ADVANC\ED

Advancing Excellence in Education / **Worldwide**

Self Assessment

Grosse Pointe North High School

707 Vernier Road Grosse Pointe Woods, Michigan 48236-1594

Report submit date : March 9, 2010

Self Assessment

Contents

Introduction & Purpose of the Report

Introduction

Purpose of the Self Assessment

The Self Assessment is designed to serve as a valuable tool to help schools assess and maintain alignment with 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 Self Assessment entails an in-depth assessment of each of the seven AdvancED standards. In completing the assessment, 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 Self Assessment is a subset of the Standards Assessment Report that serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school.

Structure of the Self Assessment

The Self Assessment is organized by the AdvancED standards. For each standard, the report includes two sections: 1) indicators rubric; and 2) indicators evidence. Each section reinforces the other sections by asking a question that builds on the prior section.

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 Indicators 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 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?"

Demographics

Public/Non-public:	**Public**
School Type:	**High School**
Charter School:	
Enrollment:	**1485**
Gender at School:	**Co-Ed**
Grade(s):	**9,10,11,12**
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.

Indicators Evidence: For each indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

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:
Operational

Evidence Provided:
Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

Stakeholders are knowledgeable about vision, mission

1.2 Communicates the vision and purpose to build stakeholder understanding and support:
Highly Functional

Evidence Provided:
Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

1.3 Identifies goals to advance the vision:
Highly Functional

Evidence Provided:
Goals distributed through publications and communication

Goals that are data-driven and measurable

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

1.4 Develops and continuously maintains a profile of the school, its students, and the community:
Highly Functional

Evidence Provided:
Annual Report

Community-based data

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

School/district profile is used during parent/community meetings

School/district profile is used during staff meetings

Other: Principal Blog, Twitter Account, Staff Ning

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:
Highly Functional

Evidence Provided:
Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

Lesson plans demonstrate alignment with vision, mission

School Improvement Plan demonstrates alignment of vision, mission with teaching and learning

School improvement planning demonstrates alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

1.6 Reviews its vision and purpose systematically and revises them when appropriate:
Highly Functional

Evidence Provided:
Agendas, minutes for strategic planning demonstrate review

Strategic planning process demonstrates review by stakeholders

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.

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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

Evidence Provided:
Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Local, state, and federal policy handbooks

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Staff and/or student handbooks

Stakeholders affirm understanding of operational procedures

Students and staff affirm their understanding of discipline policies and due process

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

Evidence Provided:
Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

Staff demonstrate knowledge about due process

Succession plan demonstrates leadership transitions

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

Evidence Provided:
Documentation of access to legal counsel

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of resolutions of any complaints

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation of utilization of all requirement elements of curriculum standards

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

Staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

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

Evidence Provided:
Record of student performance data analysis

Student performance data are used during staff meetings

Student performance data are used for extra-curricular planning

Other: Student performance databases for common assessments

2.5 Fosters a learning community:
Highly Functional

Evidence Provided:
All stakeholders are knowledgeable about the rules of engagement and behavior

Artifacts displayed throughout the school/district demonstrate inclusion of all stakeholder communities

Professional learning plan includes all stakeholders

Stakeholders affirm a sense of belonging and engagement

Website provides forum for feedback and dialogue

Other: PLC Process, Staff Ning network provide for inclusion of all and collaboration opportunities

2.6 Provides teachers and students opportunities to lead:
Highly Functional

Evidence Provided:
Accreditation team members are representative of staff and students

Agenda and minutes of meetings demonstrate shared leadership with staff

Organizational chart demonstrates shared leadership responsibilities

Policies for staff/student leadership opportunities outside the school/district environment

Staff affirm their involvement in shared leadership opportunities

Staff and students affirm their involvement in the accreditation process

Student governance is formalized with bylaws, policies, and procedures

Students are involved in student governance

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

Evidence Provided:
Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement in the decision-making process

Stakeholders affirm their involvement on committees

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

Evidence Provided:
Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities

Record of co-curricular organizations and activities: calendars, membership, sponsors

Record of extra-curricular events and activities: calendars, rosters, chaperones

Staff and students affirm involvement in co-curricular organizations and activities

Staff and students affirm involvement in extra-curricular events and activities

2.9 Responds to community expectations and stakeholder satisfaction:
Highly Functional

Evidence Provided:
Record of Advisory Committee: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

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

Evidence Provided:
Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-abouts demonstrate review of instructional practices

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.

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INDICATORS: In fulfillment of this standard, the school:

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

Evidence Provided:
Communication of NCLB performance targets

Curriculum pacing guides

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Lesson plans that indicate learning objectives

Master schedule

Policy on credit requirements for program completion

Policy on grading criteria

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Staff can articulate student learning expectations

Staff meet regularly to discuss student progress and remediation

Staff meetings highlight discussions of student learning expectations

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

Other: Regular PLC Meetings provide forum for discussion of student achievement and instructional practices

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

Evidence Provided:
Course syllabi outlining criteria for student involvement

Lesson plans that show how students are involved in establishing their own learning goals

Master schedule

Peer editing

Samples of student work

Staff meet to share student work

Student discussion groups

Students affirm their involvement in their own learning

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

Evidence Provided:
Assessment data

Grade reports

Professional development calendar and topics

Staff can identify research used to align instruction

Staff meet to analyze data and align instruction

Staff meet to review current research

Staff meetings regularly include data analysis

Surveys

Transcripts, certificates

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

Evidence Provided:
Agendas, minutes of staff/grade level/department/program meetings

Lesson plans

Professional development calendar and topics

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Staff meet to share best practices

Staff meetings regularly include discussions about effective instructional design and delivery

Student display of project-based learning opportunities

Student portfolios

Variety of instructional design and delivery strategies

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

Evidence Provided:
Curriculum includes attention to diversity

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:
Highly Functional

Evidence Provided:
Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

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

Evidence Provided:
Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Content-specific staff are knowledgeable about each other's course syllabus

Policies and guidelines granting dual-credit, transfer of credit

Staff are knowledgeable about student learning expectations of previous and subsequent grade levels

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

Evidence Provided:
After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Staff affirm that there are multiple opportunities for students to get support

Students affirm that they have opportunities to explore their interests and career options

Students affirm that they have opportunities to get support for their school experience

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

Evidence Provided:
Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

Team-teaching is a regular part of the instructional program

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

Evidence Provided:
Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

Facilities map indicating media services location

Media services staff demonstrate the use media resources to support student achievement

Staff affirm the use of media services in their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate media staff

Students and staff affirm their involvement in media services program

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

Evidence Provided:
Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

Facilities map indicating technology services/lab

Staff affirm that technology supports their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Technology staff/services demonstrate their involvement in support of student achievement

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.

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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

Evidence Provided:
All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Database that records graduation, completion, GPA, placement, retention rates

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Special database for career preparation, special education, bilingual education programs

Staff affirm the use of multiple measures for student performance

Staff use data to inform their practice

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

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

Evidence Provided:
Agendas, minutes from staff meetings indicate utilization of data systems

Calendar of assessment activities

Examples of student work are prominently displayed

Policies outline administration of multiple assessments and their purpose

Record of multiple assessments administered, including program-specific required assessments

Staff meet regularly to discuss student work

Staff utilize assessment data for the purpose of instructional and program planning

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

Students affirm knowledge about their learning expectations

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

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

Evidence Provided:
Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Criteria for feedback on performance

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning

Staff demonstrate the use of data when planning instruction, through vertical and horizontal articulation

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

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

Evidence Provided:
Database that records graduation, post-graduate engagement

Staff utilize perception data from surveys to guide program planning

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

Evidence Provided:
Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Criteria that establishes student performance data as a component of parent-teacher conferences

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

Other: Princnipal Blog communicates student achievement data

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

Evidence Provided:
Agenda, minutes of meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

Reports that outline comparable data analysis - across schools, districts, states, nationally

Staff affirm their involvement in meetings in which comparative data were highlighted

4.7 Demonstrates verifiable growth in student performance:
Highly Functional

Evidence Provided:
Data reports disaggregate student performance growth

Data reports verify growth in student performance

Staff can identify reasons why student performance has increased/decreased

Staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

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

Evidence Provided:
Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Staff affirm their comfort with the level of data accuracy and security

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

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.

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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

Evidence Provided:
Agendas, minutes, decisions for IEP meetings

Appropriate space is provided for special need support programs

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules

Staff can affirm that special needs students receive needed support

Staff schedules and assignments

Student Handbook

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

Evidence Provided:
Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

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

Evidence Provided:
Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

Personnel policies that stipulate PD requirements

Professional development plan

Staff are actively engaged in discussions that have resulted from their professional development experience

Staff are aware of the requirements for continuous learning

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

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

Evidence Provided:
Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

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

Evidence Provided:
Annual budget

Facilities plan

Facilities protection documentation: insurance, amortization

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

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

Evidence Provided:
Audit reports

Practices that support appropriate use of fiscal resources

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

Evidence Provided:
All facilities on school/district property are maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum indicates attention to cleanliness and safety

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

School/District environment is clean and safe

Staff are involved in developing and implementing safety policies

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

Support staff are knowledgeable about safety policies

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

Evidence Provided:
Crisis intervention committee

Crisis intervention plan

Emergency procedures

Secure record system

Staff and students are knowledgeable about emergency procedures

Staff are involved in the crisis intervention team

Staff Handbook

Student Handbook

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

Evidence Provided:
Curriculum for Career Preparation

Enrollment data

Guidance and Counseling Department

Individualized Development Plans

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff affirm that they receive regular training opportunities to support student behavior

Staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Staff assigned to career preparation programs

Staffing of Counseling and Guidance programs

Student referral policies and practices

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

5.10 Provides appropriate support for students with special needs:
Highly Functional

Evidence Provided:
Classroom instruction demonstrates variety of instructional methodologies to support all students

IEP: committee, minutes, calendar, agenda, sign-in sheets

Labor agreements demonstrating appropriate special needs staffing

Master schedule demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Staff affirm their use of instructional strategies that support special needs inclusion

Stakeholders affirm their support for the school's/district's special needs programs

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

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.

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INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:
Highly Functional

Evidence Provided:
Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in school/district

Staff affirm that stakeholders are involved in many aspects of school/district

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of school/district

6.2 Has formal channels to listen to and communicate with stakeholders:
Highly Functional

Evidence Provided:
Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

Stakeholders affirm they have variety of opportunities to be formally involved in life of school/district

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

Other: Principal Blog, Twitter account

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:
Highly Functional

Evidence Provided:
Advisory Committee

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Staff affirm that they regularly include community in preparing instructional delivery activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:
Highly Functional

Evidence Provided:
Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent Handbook

Parents and students are involved in developing individualized learning plans for students

Parents and students are involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Other: Principal Blog, Twitter

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:
Highly Functional

<u>Evidence Provided:</u>
Policies regarding reporting schedule

Report cards

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.

Indicators Evidence: For each indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

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

Evidence Provided:
Continuous/School/District Improvement Plan

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Staff affirm their involvement in a specific program that supports continuous improvement

Staff affirm their involvement in continuous improvement committees

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:
Highly Functional

Evidence Provided:
Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in school improvement

Policies, procedures for school improvement committee work

School Improvement plan indicating membership of committees

Stakeholder survey data demonstrating stakeholder involvement in school improvement

Stakeholders affirm their involvement in continuous improvement process

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

Evidence Provided:
Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plan demonstrates alignment with vision, purpose

Staff affirm their understanding of the impact of programs that support student learning

Staff demonstrate capacity for changing methodologies to increase student performance

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in school/district facility

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

Evidence Provided:
Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

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

Evidence Provided:
Annual Report

Newsletters, brochures

Staffing assignments support monitoring and reporting of continuous improvement efforts

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

Evidence Provided:
Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision and Purpose				
1.1 Establishes a vision for the school in collaboration with its stakeholders			✓	
1.2 Communicates the vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies goals to advance the vision				✓
1.4 Develops and continuously maintains a profile of the school, its students, and the community				✓
1.5 Ensures that the school's vision and purpose guide the teaching and learning process				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate				✓
2. Governance and Leadership				
2.1 Establishes policies and procedures that provide for the effective operation of the school				✓
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness				✓
2.5 Fosters a learning community				✓
2.6 Provides teachers and students opportunities to lead				✓
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership				✓
2.8 Controls curricular and extracurricular activities that are sponsored by the school				✓
2.9 Responds to community expectations and stakeholder satisfaction				✓
2.10 Implements an evaluation system that provides for the professional growth of all personnel				✓
3. Teaching and Learning				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning				✓
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				✓
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices				✓
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice				✓
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity				✓
3.6 Allocates and protects instructional time to support student learning				✓
3.7 Provides for articulation and alignment between and among all levels of schools				✓
3.8 Implements interventions to help students meet expectations for student learning				✓
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning				✓
3.10 Provides comprehensive information and media services that support the curricular and instructional programs				✓
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				✓
4. Documenting and Using Results				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free				✓
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning				✓
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes				✓
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			✓	
4.5 Communicates the results of student performance and school effectiveness to all stakeholders				✓

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness				✓
4.7 Demonstrates verifiable growth in student performance				✓
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
5. Resource and Support Systems				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				✓
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Ensures that all staff participate in a continuous program of professional development				✓
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school				✓
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system				✓
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants				✓
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders				✓
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				✓
5.10 Provides appropriate support for students with special needs				✓
6. Stakeholder Communications and Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning				✓
6.2 Has formal channels to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school				✓
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders				✓
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders				✓
7. Commitment to Continuous Improvement				
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)				✓
7.2 Engages stakeholders in the processes of continuous improvement				✓
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				✓
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				✓
7.5 Monitors and communicates the results of improvement efforts to stakeholders				✓
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement				✓