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## Standards Assessment Report

### Grosse Pointe South High School

11 Grosse Pointe Boulevard Grosse Pointe Farms, Michigan 48236

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?"

# Demographics

Public/Non-public:	Public
School Type:	AdvancED - High School
Charter School:	N/A
Enrollment:	1651
Gender at School:	Co-Ed
Beginning Grade:	9
Ending Grade:	12
Alternate Beginning Grade:	
Alternate Ending Grade:	
Location Type:	Urban
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:**

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	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?*

- Mission Statement
- High Pointes newsletter
- Principal's blog
- Parent/Principal Coffee
- High Schools 2.0
- P.A. 25 Annual Report Data

*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?*

- Zangle demographic capabilities
- GPSHS Counseling Center Profile sent to universities
- P.A. 25 Annual Report Data

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

- Weekly PLC time on Monday mornings
- In-service days--one full and four half-days per school year

*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?*

- Curriculum Maps
- Common Assessments

## 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.

## 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:

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<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	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?*

- Code of Conduct
- Athletic Code of Conduct
- Web Staff Handbook
- Teacher Leader meetings
- Staff bulletin - weekly
- Utilization of email
- Voting buttons
- Zoomerang surveys

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

- Monthly Teacher Leader meetings
- Advanced Placement Test results
- ACT, NWEA, National Merit Test results
- Child Study Team S-3

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

- EPLC Curriculum Leadership
- Student Clubs and Activities
- Teacher Leaders
- Teacher-led staff development opportunities

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

- Teacher Leaders
-

- Annual election by peers of Teacher Leaders
- Teacher-led staff development opportunities

**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:

<b>Not Evident</b>	Little or no evidence exists
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<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	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?***

- Adherence to state benchmarks
- Adherence to district curriculum
- Curriculum maps
- Weekly PLC meetings

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

- In-service opportunities
- Staff development
- Webinar opportunities
- AP workshops
- PLC team meetings

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

- Walk-through observations
- Formal teacher evaluation process
- Post-observation meetings with teachers
- PLC team meetings
- Common assessments

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

*media services?*

- Freshman Orientation
- Freshman Seminar
- New Student Orientation
- Parent Orientation meetings
- Back-to-School Night
- Teacher/Parent conferences
- Counselor/Parent conferences
- Administrator/Parent conferences

**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:

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<b>Highly Functional</b>	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:

**Emerging**

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?*

- PLC teams
- Common assessments
- Curriculum maps
- Psychological testing

*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?*

- Meaningful Feedback forms
- Report Cards
- P.A. 25 Reports
- Weekly Progress reports
- Pinnacle 24/7 grade access
- Parent meetings

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

- School Improvement goals with emphasis on sub-group performance
- Staff focus on interventions for struggling students
- AP test performance
- ACT/MME test performance
- Public Press releases

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

- Formal NWEA training
- Analysis of AP results
- Focus on departmental ACT content standards
- Staff development opportunities

**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.



## 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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<b>Highly Functional</b>	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?***

- Highly Qualified regulations are followed
- Mentor program for new teachers
- Interview teams representing both high schools
- Online database access to applicant pool

***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?***

- Departmental budgets maintained
- School-wide textbook budget
- Equipment and materials budget
- Teacher Leader and staff input
- Enrichment Funds via the Mothers' Club

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

- Security system--cameras, hall monitors, parking lot attendants
- Plant personnel--custodians, engineers, specialized personnel to maintain interior and exterior to district, quality standards
- New exterior doors and gates
- ID badges and lanyards for all students and staff
- Visitor and guest sign-in and identification procedures

***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?***

- EDP's for every student--Career Cruising
-

- Class Level group guidance meetings
- Access to Michigan Rehabilitation Services
- District Transition Coordinator

**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:**

<b>Not Evident</b>	Little or no evidence exists
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<b>Highly Functional</b>	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?*

- Back-to-School Night
- Class Level parent meetings
- IEP meetings
- Parent/Principal Coffee
- Channel 20 broadcast to community 24/7
- Administrative press conference with "Tower" staff

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

- PLC commitment--7th year
- Teacher Leaders
- Commitment to School Improvement goals
- Strong affiliation with Mothers' Club
- Strong affiliation with various Boosters' Clubs

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

- Administrative blogs
- Daily announcements by/for students
- Parent/Principal Coffee
- High Pointes newsletters
- Back-to-School Night
- Class Level parent meetings

**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:**

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	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?*

- Commitment to PLC process
- Analysis of data
- Development of School Improvement goals

*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?*

- Commitment to maintenance of high standards
- Commitment to improvement of sub-group performance
- Establishment of collaborative classes
- Financial and personnel commitment to support struggling learners

*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?*

- PLC teams that are dedicated to struggling learners
- Staff development budget and opportunities
- Widespread support systems

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

- Public sharing of goals with the Board of Education--televised
- Communication of goals to the community via written means
- Parent/Principal Coffee
- Monthly Mothers' Club meetings

**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.



## 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?*

School Improvement is an ongoing and never ending process. We are much better than we were in the past in regard to studying the progress of our sub-group populations. I would even say that eight years ago we didn't recognize the term, sub-group. There is now a strong verbal and financial commitment to their performance.

We have improved in many instructional areas because of our involvement with Professional Learning Communities, however, we are still not very effective with analysis of data. We still have much to do in that area.

Over the past year, we (North and South high schools) have embarked in a new direction called "High Schools 2.0". This is in response to the new type of learners that we have, commonly called the millennials. We must do a better job of engaging them on a daily basis and provide them with meaningful work that will pique their interest. We have to move with the three R's--Rigor, Relevance, Relationships--than we have in the past. It has not been an easy task to motivate a very proud staff and community to the need for change.

*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?*

Our top students do a remarkable job in the classroom. They attend the best universities and are very well prepared by this high school for post-secondary pursuits.

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

- Our sub-group populations have a long way to go to match the achievement of the majority
- Some of our staff have still not accepted the fact we need to change

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

- Communication, communication, communication
- Alignment of the staff and community to common goals