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Standards Assessment Report

Grosse Pointe North High School

707 Vernier Road Grosse Pointe Woods, Michigan 48236-1594

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

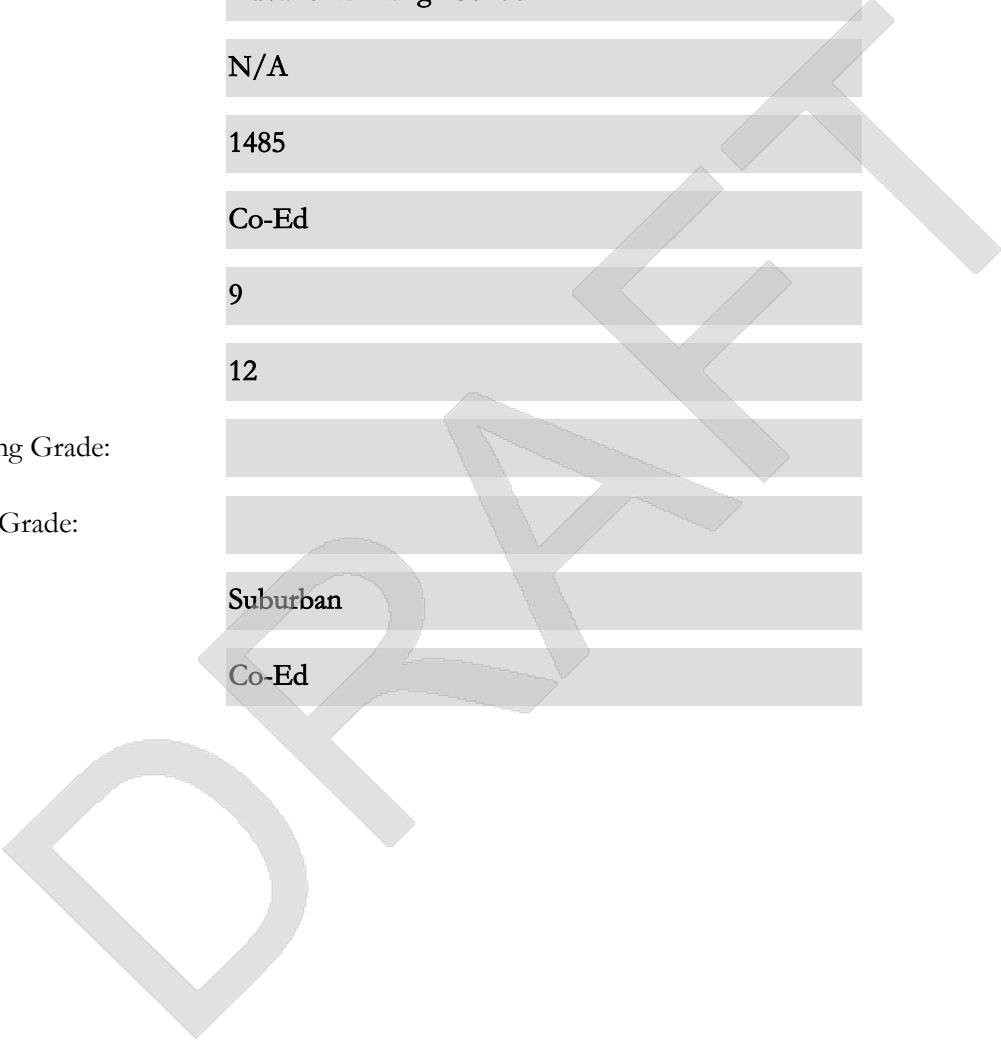
The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

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Demographics

Public/Non-public:	Public
School Type:	AdvancED - High School
Charter School:	N/A
Enrollment:	1485
Gender at School:	Co-Ed
Beginning Grade:	9
Ending Grade:	12
Alternate Beginning Grade:	
Alternate Ending Grade:	
Location Type:	Suburban
Gender at School:	Co-Ed



Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

- 1.1 Establishes a vision for the school in collaboration with its stakeholders:
Highly Functional
- 1.2 Communicates the vision and purpose to build stakeholder understanding and support:
Highly Functional
- 1.3 Identifies goals to advance the vision:
Highly Functional
- 1.4 Develops and continuously maintains a profile of the school, its students, and the community:
Highly Functional
- 1.5 Ensures that the school's vision and purpose guide the teaching and learning process:
Highly Functional
- 1.6 Reviews its vision and purpose systematically and revises them when appropriate:
Highly Functional

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

Grosse Pointe North High School is built on a foundation of collaborative efforts. We have a cohesive staff who work together in a variety of different ways to ensure a unified understanding of our purpose. The building is organized into Professional Learning Communities (PLCs) for the purpose of improving student achievement. Our building leadership team meets twice a month (twice the contractual requirement - by their choice) to ensure consistency of message and a common understanding of our vision, mission and a collaborative approach to the steps needed to achieve our building wide goals. In addition, we have active and involved parent and booster clubs, an active and effective student government, and a system of electronic communication that includes our building web site, the principal's blog, and parent access to student grades and attendance. The combination of these functions makes for a cohesive team of students, staff, parents, and administrators all working together.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

We have a defined communication system that includes several elements. We have a building web site that is updated frequently, and viewed often, the principal has a blog for the purpose of sharing information and framing the building vision for parents, our parents have access to student records via the internet, we meet monthly with our Norse moms, our Parent Club, and our athletic and music boosters. There is a monthly building newsletter for parents, a weekly staff newsletter, and a monthly staff "Best Practices" newsletter written and edited by staff. We consistently update local and internet sources to ensure that our demographic and student achievement information is current.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

In addition to the formal evaluation process, administrators make frequent "drop-in" visits to classrooms. Administrators participate in PLC meetings, staff meetings, Interbuilding Departmental Meetings, and bi-monthly leadership team meetings. Each PLC meeting culminates with a log being sent to the building principal, who responds with comments or questions for the group in order to ensure mutual commitment to the same principles. The leadership team members communicate regularly with their respective departments to ensure consistency of message, and that all members of our staff have the same classroom focus. In addition, we maintain updated curriculum maps for each course that are reviewed by administrators and department chairs to ensure curricular and building goal alignment. Common assessments provide data that leads to instructional delivery conversations regarding alignment of instruction with student learning.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

We thoroughly review student achievement data on local common assessments and state and nationally standardized achievement tests to determine the effectiveness of our instructional programs, and areas of focus. Through PLCs, leadership meetings, staff meetings, department meetings and Inter Building Departmental meetings, teachers share their classroom observations of student progress, and make collaborative plans for the best instructional practices to meet achievement standards.

Overall Assessment:

Highly Functional: The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

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Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Highly Functional

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Highly Functional

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Indicators: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Highly Functional

2.5 Fosters a learning community:

Highly Functional

2.6 Provides teachers and students opportunities to lead:

Highly Functional

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Highly Functional

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Highly Functional

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Highly Functional

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

We are organized into PLCs, have regular leadership team meetings, staff meetings, department meetings and inter-building meetings, and a variety of venues for the purpose of fostering shared responsibility and collaboration regarding school operation. We have monthly administrator / counselor meetings, and a monthly meeting of our building's crisis team to anticipate issues, and plan for the best possible environment for students. All school and district policies are available via the website, specific policy discussions are held with parent and student groups on a regular basis, the principal maintains a blog for the purpose of addressing various school related issues, policies and effectiveness, and administrators meet weekly to discuss and address issues that arise.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

We review local, state and national assessment results, including common assessments, student grades, performance on the MME, performance on the PLAN, PSAT, ACT, SAT and various other assessments. We review ACT reports that break down student performance by strand, demographics and various other categories. We provide teachers with ACT recommendations for moving students from one achievement level to the next. In addition, we give a school run and scored practice ACT writing test to evaluate student progress and make plans for improvement in November of each year for the junior class. The school and district also use a nationally normed online test, NWEA, for the purpose of evaluating course placement for new students and incoming freshmen, and for monitoring the progress of students in support classes. In addition we collect and evaluate data on the performance of students in our building support programs to evaluate the effectiveness of those programs.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

The PLC process not only allows and encourages staff to make leadership contributions to instructional practices and building operations, it almost requires it. All staff participate in at least two different PLCs. Each department is represented by a staff member of the building wide leadership team which meets bi-monthly and works collaboratively with administrators to establish building procedures and governance. Teachers and administrators meet and

correspond frequently with parent groups, individual parents, student groups, and individual students for input and communication. The building crisis team is a collaborative group of teachers and administrator who review building policies and issues as they arise as well as acting proactively to prevent negative situations from occurring. Various teachers, parents and students hold leadership positions on building committees.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

We review all student achievement data in disaggregated form to look for inequities in achievement based on any demographic patterns. Our building has made the narrowing of the achievement gap our primary focus over the past two years, including forming "gap" PLCs, adding to our support offerings, and forming a new framework for addressing those issues we have called Grosse Pointe High Schools 2.0. We have developed a foundation grant program to financially support teachers with innovative programs, and a tech allocation fund request process for teachers to access technology dollars based on proposals that positively impact student achievement across the building.

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:

Highly Functional

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

Highly Functional

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Highly Functional

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Highly Functional

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Highly Functional

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

3.7 Provides for articulation and alignment between and among all levels of schools:

Highly Functional

3.8 Implements interventions to help students meet expectations for student learning:

Highly Functional

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Highly Functional

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Highly Functional

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Highly Functional

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

The district has a K-12 curriculum alignment process that includes the district wide EPLC group which evaluates course and content curriculum. In our building departmental and PLC teams evaluate state curricular benchmarks, and ensure alignment of our curricular offerings with those benchmarks. Each teacher has created a curriculum map for each course taught in the building that articulates the alignment by matching state and local benchmarks with specific units and lessons. Content area teams have established the essential outcomes for each course, and built common assessments around those. We use data from the common assessments and state and national assessments to determine the effectiveness of curricular alignment, and then through the PLC process make changes as necessary.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The building principal budgets for significant professional development, and accesses district and foundation funds for additional development to ensure that our staff has access to and training in the latest innovations in instructional delivery and assessment. In addition, we build school wide inservices around best practices, innovations, and opportunities for departments to meet to discuss local implementation of these practices. The building leadership team meets regularly and develops and discusses ideas that are shared with all members of the staff.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

1. Formal Evaluation Process
2. Informal "drop-in" classroom visits
3. Review of common assessment results
4. Review of achievement results on state and national tests

5. Leadership team meetings, discussions with department chairs
6. Administrator and department chair participation in PLC team meetings
7. Administrator and department chair participation in district wide inter-building meetings

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

All teachers are required to use our online grading system so that all students and all parents can easily, quickly, and daily access their grade and attendance information. All students are assigned a building email address and account, given login codes, and provided access to networked computers. We offer before school and after school access to building computer labs for students, with labs that are staffed by a teacher. Our media specialist runs orientation programs for freshmen, and collaborates effectively with teachers to establish cooperative lessons which take advantage of available information and technology. All rooms are equipped with televisions and dvd players, and by the end of this school year, all rooms will be equipped with lcd projectors, and more than half of the building's classrooms will be equipped with SMART board technology.

Overall Assessment:

Highly Functional: The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Highly Functional

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Highly Functional

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Highly Functional

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Highly Functional

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Highly Functional

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Highly Functional

4.7 Demonstrates verifiable growth in student performance:

Operational

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Highly Functional

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

We have common assessments across the building and the district. PLC teams collect and evaluate common assessment data, hold discussions regarding the results, and make or recommend changes to curriculum, delivery methods, or materials based on results. In addition, both administrators and teachers review state and national reports on student achievement data, and use the tools and resources that accompany those reports to effect change.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

All teachers use an online grading system that allows parents and students daily access to grades and attendance. We have a district wide policy on the return of student work that requires teachers to give meaningful and timely feedback too all students. Each department has developed specific plans and formats for reviewing student performance and communicating that performance to parents. We use common assessment results, and student achievement on local, state and national tests as a basis for sharing information with parents about their child's progress. In addition, North developed an ACT practice writing test, and participates in the district's Grosse Pointe writing assessment which gives local information about a student's progress. Results are publicized through our PA_25, the building website, the principal's blog, and student and parent meetings.

3. How are data used to understand and improve overall school effectiveness?

We use data from common assessments, and local, state and nationally standardized achievement tests to make determinations about the curricular alignment and instructional delivery in our building. Then, through PLCs, department and staff meetings, we agree collaboratively on strategies to address weaknesses and continue building strengths. Through these processes, we have developed our Freshman Academic Team for struggling freshmen learners, added support classes in English and math, double-blocked certain math classes, adopted the philosophy of "leveling up" to encourage students to challenge themselves, and continued to pursue the latest in professional development.

4. How are teachers trained to understand and use data in the classroom?

1. Embedded professional development - PLCs - teachers training teachers
2. Professional inservice days
3. Professional development budgets for out of district P.D.
4. District wide Inter-Building Meetings

Overall Assessment:

Highly Functional: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

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Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

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Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

5.3 Ensures that all staff participate in a continuous program of professional development:

Highly Functional

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Highly Functional

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Highly Functional

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Highly Functional

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Highly Functional

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Highly Functional

5.10 Provides appropriate support for students with special needs:

Highly Functional

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

We have a very thorough teacher application and hiring process. The district actively recruits at teacher job fairs, and posts openings locally, and on state and national sites. Applicants complete an online application which includes responding to screening questions. We have a paperless system which allows applicants to paste and post supporting materials. Applications are screened electronically by administrators, and interview teams are assembled. Teams include at least one administrator from each building, department chairs, and sometimes additional teachers or even parents or students. Applicants are interviewed thoroughly, The committee then narrows the field, and the principal interviews finalists using the Ventures teacher interview model. References are checked thoroughly, teachers complete a writing sample, and then are sometimes put through the teaching of a sample lesson.

Following the hiring process, new teachers are assigned mentors, and go through an intensive three day orientation program. We then have a thorough probationary evaluation process. This process is similar for administrators and support staff.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

We have a district wide budgeting team that meets frequently to assure district alignment in the budgeting process. The building leadership then meets with our building leadership team to discuss the allocation of resources. The principal then meets individually with each department chair to discuss budgetary concerns and allocate resources in accordance with our building vision and needs.

3. How does the leadership ensure a safe and orderly environment for students and staff?

The building administrators are visible, and frequently in classrooms. We establish a visible presence in the school. Building leadership meets regularly with the building's counselors, union leaders, and crisis team to address issues and work collaboratively to address concerns and be proactive in the establishment of a safe and orderly environment. Building leaders solicit teacher feedback on policy questions through the use of online polling, and survey parents for

opinion through the use of online polling on the principal's blog site. The administration is committed to the fair and universal application of the district's code of conduct and the building's agreed upon standards for conduct. We have implemented a student identification policy, created new front offices that require all visitors to enter through the main office, have four full time contracted security personnel to ensure safety in our parking lot and building, and have three full time hall monitors in the building.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

We have five full time counselors, a full time social worker, and a .8 school psychologist in our building. Each has a caseload, and meets regularly with students. In addition, counselors have student and parent meetings throughout the year to explain our programs, offer their time, and describe the availability of services to all students. We give seniors an exit survey to review their satisfaction with various elements of their school experience, including counselor services, and use that information to adjust our offerings to student needs.

Overall Assessment:

Highly Functional: The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

- 6.1 Fosters collaboration with community stakeholders to support student learning:
Highly Functional
- 6.2 Has formal channels to listen to and communicate with stakeholders:
Highly Functional
- 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:
Highly Functional
- 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:
Highly Functional
- 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:
Highly Functional

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

1. Regular meetings with parent organizations
2. Principal's Blog
3. Parent and community surveys
4. Parent Forums
5. Email blasts to parent groups
6. Back to School Night

2. How does the school's leadership foster a learning community?

Within the building we have the Professional Learning Community organization of all professional staff. In addition, we have staff and community book clubs, the principal's blog for the exchange of ideas with parents and community, email availability for every staff member, individual teacher websites and blogs, and frequent parent meetings.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

1. School website
2. Principal Blog
3. PA-25
4. Parent Meetings / Forums
5. Email to parent groups
6. Online grades and attendance
7. Newsletters
8. Back to School Nights
9. Parent Orientations

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

Highly Functional

7.2 Engages stakeholders in the processes of continuous improvement:

Highly Functional

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Highly Functional

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Highly Functional

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Highly Functional

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Highly Functional

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

We have a yearly evaluation of student achievement based on data from common assessments, local, state and national achievement tests and teacher perception. The PLC process is an ongoing school improvement process in itself, with weekly meetings, discussions of student achievement, and discussions of instructional delivery models.

Through building leadership team meetings, administrative team meetings, and PLCs, we develop plans for improving student achievement. During this past year, we saw growth in student performance in every tested category of the MME except social studies where we maintained an exceptionally high pass rate of 94%. Our building is among state and national leaders in student performance. Our school is ranked in Newsweek's top 1000 high schools, and we continue to see growth not just in struggling learners, but at the top off our student achievement spectrum as well.

Our school improvement process is daily and weekly through the PLC organization of our building. Our school improvement process is not something we re-visit every five years for accreditation purposes.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

1. Administrative participation and review of the PLC process
2. Curriculum map review by administrators
3. Review of common assessments and common assessment results
4. Review of local, state and national achievement test data
5. Goal setting process that includes all members of the leadership team and administrative staff, and input from all stakeholders

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

We have embedded professional development in the form of teachers sharing ideas and training through the PLC process. In addition, we have generous professional development allocations in the budget, and provide inservice at both the building and district levels on a variety of topics. We have an in-house full time tech support position, as well as district wide support staff in the area of technology. We review professional development plans and results with our leadership team as well as district personnel to ensure we are meeting the needs of our staff.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

1. Participation on PLC teams
2. Building Leadership team meetings
3. Student achievement data review

4. Formal and informal staff evaluations
5. Review of curriculum maps and common assessments
6. Staff meetings
7. Principal's Blog
8. Building website

Overall Assessment:

Highly Functional: The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

DRAFT

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Our building wide PLC process functions effectively as a meaningful school improvement organizational system, and addresses many of the identified areas of focus. We function very well collaboratively, and have established practices for communicating and implementing our ideas, goals and building vision.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

1. Collaborative, cohesive staff
2. Involved, creative, innovative leaders
3. A supportive, involved community

What would you consider to be your school's greatest challenges?

1. Making significant inroads into our achievement gap issues

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

We will discuss the results of this assessment together with our building leadership team, and evaluate areas of strength and challenge.