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Standards Assessment Report

Pennfield High School

8299 Pennfield Road Battle Creek, Michigan 49017

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:	650
Gender at School:	Co-Ed
Beginning Grade:	9
Ending Grade:	12
Alternate Beginning Grade:	
Alternate Ending Grade:	
Location Type:	Rural
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:

Operational

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:

Operational

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?***

The mission and belief statement is posted in each classroom, media center, student agendas, and district website. It is reviewed with incoming freshmen and their parents during freshmen orientation. During the first day of school all staff members review the mission and belief statement with all students during opening day homeroom. During department and staff meetings, the mission and belief statement is the premise for change and used to guide decisions concerning all school operations.

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?

Each year the school profile is updated with new information regarding student academic performance data and demographics. This information is easily accessed and managed using our data warehouse system (Data Director) and student services software (Zangle) which provides immediate feedback to teachers, students and parents. We have easy access to student demographic data, ACT/MME data, classroom performance data (English, math, social studies). Teachers have access to this data on an as needed basis to guide curriculum decisions at the classroom level.

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

At the beginning of each school year the mission and belief statement will be evaluated and revised as needed. Building leadership makes the mission and belief statement part of all staff and departmental meetings by having it visually displayed. Before any decision is finalized it is weighed against our mission and belief statement.

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?

At the beginning of each school year the mission and belief statement will be evaluated and revised as needed. This revision process will look at student performance data as part of this process. Specific data that will be used for this review process will include: disciplinary data, graduation/retention, student survey, ACT/MME, technology literacy, classroom performance data, student /parent/teacher contract, reading assessment data, and student/teacher interaction outside of the regular school day.

Overall Assessment:

Operational: The school has committed to a shared purpose and direction. The school has clearly defined 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. The preponderance of the evidence supports an overall assessment of "operational" 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:

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:

Operational

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:

Operational

Focus Questions:

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

The following processes are collaborative between staff and administration. At the beginning of each school year administration reviews with staff pertinent policies, procedures and expectations regarding school governance (Staff Handbook). We annually review and revise student / staff handbook, policies and procedures.

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

School staff identifies school improvement needs (ACT/MME, gap analysis, pre/post testing classroom performance data, zangle); goals are set based on the identified needs; improvement strategies are implemented, and data collected and strategies are assessed to determine effectiveness. The review process is a collaboration between staff and administration regarding adherence to strategy implementation and follow through. Other student performance measurements: graduation rate, retention rate, discipline, student failure data, and students demographics.

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

Staff are regularly provided leadership opportunities to participate in policy development on a building wide and departmental basis. At times staff is encouraged to volunteer for committees, selected by fellow staff members, or directed to participate by administration. Examples of these opportunities include: Data 4SS, scheduling committee, attendance committee, student policy review committee, curriculum chairs, and professional development.

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

All staff can select their individual professional learning needs. All learning opportunities are submitted and measured against the mission/belief statement, improvement goals and strategies. All requests are prioritized without bias. Leadership will give high priority to P.D. requests that involve innovative classroom practices: PROM/SE, Teaching American History, laptop tech training, Data 4SS.

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:

Operational

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

Operational

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:

Operational

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

Emerging

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 Michigan Merit Curriculum is well defined and implemented in all curricular areas grades 9-12. The curriculum has been aligned by units using ML Toolbox (Unit Creator). Administration does regular classroom evaluation and walk throughs specifically looking at instructional practices and student engagement. In departmental meetings staff discuss instructional strategies that are working or not. Time is spent developing common instructional practices (common writing process English and social studies, student notebooks, shared labs and activities). We do have in place aligned pre/post tests in English, math and social studies. **Unit tests are aligned to specific unit standards and benchmark across grade levels.**

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 Michigan Merit Curriculum was designed and implemented using research based methods. All curriculum areas are using research based instructional strategies that assure unit standards and benchmark are being presented to our students. Building administration does regular classroom observations to assure the effective delivery of curriculum standards and benchmarks. Staff are using research based common writing practices (6+1 writing process), cooperative learning, inquiry based lessons, higher order questioning, and extensive use of technology and software.

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

All staff meet the highly qualified standards for their teaching assignment as defined by state and federal standards. All staff utilize a well defined curriculum (MMC). Classroom observation and an analysis of student performance data will also be used to determine the effective implementation of the curriculum.

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

Students have access to instructional technology: freshmen laptop program, portable labs, computer labs, full service media center, broadcasting, moodle, wireless internet, united streaming, software, teacher instructional technology, voice amplification system, and graphing calculators.

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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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:

Operational

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

Operational

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

Operational

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

Operational

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:
Emerging

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?

All staff have access to a data warehouse system (Data Director). Within this system we can access ACT/MME data, unit assessments, pre/post test data, student demographic data. All of this data is used to track student performance to plan for interventions and remediation.

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 staff use multiple assessment (Formative/Summative) techniques to evaluate student progress in a timely manner (questioning, CPS, quizzes, labs, student modeling, unit tests, projects and written assignments). Parents and students have immediate 24 hour access to student performance data through an internet based tool Zangle (Parent/Student Connect).

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

Data is used to evaluate the effectiveness of instructional practices, improvement goals and strategies, curriculum alignment, professional development, and program changes and development. Student performance data is analyzed at the conclusion of each unit exam to adjust instruction and implement remediation strategies.

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

Staff are trained during staff meetings, after school P.D., technology help desk, on staff personal, peer/peer collaboration, atomic learning (online help desk), and trial and error.

Overall Assessment:

Operational: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. 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. The preponderance of the evidence supports an overall assessment of "operational" 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:

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:

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 in place a well defined hiring protocol. New staff are taken through an orientation, matched with a mentor teacher, and given assistance in developing EDP (educational development plan). Staff evaluations are in accordance with teacher contract (the evaluation instrument is currently under revision). Staff and administration are provided with information regarding certification status annually to maintain their highly qualified status.

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?

Building administration allocate financial resources on a departmental basis. Resources are apportioned based on program needs (disposable equipment), school improvement goals and strategies, professional learning goals, and curriculum implementation requirements.

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

The school has policies and procedure in place that specifically address student behavior, student and staff safety, as well as total building security. Some specific examples include: Police Liaison Officer, bullying rubric, visual security monitoring system, crisis intervention plan, staff training, teen cert, automatic door locks, classroom walk throughs.

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?

Student Services staff have contact with all students annually. They meet with all graduating seniors

for an exit interview and audit. All sophomores reviewed PLAN test results and explore career opportunities through a visitation to the CACC. Juniors taking the ACT/MME. All students have daily access to counseling services. Students needing outside resources have access to the Student Assistance program run through Summit Point.

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
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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:

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:

Emerging

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?

School leadership seeks parent and stakeholders input into new programs, facilities, and improvement initiatives. Other forms of communication include: parent orientation, parent teacher conferences, DAC committee, booster clubs, student services workshops, parent connect, teacher / parent emails, formal and informal parent contact, district publication, and local newspapers.

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

Community has access to school website and email system. School offers parenting skills workshops and bullying awareness programs. Community members are involved in the District Advisory Committee (DAC). District newsletter, regular media reports, teacher website.

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

The school uses a variety of means to communicate stakeholder they include: progress reports and report cards, school newsletter, local newspapers, student orientation, parent connect, phone calls, emails, conferences, website, standard mailings, and surveys.

Overall Assessment:

Operational: The school 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 and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" 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
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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:

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):

Operational

7.2 Engages stakeholders in the processes of continuous improvement:

Emerging

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:

Operational

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

Operational

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?

School identifies improvement needs (ACT/MME, gap analysis, pre/post testing classroom performance data, zangle); goals are set based on the identified needs; improvement strategies are implemented, and data collected and strategies are assessed to determine effectiveness. The review process is a collaboration between staff and administration regarding adherence to strategy implementation and follow through. Other student performance measurements: graduation rate, retention rate, discipline, student failure data, and students demographics.

The result process will be reviewed and analyzed at the conclusion of the current school year.

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?

Emphasis is placed on areas of greatest weakness as demonstrated on standardized state and classroom assessments. Departments create goals that reflect the curriculum specific concern/needs. Goals and strategies are implemented within departments. Department staff will assess results to further refine goals and determine effectiveness.

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?

Department staff defined a professional learning need. Staff researched and identified appropriate professional development to address the identified need. Staff attended the necessary training session. Staff implement changes to address needs. Departments will be responsible to evaluate intervention effectiveness specific to their curriculum.

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

Departments submit documentation to administration outlining interventions. Administration and departmental team will collobratively review improvement plan (strategies) to assess effectiveness. Data will be used to quantify level of achievement. Student achievement data will be shared via the school website and other district publications.

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?

As our leadership team reviewed our assessment of our adherence to the seven accreditation standards for quality schools the following trends and themes were easily identifiable and showed a clear connect across the seven standards:

- A data management system is in place and easily accessed by professional teaching staff.
- Student performance and demographic data is used to inform instruction, assessment, and remediation.
- Collaboration within departments to continuously address curriculum, assessment and instructional delivery to improve outcomes for students.
- Staff inclusion in policy and programming decisions.
- Professional development and learning opportunities provided to staff.
- The availability of resources to deliver the curriculum in meaningful and relevant ways to our students.
- Safe and orderly learning environment.
- Educational technology resources.
- A student information system is in place to provide meaningful information to parents regarding their students\' academic performance, school attendance, and other important school information.

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 greatest strengths:

- A data management / warehouse system is in place that allows staff access to student standardized test information, classroom assessment information, and student demographic information.
- Teacher collaboration within and across departments to continuously address curriculum, assessment, and instructional delivery issues.
- A well defined curriculum is in place.
- The development of common curriculum units in all core academic areas using ML Toolbox.
- Common classroom instructional practices (6 traits writing process, science labs, math activities).
- Innovative classroom practices intergrating technology (freshmen laptop program).
- The use of common assessments to inform instruction (ELA, Social Studies, Math).
- Unit tests aligned to specific unit standards and benchmarks.
- Educational technology resources.

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

Our Challenges:

- The need to improve or increase the availability of interventions to help students meet learning expectations.
- The development of a quality evaluation process that provides for the professional growth of all personnel.
- The inclusion of external stakeholders in meaningful roles in the decision making process.
- The development of a common process to look at classroom performance data to immediately direct kids into intervention programs (Using data director proficiently, do we have the technology infrastructure to support the use of this important analysis tool by a majority of staff and students?)
- Develop a process to effectively use comparison or trend data of student performance from other comparable schools to evaluate our program effectiveness.
- Making connections with stakeholders to bring their skills and knowledge into the school to enhance the education of our students.

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

As a leadership team and total building staff it is important that we are keenly aware of our strengths and continue to maintain our strong efforts in these area. We have also been able through this process to identify some key improvement areas that can have a huge impact on student success . The six identified challenges will be addressed in the following operations format:

- We will take each challenge and identify our desired state.
- Develop an action plan (This is what we are going to do.)
- Identify our expected results from the action plan.
- Develop an action time frame.
- Determine success measures.