx)[*Framework for Teaching, 2nd*](http://www.ascd.org/Publications/Books/Overview/Enhancing-Professional-Practice-A-Framework-for-Teaching-2nd-Edition.aspx)[*Edition*](http://www.ascd.org/Publications/Books/Overview/Enhancing-Professional-Practice-A-Framework-for-Teaching-2nd-Edition.aspx)[*(2007)*](http://www.ascd.org/Publications/Books/Overview/Enhancing-Professional-Practice-A-Framework-for-Teaching-2nd-Edition.aspx) |
| *1, 2, 3* | Richard DuFour | [*All Things PLC*](http://www.allthingsplc.info/about) |
| *1, 2, 3* | Richard DuFour | [*What Is A Professional Learning*](http://www.allthingsplc.info/files/uploads/DuFourWhatIsAProfessionalLearningCommunity.pdf)[*Community?*](http://www.allthingsplc.info/files/uploads/DuFourWhatIsAProfessionalLearningCommunity.pdf) |
| *1, 2, 4* | Douglas B. Fisher, Nancy E. Frey and Stefani Arzonetti Hit | [*Intentional and Targeted Teaching: A*](http://www.ascd.org/Publications/Books/Overview/Intentional-and-Targeted-Teaching.aspx)[*Framework for Teacher Growth and*](http://www.ascd.org/Publications/Books/Overview/Intentional-and-Targeted-Teaching.aspx)[*Leadership (2016)*](http://www.ascd.org/Publications/Books/Overview/Intentional-and-Targeted-Teaching.aspx) |
| *1, 2, 4, 5* | Robert J. Marzano | [*The Art and Science of Teaching: A*](http://www.ascd.org/Publications/Books/Overview/The-Art-and-Science-of-Teaching.aspx)[*Comprehensive*](http://www.ascd.org/Publications/Books/Overview/The-Art-and-Science-of-Teaching.aspx)[*Framework for Effective*](http://www.ascd.org/Publications/Books/Overview/The-Art-and-Science-of-Teaching.aspx)[*Instruction (2007)*](http://www.ascd.org/Publications/Books/Overview/The-Art-and-Science-of-Teaching.aspx) |
| *1, 2, 4, 5* | Wendy L. Ostroff | [*Cultivating Curiosity in K–12 Classrooms:*](http://www.ascd.org/Publications/Books/Overview/Cultivating-Curiosity-in-K-12-Classrooms.aspx)[*How*](http://www.ascd.org/Publications/Books/Overview/Cultivating-Curiosity-in-K-12-Classrooms.aspx)[*to Promote and Sustain Deep*](http://www.ascd.org/Publications/Books/Overview/Cultivating-Curiosity-in-K-12-Classrooms.aspx)[*Learning*](http://www.ascd.org/Publications/Books/Overview/Cultivating-Curiosity-in-K-12-Classrooms.aspx)[*(2016)*](http://www.ascd.org/Publications/Books/Overview/Cultivating-Curiosity-in-K-12-Classrooms.aspx) |
| *1, 2, 5* | Douglas Fisher, Nancy Frey and Ian Pumpian | [*How to Create a Culture of Achievement in*](http://www.ascd.org/Publications/Books/Overview/How-to-Create-a-Culture-of-Achievement-in-Your-School-and-Classroom.aspx)[*Your School and Classroom (2012)*](http://www.ascd.org/Publications/Books/Overview/How-to-Create-a-Culture-of-Achievement-in-Your-School-and-Classroom.aspx) |
| *1, 2, 5* | Steve Gruenert and Todd Whitaker | [*School Culture Rewired: How to Define,*](http://www.ascd.org/Publications/Books/Overview/School-Culture-Rewired.aspx)[*Assess, and Transform It*](http://www.ascd.org/Publications/Books/Overview/School-Culture-Rewired.aspx) |
| *1, 2, 5* | ASCD | [*Leading with Focus: Elevating the*](http://www.ascd.org/Publications/Books/Overview/Leading-with-Focus.aspx)[*Essentials for School and District*](http://www.ascd.org/Publications/Books/Overview/Leading-with-Focus.aspx)[*Improvement (2016) by Mike Schmoker*](http://www.ascd.org/Publications/Books/Overview/Leading-with-Focus.aspx) |
| *1,2* | ASCD | [*School Leadership That Works: From*](http://www.ascd.org/Publications/Books/Overview/School-Leadership-That-Works.aspx)[*Research To Results (2005) by Robert J.*](http://www.ascd.org/Publications/Books/Overview/School-Leadership-That-Works.aspx)[*Marzano, Timothy Waters and Brian A.*](http://www.ascd.org/Publications/Books/Overview/School-Leadership-That-Works.aspx)[*McNulty*](http://www.ascd.org/Publications/Books/Overview/School-Leadership-That-Works.aspx) |

|  |  |  |
| --- | --- | --- |
| *1,2* | ASCD | [*What Every School Leader Needs to Know*](http://www.ascd.org/Publications/Books/Overview/What-Every-School-Leader-Needs-to-Know-About-RTI.aspx)[*About*](http://www.ascd.org/Publications/Books/Overview/What-Every-School-Leader-Needs-to-Know-About-RTI.aspx)[*RTI (2010) by Margaret Searle*](http://www.ascd.org/Publications/Books/Overview/What-Every-School-Leader-Needs-to-Know-About-RTI.aspx) |
| *1,2,3,4,* | ASCD | [*Results Now: How We Can Achieve*](http://www.ascd.org/Publications/Books/Overview/Results-Now.aspx)[*Unprecedented Improvements in Teaching*](http://www.ascd.org/Publications/Books/Overview/Results-Now.aspx)[*and*](http://www.ascd.org/Publications/Books/Overview/Results-Now.aspx)[*Learning (2006) by Mike Schmoker*](http://www.ascd.org/Publications/Books/Overview/Results-Now.aspx) |
| *1,2,4* | *The Wallace Foundation* | [*The School Principal As Leader: Guiding*](http://www.wallacefoundation.org/knowledge-center/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx)[*Schools To Better Teaching And Learning*](http://www.wallacefoundation.org/knowledge-center/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx) |
| *All* | *Michael Fullan* | *Books and articles on leadership, change and culture* |
| *All* | William and Mary School of Education Consideration Packets | [*Strategies for Creating Inclusive Schools*](http://education.wm.edu/centers/ttac/documents/packets/strategiesforcreatinginclusiveschools.pdf) |
| *All* | ASCD | [*The Learning Leader: How to Focus School*](http://www.ascd.org/Publications/Books/Overview/The-Learning-Leader.aspx)[*Improvement for Better Results (2006) by*](http://www.ascd.org/Publications/Books/Overview/The-Learning-Leader.aspx)[*Douglas*](http://www.ascd.org/Publications/Books/Overview/The-Learning-Leader.aspx)  [*B. Reeves*](http://www.ascd.org/Publications/Books/Overview/The-Learning-Leader.aspx) |
| *All* | ASCD | [*The Results Field Book: Practical Strategies*](http://www.ascd.org/Publications/Books/Overview/The-Results-Fieldbook.aspx)[*from*](http://www.ascd.org/Publications/Books/Overview/The-Results-Fieldbook.aspx)[*Dramatically Improved Schools (2001)*](http://www.ascd.org/Publications/Books/Overview/The-Results-Fieldbook.aspx)[*by Michael*](http://www.ascd.org/Publications/Books/Overview/The-Results-Fieldbook.aspx)  [*J. Schmoker*](http://www.ascd.org/Publications/Books/Overview/The-Results-Fieldbook.aspx) |
| *All* | ASCD | [*A World-Class Education: Learning from*](http://www.ascd.org/Publications/Books/Overview/A-World-Class-Education.aspx)[*International Models of Excellence and*](http://www.ascd.org/Publications/Books/Overview/A-World-Class-Education.aspx)[*Innovation (2012) by Vivien Stewart*](http://www.ascd.org/Publications/Books/Overview/A-World-Class-Education.aspx) |
| *All* | ASCD | [*You're the Principal! Now What? Strategies*](http://www.ascd.org/Publications/Books/Overview/Youre-the-Principal-Now-What-Strategies-and-Solutions-for-New-School-Leaders.aspx)[*and*](http://www.ascd.org/Publications/Books/Overview/Youre-the-Principal-Now-What-Strategies-and-Solutions-for-New-School-Leaders.aspx)[*Solutions for New School*](http://www.ascd.org/Publications/Books/Overview/Youre-the-Principal-Now-What-Strategies-and-Solutions-for-New-School-Leaders.aspx)  [*Leaders (2016) by Jen Schwanke*](http://www.ascd.org/Publications/Books/Overview/Youre-the-Principal-Now-What-Strategies-and-Solutions-for-New-School-Leaders.aspx) |
| *All* | ASCD | [*New Leaders for New Schools*](http://www.ascd.org/ascd-express/vol5/New-Leaders-for-New-Schools-archive.aspx) |
| *All* | ASCD Educational Leadership Articles | [*Using Data to Improve Student*](http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/toc.aspx)[*Achievement, \*](http://www.ascd.org/publications/educational-leadership/feb03/vol60/num05/toc.aspx) |
| *All* | ASCD Educational Leadership Articles | [*Schools as Learning Communities*](http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/abstract.aspx) |
| *All* | Robert J. Marzano and John L. Brown | [*A Handbook for the Art and Science of*](http://www.ascd.org/Publications/Books/Overview/A-Handbook-for-the-Art-and-Science-of-Teaching.aspx)[*Teaching (2009)*](http://www.ascd.org/Publications/Books/Overview/A-Handbook-for-the-Art-and-Science-of-Teaching.aspx) |
| *All* | Katy Ridnouer | [*Everyday Engagement: Making Student*](http://www.ascd.org/Publications/Books/Overview/Everyday-Engagement.aspx)*s* [*and*](http://www.ascd.org/Publications/Books/Overview/Everyday-Engagement.aspx)[*Parents Your Partners i*](http://www.ascd.org/Publications/Books/Overview/Everyday-Engagement.aspx)*n* [*Learning*](http://www.ascd.org/Publications/Books/Overview/Everyday-Engagement.aspx)[*(2011)*](http://www.ascd.org/Publications/Books/Overview/Everyday-Engagement.aspx) |
| *All* | NEA | [*Using Student Achievement Data to*](http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf) *Support Instructional Decisions* |
| *All* | Amplify | *5 ways to use data to improve your* [*teaching*](https://www.amplify.com/viewpoints/5-ways-to-use-data-to-improve-your-teaching) |
| *All* | What Works | *Principles of Data-Driven Instruction, Doing* [*What*](http://epd-mh.com/leadership/pdfs/Principles_of_Data_Driven_Instruction.pdf)[*Works*](http://epd-mh.com/leadership/pdfs/Principles_of_Data_Driven_Instruction.pdf) |

186

|  |  |  |
| --- | --- | --- |
| *All* | *Larry Cuban* | [*Data-Driven Instruction and the Practice of*](https://larrycuban.wordpress.com/2011/05/12/data-driven-instruction-and-the-practice-of-teaching/)[*Teaching*](https://larrycuban.wordpress.com/2011/05/12/data-driven-instruction-and-the-practice-of-teaching/) |
| *All* | *Paul-Bambrick-Santoyo* | *Driven By Data: A Practical Guide to* [*Improve*](http://www.uncommonschools.org/our-approach/thought-leadership/driven-by-data-book-paul-bambrick-santoyo)[*Instruction*](http://www.uncommonschools.org/our-approach/thought-leadership/driven-by-data-book-paul-bambrick-santoyo) |
| *All* | *Paul-Bambrick-Santoyo* | *Leverage Leadership* |
| *All* | [*Center on School*](https://www.wested.org/project/center-on-school-turnaround-at-wested/)[*Turnaround*](https://www.wested.org/project/center-on-school-turnaround-at-wested/)[*Publications*](https://www.wested.org/project/center-on-school-turnaround-at-wested/) | *Various Publications* |
| *All* | [*Center on Great Teachers*](http://www.gtlcenter.org/)[*and*](http://www.gtlcenter.org/)[*Leaders Publications*](http://www.gtlcenter.org/) | *Various Publications* |
| *All* | [*American Institutes for*](http://www.air.org/)[*Research*](http://www.air.org/)[*Publications,*](http://www.air.org/)[*meetings and*](http://www.air.org/)[*discussions*](http://www.air.org/) | *Various Publications, meetings and discussions* |
| *All* | *ASCD* | [*Results: The Key to Continuous School*](http://www.ascd.org/Publications/Books/Overview/Results-The-Key-to-Continuous-School-Improvement-2nd-Edition.aspx)[*Improvement, 2nd Edition (1999) by Mike*](http://www.ascd.org/Publications/Books/Overview/Results-The-Key-to-Continuous-School-Improvement-2nd-Edition.aspx)[*Schmoker*](http://www.ascd.org/Publications/Books/Overview/Results-The-Key-to-Continuous-School-Improvement-2nd-Edition.aspx) |
| *All* | *CASEL* | <https://casel.org/> |
| *All* | 2020. CASEL Blank SEL Rubric. | Retrieved from [https://schoolguide.casel.org/uploads/sites/2/2020/](https://schoolguide.casel.org/uploads/sites/2/2020/04/Blank-Rubric-Template-3.30.20.pdf) [04/Blank-Rubric-Template-3.30.20.pdf](https://schoolguide.casel.org/uploads/sites/2/2020/04/Blank-Rubric-Template-3.30.20.pdf) |
| *All* | New England Resource Center for Higher Education (NERCHE). Self- Assessment Rubric for the Institution of Diversity, Equity and Inclusion in Higher Education. | Retrieved from [https://www.utica.edu/academic/Assessment/new/d](https://www.utica.edu/academic/Assessment/new/diversity%2C%20equity%2C%20and%20inclusion.pdf) [iversity,%20equity,%20and%20inclusion.pdf](https://www.utica.edu/academic/Assessment/new/diversity%2C%20equity%2C%20and%20inclusion.pdf) |
| *DATA* | *ASCD* | [*Questions That Count*](http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/Answering-the-Questions-That-Count.aspx) |
|  |  |  |

FY24 CNA and IAP Team Plan

LEA & School Name

**FY24 CNA will be completed by [date] | FY24 IAP will be completed by [date]**

# Planning Team Members

|  |  |  |
| --- | --- | --- |
| **Name** | **Title/Role** | **Responsibilities in Planning Process** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Comprehensive Needs Assessment (CNA) and Root Cause Analysis (RCA) | | | | |
| **Task Description** | **Who Will Complete?** | **By When?** | **Mtg Date(s)/Time(s)** | **Status [not started, in progress, completed] + Date + any relevant notes** |
| Determine CNA ratings for all Principles and Indicators based on data and evidence |  |  |  |  |
| Identify Principles and Indicators with lowest scores and prioritize 3-4 Primary Needs. |  |  |  |  |
| Enter Indicator scores into GME (Principles 1-6 Required) |  |  |  |  |
| Complete Data Assurances section in GME |  |  |  |  |
| Complete Fishbones (Root Cause Analysis) for each Primary Need  *\*reminder: If TSI, subgroups must be clearly represented in RCA/fishbones* |  |  |  |  |
| Upload Fishbone documents in GME (3 required) |  |  |  |  |
| Enter Final CNA Summary in GME |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Integrated Action Planning | | | | |
| **Task Description** | **Who Will Complete?** | **By When?** | **Mtg Date(s)/Time(s)** | **Status [not started, in progress, completed] + Date + any relevant notes** |
| Determine evidence-based strategies and practices that will support the achievement of the desired outcomes from the root cause analyses. |  |  |  |  |
| Develop all required Impact SMART goals based on your School Improvement Classification (student impact goals; “what”) |  |  |  |  |
| Develop several Process SMART goals (implementation goals; “how”) |  |  |  |  |
| Complete a Principle Summary Box for each identified Primary Need in GME IAP |  |  |  |  |
| Determine Evidence-Based Strategies that will support the achievement of the desired outcome and SMART goal(s) and enter in GME IAP |  |  |  |  |
| Determine Action Steps that will lead to the implementation of evidence-based strategies and enter in GME IAP (include the title, description, person responsible, and timeline) |  |  |  |  |
| Determine Monitoring and Evaluation Action Steps for each Strategy |  |  |  |  |
| Apply all required program and funding tags to all action steps associated with school improvement classifications and grant applications |  |  |  |  |
| **(For Non-Title I Schools)**  Disregard notes about GME specifics. Email your Specialist all finalized planning documentation (CNA, Fishbones, IAP). |  |  |  |  |
|  |  |  |  |  |

1. ### Ref: Multiple Measures of data- Victoria Bernhardt- <https://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf>

   [↑](#footnote-ref-2)