



School Process Rubrics (40)

Lake Shore High School

Lake Shore Public Schools (Macomb)

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Introduction

SPR (40) provides both a snapshot of current school performance and a ladder for educators, supplying feedback and directions to assist them on a path of meaningful change. The School Process Rubrics (40) School Performance Indicators are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the most effect on student achievement. The School Process Rubrics (40) School Performance Indicators engage the school community in an in-depth assessment of each of the 40 Key Characteristics. In completing the report, the school identifies the level of achievement on each Key Characteristic, and documents the evidence used to support the level of achievement. The self assessment helps the school identify areas of strength and opportunities for improvement. Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card. The School Process Rubrics (40) report is organized by the School Improvement Framework Strands and Standards. For each standard, the report addresses a set of key characteristics and evidence. Each characteristic has four levels of achievement: Getting Started, Partially Implemented, Implemented, and Exemplary. The school should use the rubrics for each characteristic as an opportunity to ask itself tough questions and to respond with accurate answers geared toward self-improvement. The process for assigning a rating involves reading the rubric descriptors that correspond to each rating, and clicking on each descriptor box that accurately describes activities or processes in place at your school. The system is designed to display a check mark for the highest level in which your school has completed all the descriptors. In addition to assigning a rating, the school must list or describe the evidence used that supports the rating on each characteristic. Sample evidence is provided that school users may highlight, copy, and paste into the evidence box. Ample space is provided to list additional school-specific evidence that supports the level of achievement. For each key characteristic in which a rating of "Getting Started" or "Partially Implemented" is earned, schools must also check the content area impacted by this characteristic's rating. After completing the 40 Indicators in SPR (40), a summary page is available so the school can quickly see areas of strength and opportunity.

Curriculum (I - Teaching for Learning)

Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.

Overall Rating: 3.0

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.1.A.2	The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.	The local curriculum includes most of the Content Expectations (GLCE, HSCE), Michigan Curriculum Framework, CTE program standards, or course content expectations as appropriate. . The core areas of English Language Arts, Mathematics, Science, and Social Studies are aligned to the standards. Documentation for the Visual, Performing, and Applied Arts are in the process of being aligned.	<ul style="list-style-type: none"> •Pacing guides: Guides organized with detailed information useful in daily instructional practice •Curriculum guides: Guides reference the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate), Guides contain scope and sequence •Curriculum maps: Maps contain specific information regarding what is taught and where it is taught •Curriculum committee meeting minutes: Minutes reflect discussions regarding alignment 	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.1.B.1	Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to another.	Staff has a variety of opportunities to actively explore the curriculum and dialog with colleagues. A process is in place to share all aligned curriculum documents with all staff, and includes opportunities for questions and clarification within and across grade levels and programs of study.	<ul style="list-style-type: none"> •Meeting agendas and minutes: Extent of conversation centered around curriculum, Agendas that promote curricular discussions within and across grade levels •Communication avenues including newsletters, on-line communication, displays: Extent to which the content of the communications includes references AND descriptions of curriculum •CTE Program Standards: Program alignment documents •Career Clusters Standards: Mastery Level Grids •Written curriculum documents: Extent to which the written curriculum cross-references grade levels 	Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
I.1.B.2	The school makes a concerted effort to ensure that all students have a clear understanding of what they are studying and why they are studying it.	A process is in place for all teachers to preview the goals and objectives of the units of study with students/caregivers. A system is in place that provides all teachers with a developmentally-appropriate way of articulating the curriculum to their students.	<ul style="list-style-type: none"> •Family newsletter: Articles focusing on curriculum •On-line communications: Ability of students to easily access specific information related to the curriculum or courses being taken •EDP: Updated EDP •Competency profiles and syllabi: Classroom running records •Course descriptions: Sophistication and clarity of language employed, Description of accommodations for non-English speakers •Documentation from Parent/Caregiver Curriculum Nights (MEAP, Reading First, Title I): Agendas; information packets; sign-in sheets •IEP: Goals and objectives •Posted objectives in classroom, syllabi, benchmarks and common core standards. 	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

The staff feels there is strong communication and collegial conversations are taking place. Use of technology, professional learning communities, and cross grade level curricular design teams have shown a dedication to implementing the standards.

Instruction (I - Teaching for Learning)

Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.

Overall Rating: 2.33

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.A.1	The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.	Some staff members have taken the initiative to plan their lessons based upon the curriculum framework/content expectations. Curriculum is being written with attention being paid to articulation within age/grade levels and content areas.	<ul style="list-style-type: none"> •CTE Programs of Study: CTE Curriculum/standards/curriculum resource guides •Meeting agendas and minutes: Written documentation of curriculum planning within and across grade levels •Observational protocols: Consistency of use of higher order thinking skills and demonstration of high expectations for student success •Written units/instructional plans: Alignment with grade level & course content & district curriculum •Curriculum calendars/pacing guides/lesson plans: Alignment of instructional activities with scope and sequence •Career Clusters: Career Clusters Mastery Level Grids •Adopted texts and other resources: Materials are aligned with standards and field-tested 	Partially Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.A.2	Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students. The result is a curriculum that allows students to derive meaning from all of their educational experiences.	Less than half of the adopted curriculum is developmentally appropriate with attention being paid to age-appropriate characteristics, cultural differences, learning styles and individual learner abilities. Fewer than half of the teachers in the school or cross-school programs are consistent in the use of developmentally-appropriate instructional practice. This includes the use of strategies such as differentiating instruction and providing active learning opportunities.	<ul style="list-style-type: none"> •Curriculum guides: Multiple approaches to instruction; relevant curriculum •Curriculum used in after-school, summer school and support classes: Examples of developmental appropriateness •Instructional plans/lesson plans: Variety of instructional activities and options for individual learners; relevant activities; activities demonstrating recognition of cultural differences; cooperative group instruction •Observational protocols: Variety of instructional approaches; relevance of activities; cooperative group instruction; engagement of learners 	Partially Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.A.3	A collaborative culture that incorporates a philosophy of continuous improvement exists at the school or within a program. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.	Team(s) of teachers meets together on a regular basis. Although some discussion focuses on the improvement of instruction, the majority of time is spent either on procedural or individual student issues.	<ul style="list-style-type: none"> •Survey Data: Reports of decision-making process by stakeholder group •Committee lists: Committee membership and meeting schedules •TRAC: CIP Self-Review •Professional development plan: Professional development based upon instructional improvement; professional development structures employed •Current and historical instructional plans: Changes in plans over time; student assessment data; MEAP results •Collaborative Teaching Model: CTE/Academic Curriculum •Agendas, meeting minutes: Record of decisions made, process leading up to the decisions, record of individuals involved in the decisions and data employed to inform the decision •Data Director assessments aligned to the curriculum. Data Conferences 	Partially Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.B.1	The school or program ensures that students have the supports they need to meet the required standards. Teachers provide opportunities for students to use many and varied approaches to demonstrate competency. The school or program continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.	Staff recognizes that current instructional practice is not adequately meeting the needs of the student population being served. Plans are in place to provide professional development that will address this issue. Some staff members currently use varied instructional approaches and differentiated curriculum to meet the needs of all of their students.	<ul style="list-style-type: none"> •Student Assistance Team's meeting minutes: Functional Behavior Assessment Plans; Behavior Intervention Plans •Teacher/student artifacts: Demonstration of differentiated lessons and assignments •Meeting agendas and minutes: Discussions and decisions made regarding instructional strategies and curriculum •Observational protocols: Records of instructional practices across the school •IEP/504: Sample lesson plan modifications •School schedule/staff list: Staffing and scheduling demonstrating support for targeted students •Curriculum and unit plans: Documentation of connections between units 	Partially Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.B.2	There is a strong belief within the school or program that all students can succeed. This is demonstrated in the expanded use at both the school or program and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.	The majority of instructional plans have components built from insights on modern learning research, as appropriate to the student population being served. These might include activities that activate prior student understanding, teaching of metacognition and/or those that provide opportunities for students to practice higher-level thinking using their mastery of standards-aligned content knowledge. Technology is an important component in the differentiation of instructional practices.	<ul style="list-style-type: none"> •CIMS: Educational Benefit Review •Teacher surveys: Results describing the impact of best practices on enacted curriculum •Minutes/action plans: Description of professional learning community structures being implemented and actions taken •IEP's/504: Progress reports, annual review, Multidisciplinary Evaluation Team (MET) •Curriculum maps: Display of content standards, assessments, instructional strategies, and technology support •Technology plan online at ISD and MDE: Multiple year plan, resources, and individual roles and responsibilities •Technology Curriculum Alignment: Alignment document produced during TRAC •EDP: Appropriate placement into CTE programs •Instructional Plans: Incorporation of best practices into written plans •School improvement plan / committee structures: Systems and structures for professional learning in place 	Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
I.2.B.3	Staff believe that active student engagement is a key feature of student success and there is an expectation that all teachers will design lessons and assessments that engage their students.	Frequent opportunities are provided for students to apply knowledge in a real world context. Some cross-curriculum integrated units of instruction are taught. Many lessons are taught that emphasize higher order thinking skills and some units take into account multiple aptitudes, learning styles, and intelligences.	<ul style="list-style-type: none">•Classroom walk-through journals: Extent to which students are engaged in learning across classrooms; teacher use of higher order thinking skills; use of relevant curriculum•IEP's/504: Progress, annual review and MET•CIMS: Survey results•Assessments employed: Extent to which assessments employ application and demonstration of knowledge and skills•Formative and Summative Classroom assessments Data Director Assessment Evaluation PLC Meetings	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff recognizes that the school uses a variety of tools to assess for student success and comprehension. Tools are in place to evaluate this success as well as within professional learning communities. Staff recognizes a need for improved community outreach and communication as well as improvements to the current technology resources available.

Assessment (I - Teaching for Learning)

Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.

Overall Rating: 2.0

Key Characteristic	Statement or Question	Response	Evidence	Rating
I.3.A.1	Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)	Some assessments that are used at the school are designed to match the measurement method to the appropriate type of learning target. Individual teachers within the school examine their assessments for bias.	<ul style="list-style-type: none"> •Committee minutes: Description of process used to adopt and analyze assessments •Written curriculum: Match between assessment method and learning target •Licensure or Business and Industry Certificate: License or certificate-state or national •Formative and summative assessments: Extent of alignment with district curriculum and Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework or CTE technical standards; extent to which assessment reflects curricular content covered •IEP: Progress reports, annual review, MET •Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework: Michigan Curriculum Framework assessment standards aligned with question on locally developed assessments. 	Partially Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
I.3.A.3	Student assessment is viewed as an essential component in the monitoring of student achievement. Aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments are incorporated into daily practice. In addition, teachers use frequent formative assessment activities to inform instruction.	The instructional staff members evaluate student learning primarily through the use of summative assessments (e.g., MEAP, MI-Access, end of unit test, quarter/semester grades.). Some formal assessments employed are aligned to the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework.	<ul style="list-style-type: none"> •School Improvement Plan progress report: Description of assessments employed as well as short term and longitudinal data gathered; description of data employed in instructional decision making •Curriculum guide: Observational assessments •Formative and summative classroom assessments: Listing of types employed and frequency of use •Teacher and administrator surveys: Description of range and types of assessments employed in the classroom and at the school •IEP: Progress reports, annual review, MET •MI-Tracker, Key Train, WIN, MME Work Keys: Student Scores •Authentic guide: Project based learning 	Partially Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff views the common core, summative and formative assessments combined with the written curriculum to be the benchmark for developing the curriculum and instruction. Data director is a tool that is used to assess the curriculum.

Instructional Leadership (II - Leadership)

School leaders create and sustain a context for learning that puts students' learning first.

Overall Rating: 3.0

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.A.1	School leaders have extensive knowledge of curriculum, instruction and assessment. They share this knowledge with their colleagues and promote professional development that is consistent with current best practice theory. They develop systems and promote strategies that contribute to the collective improvement of student achievement.	School leaders are actively involved in providing information in current research to inform decisions regarding curriculum, instruction, and/or assessment within the school building. School leaders demonstrate their knowledge of curriculum, instruction, and assessment by providing other staff with research, material resources, and appropriate professional development activities based upon the school's improvement goals. School leaders stay current on the research on best practice strategies through participation in professional development activities.	<ul style="list-style-type: none"> •Content Expectations document: Modifications to the curriculum •Professional Development records: REP Report •Advisory Committee input: Minutes, Attitudes regarding school leaders •Committee minutes: School leaders' suggested readings •Certification requirements: Coursework, conference & workshop attendance •Resumes: Workshops attended; participation in study groups; presentations made •Building level arranged Professional Development plans. 	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.A.5	School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.	School leaders demonstrate their understanding that adults learn best when given the opportunity to direct their own learning. This is done through the provision of professional development initiatives that are varied and provide the opportunity for incorporation of the content into daily practice. School leaders acknowledge that adults learn best when given the opportunity to apply and dialogue about their professional development opportunities. Therefore, school leaders make a concerted effort to set aside time for collaborative teams to meet in order to dialog about and share experiences related to professional development.	<ul style="list-style-type: none"> •School Schedule: Use and structure of non-instructional time •Teacher evaluations: Evidence of transfer of learning into practice and teacher input. •Teacher Mentor: Feedback from observations •Staff Survey: Data on professional development •Professional development plans and activities: Extent to which plans and activities are staff-driven and based upon adult learning needs; variety of activities and structures provided 	Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.A.7	School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.	School leaders provide a data-based decision-making structure to focus on student achievement. School leaders consider data from multiple sources when guiding school improvement.	<ul style="list-style-type: none"> •Curriculum-based assessment: Teacher observation results of student's functional performance •School's annual report: Examples of a variety and types of data describing student results •School schedule and calendar: Extent to which schedule and calendar is based upon analysis of data •Professional Development Minutes/Agenda: Focus on data and analysis of results •IEP's: Progress reports on objectives •Meeting agendas and minutes: Use of student data in meetings; extent to which instructional and curricular decisions are data-based •Core Performance Indicators: CPI Reports •Student schedules: Flexibility based upon student data-based needs •Program outcomes: Exit testing performance standards •Data based decision making at a classroom level. Common Assessments across departments. 	Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.B.1	School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.	School leaders are frequently in the classrooms and hallways, monitoring behavior and instruction, and interacting with the staff and students. School leaders are active participants on school committees. In addition, they provide these committees with information gathered during their monitoring efforts of the entire school program.	<ul style="list-style-type: none"> •TRAC: CIP self-review summary •Meeting minutes: Extent to which school leaders initiate and participate in a discussion of student progress and grade reports •School policies and procedures: Documentation of collection of lesson plans and grade books •Surveys: Stakeholders' opinions regarding extent to which school leaders hold high expectations for all; extent to which school leaders are reported to provide meaningful and frequent feedback •Administrative classroom observation logs: Records of observations and description of actions taken as a result of observations •Administrators are available and accessible. Administrators have a monitoring system in place. 	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.1.B.4	School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction and student success to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.	School leaders extend on the message of high expectations for learning by actively participating with the staff in an on-going school-wide dialog about the instructional goals. School leaders communicate periodically with staff, students, parents and the community so that all school policies and procedures are clearly understood. School leaders frequently state that they have high expectations for staff and students.	<ul style="list-style-type: none"> •Mission statement: Evidence of high expectations •Advisory Committee meetings: Minutes of meeting/CIP Self-Review Sign-Off •Survey: Extent to which school leaders are perceived as consistently and fairly applying school rules •Parent communications; other written communications: Evidence of high expectations for students and staff; clear statement of policies and procedures •Superintendent/principal/counselor meetings: Minutes of meeting •Meeting minutes: Written list of expectations for teaching 	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Concerns were developed regarding the decision making by curriculum and department heads. Concerns about the choices of professional development were raised. Staff is concerned about students being college ready, noted that students are now allowed to leave college ready and advanced placement classes without any outside documentation or approval.

Shared Leadership (II - Leadership)

Structures and processes exist to support shared leadership in which all staff has collective responsibility for student learning.

Overall Rating: 2.75

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.A.4	A spirit of collaboration, inquiry, risk-taking, and reflective practice is embedded into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.	The school is organized into collaborative teams that meet on at least a weekly basis. Collaborative practices focus primarily on the improvement of instruction. The majority of staff members participate in inquiry practices such as classroom action research, study teams, and peer coaching. Periodic collaboration occurs across grade levels and content areas.	<ul style="list-style-type: none"> •IEP /504: IEP /504 plans •School improvement meetings: Minutes of meeting •Meeting agendas/minutes: Evidence of collaborative practices •CTE Program Recruiting: Materials and strategies •Grade/departmental curriculum maps: Extent to which maps cut across and connect with other subject areas and grade levels •Comprehensive Guidance and Counseling Plan: School implementation documentation •Non-discrimination statements: District documents •Documentation of inquiry practices including logs and videos: Demonstration of quality and extent of inquiry practices employed •PLC Meetings Department Meetings and Surveys 	Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.A.5	All decisions affecting student achievement are based on data. All instructional staff members are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.	The school improvement committee bases its action plan primarily on the analysis of state and district assessments (e.g., progress monitoring of individual student achievement). Data summations are distributed to all appropriate staff members, but assistance in interpreting them is limited.	<ul style="list-style-type: none"> •Committee meeting agendas/minutes: Data-based discussions and actions taken as the result of data analysis •School improvement and/or state and district reporting data: Variety of data accessible to staff; extent to which data is user-friendly; extent to which comparative data over time is available •IEP Reports: Goals and objectives •NCA/School improvement plans: Extent to which data is used to determine appropriate best practices •Core Performance Indicators: Local and state data results •Professional development plans: Content that focuses on developing skill in the interpretation and use of data •Common Assessments 	Partially Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.A.6	Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.	School leaders provide a structure in which major decisions affecting planning, monitoring, and evaluation for school improvement are made collaboratively. School leaders provide opportunities for sharing of collaborative decisions with all staff.	<ul style="list-style-type: none"> •Surveys: Staff attitudes toward decision-making process •School communication tools: Extent of communication regarding decisions •Minutes from School improvement/Title I meetings: Documentation of collaborative decision-making; impact of discussion of instructional decisions •Evidence is part of the evaluation system. 	Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
II.2.B.4	Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff members frequently collaborate to make adjustments in the plan based upon the data analyzed.	Each semester, staff committees monitor the over-all results of the school improvement plan through an analysis of the data informing the plan. Members of the action teams implementing the specific goals and strategies contained within the school improvement plan, are provided data that annually results in adjustments to the strategies being employed.	<ul style="list-style-type: none">•Lesson plans: Demonstration of adjustment of lessons based upon feedback from school improvement plan•Perkins report data: Core Performance Indicators•Minutes of action teams: Details of monitoring process•Surveys	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff is looking for additional ways to measure student achievement outside of data. The SIP process needs to be defined and communicated beyond surveys, especially to new staff.

Operational and Resource Management (II - Leadership)

School leaders organize and manage the school to support teaching and learning.

Overall Rating: 3.0

Key Characteristic	Statement or Question	Response	Evidence	Rating
II.3.A.4	Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders place a high priority on collaborative team planning time within the school day.	School leaders use data to make decisions on time allocation. Priority is placed upon designating collaborative team planning time to support the school's student achievement goals.	<ul style="list-style-type: none"> •School schedule; school calendar: Coherence of school schedule and calendar with school improvement plan •School improvement plan: Goals related to time use or time allocation •District strategic plan: Alignment of school schedule and classroom instructional time with district goals •Collaborative team planning Allocated release time 	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff shows concerns about excessive release time to certain students for non-academic.

Personnel Qualifications (III - Personnel and Professional Learning)

School/district staff qualifications, knowledge and skills support student learning.

Overall Rating: 2.0

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.1.B.1	Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.	The majority of teaching staff demonstrate competency in their content area and/or grade level through their individual teaching practices. Most staff members update their content knowledge through accessing professional development opportunities.	<ul style="list-style-type: none"> •Teacher resumes: Description of leadership roles taken with other staff and other districts or local / national professional organizations •Observational protocols: Extent to which teachers demonstrate expertise in their content area/grade level; demonstration of knowledge derived from professional development •Staff led professional development. PLC 	Partially Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff shows concerns about professional development implemented equitably.

Professional Learning (III - Personnel and Professional Learning)

Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.

Overall Rating: 2.5

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.A.1	All instructional staff has the skill to be effective collaborators and value the contribution that collaboration makes to student success. Professional development is seen as a collaborative staff activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.	While some staff has had collaborative skill training, collaboration is not the primary mode of decision-making or professional development. Teachers from the same department, grade level, or content area career cluster have the opportunity to meet periodically to collaborate around common professional development experiences.	<ul style="list-style-type: none"> •Professional Development Plan: Demonstration of implementation strategies that incorporate collaboration such as coaching/mentoring, action research, or peer study groups •Survey: Teacher reports of variety of opportunities for context-embedded professional development; teacher reports of coaching/mentoring opportunities •Common planning time schedule: Documentation of scheduling of planning time for teacher teams •Professional development schedule: Evidence of regularly-scheduled professional development opportunities •Team meeting agendas and minutes: Description of collaborative practices occurring within and across grade levels and content areas 	Partially Implemented

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Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.B.1	Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.	All professional development activities are based on current research and best practices. Professional development is driven by district standards and student data and focuses on both content and pedagogy.	<ul style="list-style-type: none"> •Observational protocols: Demonstration of on-going use of instructional practices discussed during collaborative meeting time •CTE follow up data: Professional development using reports •Surveys: Extent to which staff reports integration of professional development strategies into classroom practice in core content areas •Meeting agendas and minutes: Documentation of discussions of instructional practices •Professional development activities: Records of teacher professional development 	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.B.3	Each new teacher participates in an extensive induction program over at least a three year period. A Master Teacher is assigned to each new teacher. This teacher provides an intensive mentoring and coaching experience for the new teacher.	Although each new teacher is assigned a mentor and has a professional development plan, the induction and mentoring program is loosely structured and inconsistently applied.	<ul style="list-style-type: none"> •Survey: Value that new and experienced teachers place on the induction/mentoring program •New teacher orientation materials: Description of induction and mentoring program 	Getting Started

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Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.C.1	Professional development is strategically aligned with the school improvement plan as well as all state and district initiatives and frameworks. The expected outcome from these initiatives is an increase in student achievement and consistency in instructional practices.	All professional development experiences are aligned with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework, CTE Curriculum Standards, district initiatives and the school improvement plan or, as appropriate, the Supported Independence Level Curriculum.	<ul style="list-style-type: none"> •School Improvement Plan: Inclusion of professional development initiatives and their relationship to the student achievement goals in the plan •Records and reports of curriculum committees: Documentation of the cycle of curriculum review and discussions of alignment of curriculum with the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate). •Documentation of professional development initiatives: Description of the extent and types of self-determined professional development that is occurring 	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.C.2	Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.	Professional development is tied directly to the enhancement of curriculum and teaching practices. The school encourages teachers and other staff to provide training to their peers in order to provide relevant and meaningful in-house professional development. Professional development initiatives take into account the diversity of staff experience, backgrounds, areas of expertise, and teaching assignments.	<ul style="list-style-type: none"> •Professional Development Plans and Descriptions: Description of opportunities experienced by teachers to study new instructional, assessment, or classroom management techniques and strategies in their classrooms and their interaction with peers and other support personnel around these opportunities; professional development delivery options including modeling and demonstration •School Improvement Plan: Description of professional development initiatives and their job-embedded nature •Professional Development Logs: Description of activities that demonstrate involvement in job-embedded professional development 	Implemented

School Process Rubrics (40)

Lake Shore High School

Key Characteristic	Statement or Question	Response	Evidence	Rating
III.2.C.3	Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.	The professional development evaluation results are used to determine the level of support that is needed, the type of follow-up activities and any future plans. A comprehensive evaluation plan for professional development is in place and includes an assessment of effective implementation, the impact on teacher practice and positive changes in student achievement.	<ul style="list-style-type: none">•Professional Development Plan: Role that evaluation plays in analysis of the effectiveness of professional development and its impact on student achievement•Survey: Reports of the value placed upon and the attitudes toward the relationship between student achievement and professional growth•School Improvement Plan: Role of data analysis in strategies to improve student learning; frequency and comprehensiveness in data-gathering and extent to which data is analyzed to monitor student progress	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff expressed concerns about the amount of time dedicated to professional development. Discrepancy between data driven results and integration of pedagogy and vision is acknowledged. Staff expressed a concern about an absent new teacher/mentor program at the high school. New staff would benefit from the implementation of the program and/or new teacher meetings. Suggestions to create a monitoring system for professional development which would be accessible to all stakeholders is mentioned.

Parent/Family Involvement (IV - School and Community Relations)

Schools actively and continuously involve parents and families in student learning and other school activities.

Overall Rating: 3.0

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.1.A.2	The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.	The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with these diverse families. Training is provided to teachers in order to increase their understanding of diverse cultures. . A staff member serves as a home-school liaison to facilitate communication with minority families.	<ul style="list-style-type: none"> •Meeting schedule: Extent to which meetings are held in a variety of convenient locations and times •Staffing: Availability of bilingual staff and volunteers to communicate with parents during school events; availability of childcare for parent meetings and conferences •IEP Meeting: Invitations •School/district communications/forms: Extent to which writing is direct, avoids jargon and displays sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home •School calendar: Demonstration of attempts to avoid scheduling conflicts with cultural/religious days of significance •Classroom activities 	Implemented

School Process Rubrics (40)

Lake Shore High School

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.1.B.2	The school is seen as a "learning organization" with parents serving a key role. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.	Parent/family involvement activities occur at the school, some of which extend beyond the walls of the school and into the neighborhoods that contribute to the diversity of the school. The school provides some opportunities for parents to learn how to improve their own skills and support their children's learning through classes, seminars, print material, and direct contact with their child's teacher. Periodic opportunities are provided to parents/families to learn about their child's instructional program. Some assistance is provided to parents of lower achieving students to help them provide additional academic support and guidance for their children at home.	<ul style="list-style-type: none"> •School committee participation lists and minutes: Degree to which parents participate on school committees •Invitations to meetings and programs: Description of meeting locations and types of meetings held •Open House and parent/teacher conferences: Records •Newsletters; websites; teacher print distributions: Information on extended learning opportunities made available to parents; description of parent nights; opportunities for students to continue their learning at home; website that includes extended learning opportunities •CTE Advisory committee includes parents 	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.1.B.3	The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to ensure that the demographics of parents in leadership roles represent the diversity of the school population.	Parents are members of school improvement committees and their feedback is solicited and welcomed. The school attempts to balance parent membership on committees to reflect the demographics of the student population. Parents have designated roles in the school including participating in initiatives designed to improve student success	<ul style="list-style-type: none"> •Parent organization committee membership: Number and diversity of parents involved •Parent organization activities list: Diversity of roles served by the parent organization in enhancing student achievement •School/district curriculum and program committees: Extent of parent involvement on these committees •Program advisory committee meetings: Minutes and roster •School improvement committee list: Inclusion of parents •Parents group at the VIP meeting School focused athletic groups School communications via social networking sites School communication via auto dialer School communication/input via parent survey 	Implemented

School Process Rubrics (40)

Lake Shore High School

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Parents are informed at various levels from the school and staff. Parents have access to staff/school based websites.

Staff expressed concerns regarding exchange program outcomes, clarifications on expectations.

Community Involvement (IV - School and Community Relations)

The community-at-large is supportive and involved in student learning and other school activities.

Overall Rating: 2.5

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.2.A.2	In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.	The school employs a specified set of strategies and techniques based upon the diversity of the population (language, culture, economic status, belief systems). These strategies and techniques facilitate open and direct two-way communication with diverse community organizations. The school communicates with diverse community organizations through publicizing the accomplishments and the needs of the student population and inviting members of the organizations opportunities to participate in school activities.	<ul style="list-style-type: none"> •School and district written communications and forms: Extent to which print material avoids jargon and complex writing and demonstrates sensitivity to a wide range of reading/comprehension levels; translation into languages spoken in the home •Meeting flyers: Extent to which meetings are held in a variety of sites at a variety of times to facilitate participation of all parents; provision of child care •School calendar: Avoidance of scheduling conflicts with cultural/religions days of significance •Staffing at parent events: Extent to which bilingual staff and volunteers are available to assist in translation during student enrollment, parent conferences and other parent communication events •Translation services: Communication of contact information to appropriate parents •IEP and MET reports: Goals and objectives 	Implemented

School Process Rubrics (40)

Lake Shore High School

Key Characteristic	Statement or Question	Response	Evidence	Rating
IV.2.B.3	Community agencies play a key role in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.	Student and family access to community agencies is focused on services and treatment, and is available on an as needed basis. Community agency support to families and students is focused on services and treatment.	<ul style="list-style-type: none"> •School schedule, calendar: Examples of screenings by the county health department; dental and health services/ clinics are available •Contracts, agreements: Collaboration between school/district and community agencies to provide priority services to high need students; offering of parenting workshops by various agencies •Listings, databases: School social worker maintains a file of community agencies able to provide numerous resources for a variety of family needs •School records: Documentation of referrals and follow-up services provided by a variety of community agencies •SAS lead services as a liaison to community services. MISD Surveys 	Partially Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff expresses concerns about community services at the high school. A need is evident for this to be further developed and made accessible to students beyond SAS services. Staff expressed a need for ELL training to support classroom diversity and student learning.

Data Management (V - Data and Information Management)

The school has policies, procedures and systems for the generation, collection, storage and retrieval of its data.

Overall Rating: 2.33

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.1.A.2	There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students.	In addition to compliance data, the system allows for the entry of additional data as necessary. Data is gathered and entered into the data system on a regular basis with limited oversight. The data system allows for the entry of data as a specific need is identified. . Most data is entered correctly by designated personnel in a timely manner, but without regular oversight by staff members who have that responsibility.	<ul style="list-style-type: none"> •Survey: Extent of support for the data system; effectiveness and timeliness of data collection processes; how and when data is collected; knowledge of data system •MET Report: Functioning Levels •CTEIS (Career Technical Education Information System): Enrollment data, Completion data •CIMS (Continuous Improvement Monitoring System): Compliance Monitoring Report, Surveys •REP: REP Report •Data system documentation: Description of data processes •School Improvement Plan: Description of data to be collected, process for collection and personnel responsible for collection •IEP or IFSP (Individualized Family Service Plan): Progress Reports •School websites Staff developed class (web) sites. 	Partially Implemented

School Process Rubrics (40)

Lake Shore High School

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.1.A.4	The school generates, identifies, collects, and stores data from many different sources for use in supporting more comprehensive data analyses, and more accurate data-based decision-making.	The school identifies and collects data used to make critical, high-stakes decisions, such as standards attainment, retention, summer school, or special program placement. There is a dialog in the school about expanding the variety and sources of data, with attention to using various methods to collect comparable indicators.	<ul style="list-style-type: none"> •Administrative software: Type of software used to collect and store data •CIMS: Compliance Monitoring Report, Surveys •CTEIS: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards •MET Report: Functioning Levels •Perkins Core Performance Indicators: Indicator analysis •IEP or IFSP: Progress Reports •Data documentation: Collection methods and instruments employed •Policies and Procedures Handbook: Description of processes used to gather data, types of collection methods employed and instruments used •Data arrays and student records: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards •Data Director 	Partially Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.1.C.1	Defined/documented data support processes exist for the use of the data system and the management of the school's data resources.	The professional staff uses the data system through a set of defined processes that allow them to access the data they need on a regular basis in a way that is useful to them. Collaborative use of data is an established process that is widely used in the school. Expertise in data management processes exists within the school, but the school is dependent on outside (district) help for many process issues. Training has been provided on data management processes and is repeated/updated occasionally.	<ul style="list-style-type: none"> •Surveys: Described expertise in and professional development experienced regarding data management •Agendas / minutes: Extent to which meetings and discussions center around use of data and increasing expertise in its use; professional development initiatives centered around increasing expertise in data use and management •Data Director 	Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff recognizes that various tools for data warehousing and assessment.

Information Management (V - Data and Information Management)

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

Overall Rating: 2.25

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.A.1	Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.	The data in the system is analyzed to turn it into useful information, primarily to summarize and examine. There is dialog in the school about the use of data to predict and prevent, but such practices are in their early stages. Teachers are analyzing some data that has direct impact on their instructional decisions. The efficacy of a few programs and practices is analyzed based on data in the system. Some staff members have the ability to analyze and interpret multiple types of data.	<ul style="list-style-type: none"> •Training records: Local training documentation proof/agendas, etc. •Surveys: The role played by data analysis at the school, committee, and individual staff levels •CTE Computer Follow-up Surveys: Analysis of data gathered •Lesson plans: Analysis of the role played by data in instructional practices •Data reports: Description of data sources, types of disaggregation, time periods covered and how the data is arrayed •School Improvement team meetings, staff meeting agendas/minutes: Description of the role of data and data analysis in improvement of student achievement and school processes •EP/IFSP: Monitoring Reports •Tienet Access for all staff Staff led PD on Data Director 	Partially Implemented

School Process Rubrics (40)

Lake Shore High School

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.A.2	The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.	Some teaching staff holds collaborative conversations about the meaning of the information derived from an analysis of the school's data. Staff views data primarily at its face value. While some collaborative conversations around the meaning of the data do occur, the majority of the staff does not consider alternative interpretations. The examination of data and dialog about its meaning occur most often in traditional structures such as grade level or departmental meetings.	<ul style="list-style-type: none"> •CTEIS: Description of types and sources of data gathered on each student and analysis across students; display of attainment of standards •CIMS: Compliance Monitoring Reports, Surveys •Agendas/minutes from Parent Advisory Council and/or Parent-Teacher conferences: Description of discussion around data and data-based decision-making •Agendas/minutes from School Improvement staff and/or grade/course meetings: Description of dialog around data and data-based decision •Surveys: Staff and other stakeholder attitudes regarding data dialogs and data based decision-making •IEP/IFSP: Monitoring Reports •Department staff meeting minutes: List of staff meetings •PLC Meetings SIP Website containing past and current surveys and plans 	Partially Implemented

School Process Rubrics (40)

Lake Shore High School

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.B.1	The information and meaning resulting from the analysis and interpretation of the school's data is shared with stakeholders in a variety of ways and in a timely manner.	Information is often shared both internally and with broader school community when possible /appropriate, in advance of decision-making. Information is made available to stakeholders who are not authorized users of the data system.	<ul style="list-style-type: none"> •Board of Education reports: Description of processes employed and types of data shared with stakeholders •Staff and parent meeting agendas/minutes: Description of processes employed and types of data shared with stakeholders •Annual Report: Description of processes employed and types of data shared with stakeholders •Data reports: Description of data reporting process •School newsletters: Description of processes employed and types of data shared with stakeholders •Advisory Committee Minutes: Contents of minutes •Website contains access to assessment results, school performance PLC goal planning and monitoring 	Implemented

Key Characteristic	Statement or Question	Response	Evidence	Rating
V.2.B.2	Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.	The use of data to support decision-making is viewed as important in some contexts, but not all. The school data system is used to support some decisions about many students. A few staff frequently support their instructional strategy decisions using the data system. A sense of common ownership towards the results being obtained in the school is emerging. The data system does not yet contain the data needed to monitor and adjust programs and practices, although some of this data is being collected occasionally and analyzed in other ways. The gathering of data on instructional practices and school processes is not emphasized.	<ul style="list-style-type: none"> •Core Performance Indicators: Grant application •CIMS: Compliance Monitoring Report, Surveys •Annual Education Report; School Improvement plan; Intervention and/or differentiation plans: Explanation of the role data and the data system plays in school and instructional improvement; use of data in differentiating instruction for individual students •Surveys: Reports of the role played by data in school-based decisions •Meeting minutes: Description of the role of data and types of data employed in school / instructional decisions •Data Director 	Partially Implemented

As the staff reviewed the school's responses to the questions asked around the Key Characteristics in this Standard, what trends were noticed that cut across all of the Key Characteristics?

Staff recognizes various areas outside of classroom observation where data can be accessed and evaluated.

Report Summary

Scores By Section

