LIAP and SIAP Principles

Principle 1-Effective Leadership

Definition: Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.

Indicators

1. Our leadership guides the implementation of a vision of learning that is shared and supported by all stakeholders.
2. Our leadership commits to sustaining a culture of high expectations for learning and growth of all students within a respectful, professional learning community for all staff.
3. Our leadership competently manages school operations to provide a safe, efficient, and effective learning environment.
4. Our leadership collaborates with staff, family and community members to meet diverse local community interests and needs.
5. Our leadership implements a system of academic and fiscal accountability to ensure every student's success.
6. Our leadership commits to recruiting effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.
7. Our leadership commits to retaining effective teachers who meet the state's criteria for being appropriately certified to teach diverse learners.
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.

Principle 2-Effective Teachers and Instruction

Definition: *Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasizes evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.*

Indicators

1. Our teachers maintain high academic expectations for all students.
2. Our teachers have shared knowledge of the content standards and curricula.
3. Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction and Universal Design for Learning.
4. Our teachers implement evidenced-based, rigorous and relevant instruction.
5. Our teachers have a strong understanding of types of assessment.
6. Our teachers (and staff) participate in ongoing, appropriate professional learning opportunities.
7. Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.

Principle 3-Effective Organization of Time

Definition: *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*.

Indicators

1. Our school year/calendar is organized to maximize instruction.
2. Our school day is organized to maximize instruction.
3. Our school day is organized to ensure sufficient time for non-instructional activities for students and staff.
4. Our professional day is structured to support professional learning for all teachers and staff.
5. Our professional 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.

Principal 4-Effective Curriculum

Definition: 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.

Indicators

1. Our written curricula provide access to a well-rounded education that fully maximizes the potential of the education for all students.
2. Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
3. Our written curricula are evidence and standards based.

4. Our written curricula accommodate the needs of all learners.
5. Our entire staff participates in professional learning to support effective implementation of adopted curricula.
6. Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

Principle 5 -**Conditions, Climate, and Culture**

Definition: 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.

Indicators
1. Our staff has high expectations for learning for all students.
2. Our staff creates an environment which builds mutual respect among leadership, teachers, students, and families.
3. Our staff has intentional conversations that impact school conditions and physical and emotional safety, valuing the rich heritage of all of Arizona's communities and cultures.
4. Our school provides guidelines and safe practices relating to school health services.
5. Our school offers services to fully support the academic and social needs of students.

Principle 6: Family and Community Engagement

Definition: 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.

Indicators

1. Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.
2. Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school.
3. Our school engages families in critical data-informed decisions that impact student learning.