

**Standard 1: School and District Leadership**

*Leadership focuses on improved student achievement supported by the ECQUIP process to assess the effectiveness of program management practices as the basis for improvement.*

**Exceeds  
the Standard**      **Meets  
the Standard**      **Approaches  
the Standard**      **Falls far below  
the Standard**

**Indicators**

**1.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification.**

**1.2 The Leadership meets regularly with the Early Education staff to formulate, review, or revise the ECQUIP process/plan.**

**Comments:**

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**Exceeds  
the Standard**

**Meets  
the Standard**

**Approaches  
the Standard**

**Falls far below  
the Standard**

**Indicators**

**1.3 Leadership promotes and sustains continuous school improvement by providing organizational structure, allocating funding, and monitoring the use of resources (e.g., fiscal, professional development, planning time).**

**1.4 Leadership ensures systems are in place to monitor the integrity and accuracy of child assessment data collected and reported by the program.**

**Comments:**



**Standard 2: CURRICULUM, INSTRUCTION, AND PROFESSIONAL DEVELOPMENT**

*The program uses the ECQUIP process to assess the quality of curriculum and instruction that leads to meeting or exceeding Arizona Early Learning Standards (Preschool) and Arizona College and Career Ready Standards (K-3).*

	<b>Exceeds the Standard</b>	<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Falls far below the Standard</b>
<b>Indicators</b>				
<b>2.1 Curriculum, instruction and professional development align with the Arizona Early Learning Standards (Preschool) or the Arizona College and Career Ready Standards</b>				
<b>2.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development and the results are communicated to all stakeholders and used to acknowledge the program's strengths and address challenges</b>				
<b>Comments:</b>				

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<b>Indicators</b>				
<b>2.3 Related Technology, instructional materials, and resources are integrated effectively into classroom instruction and used as a teacher productivity tool.</b>				
<b>2.4 Curriculum includes daily opportunities to learn through a balance of child initiated and teacher directed experiences that match the needs, interests and developmental levels of all children.</b>				
<b>Comments:</b>				

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<b>Indicators</b>				
<b>2.5 The early childhood environment is valued as an integral part of the curriculum that facilitates child independence, interactions, and learning.</b>				
<b>2.6 The district has a LEA Literacy Leadership Team and K-3 Literacy Plan that has been submitted to the State Board of Education.</b>				
<b>Comments:</b>				

**Standard 3: CLASSROOM AND SCHOOL ASSESSMENTS**

*The program uses multiple standards-based assessments, strategies, and data to measure and monitor child progress in an ongoing manner. Data collected is used to guide instruction, determine individual needs of children, and assess program effectiveness.*

<b>Exceeds the Standard</b>	<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Falls far below the Standard</b>
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**Indicators**

**3.1 Children's growth in all developmental and standard content areas is assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and identify children's needs and/or make appropriate referrals.**

**3.2 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.**

**Comments:**

**Standard 4: SCHOOL CULTURE, CLIMATE, AND COMMUNICATION**

*The program functions as an effective learning community and possesses an ongoing communication system supported by the ECQUIP process to assess the adequacy of facilities and to make decisions regarding school culture, climate and communication.*

<b>Exceeds the Standard</b>	<b>Meets the Standard</b>	<b>Approaches the Standard</b>	<b>Falls far below the Standard</b>
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**Indicators**

**4.1 A safe and orderly environment ensures that children's health and safety are a priority throughout each program day.**

**4.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.**

**Comments:**



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**Indicators**

**4.3 Children and program personnel are valued, and their work is recognized and acknowledged.**

**4.4 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.**

**Comments:**

**Standard 5: Fiscal Review**

*The program monitors activities to ensure funding is used for authorized purposes, in compliance with federal statutes, regulations and the terms and conditions of the award.*

**Meets  
the Standard**

**Falls far below  
the Standard**

**Indicators**

**5.1 The program ensures that expenditures are necessary and reasonable for the performance of the program.**

**5.2 The program maintains records for equipment purchased with federal funds, and a physical inventory is conducted at least every two years.**

**5.3 The program maintains records of payments supported by a complete and accurate record of employee time and effort**

**Comments:**