

School Process Rubrics (90)

Lake Shore High School

SAINT CLAIR SHORES, Michigan, United States

Prepared for the Michigan Department of Education

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Introduction

Purpose of the Report

The Comprehensive Needs Assessment (CNA) was developed to be used as a tool to assist a school staff in determining the strengths and challenges of their school. The CNA assesses the system processes and protocols of practice that are in place to support student academic achievement. *Completion of these reports will also fulfill many of the federal requirements for a comprehensive needs assessment prior to decisions regarding how federal funds will be spent in a building or district.*

Structure of the Report

The School Improvement Framework establishes a vision for school improvement. The Process Cycle for School Improvement has four major components that cycle in continuous praxis. They are:

Gather Data Where are we now (status) and where do we want to be (goals)?

Study/Analyze What did the data/information we collected tell us?

Plan How do we organize our work so that it aligns to our goals and resources?

Do Staff implements the strategies and action steps outlined in the plan

Gather Data II Where are we now (status) and did we reach our goals?

While the SI Framework provides the vision for school improvement, the CNA is a tool that supports two of the four areas of the School Improvement Process: **Gather Data** and **Study**. The following pages provide probing questions to create dialogue about student and school data. They are designed to facilitate a deeper reflection into a school's data/information and protocols of practice in order to identify areas of need. Data/information from the CNA can be used to write a school improvement plan that includes specific student achievement goals, objectives, and strategies designed by the stakeholders. A CNA should be conducted once every three to five years, coinciding with the school improvement planning cycle, and revisited annually.

Sources of data/information that serve the process of needs identification can include: School Improvement Framework Rubric self assessment (which includes the School Process Rubrics (40) Performance indicators), the current school improvement plan, information contained in the School Report Card, school's annual education report, and student test data from multiple sources.

The CNA consists of five sections

School Data Profile and School Data Analysis:

Assesses current student achievement data and information about the school. The resulting Student Data Analysis Report can be used for school improvement planning purposes. The report includes: 1) Identification of Student learning goals, 2) Identification of possible contributing causes for gaps in achievement, and 3) Objectives to achieve student learning goals. This process is done as the first step of the CNA. The information links and template should be obtained from the NORMES website. The links are available on your homepage.

School Process Profile:

Assesses the system processes and protocols of practice that are in place to support student academic achievement. The assessment focuses on all 90 of the Key Characteristics contained in the School Improvement Framework Rubrics. Standard and Strand analysis reports have been included to organize the identified strengths and challenges in system processes and protocols of practice. Completion of this section will also provide information required to for the annual School Process Rubrics Performance Indicators report.

Summary of Uses for the CNA

- Guide the school's identification of additional resources (grants) to support its goals and objectives.
- Annually evaluate progress on the School Process Rubrics (40) Performance Indicators.
- Annually review and/or evaluate all 90 indicators in the School Improvement Framework.
- Serve as the basis for all other needs assessments that may be required of the school.
- Form the basis of the school's professional learning plan as required by PA25.
- Identify areas of need to be included in the school's technology plan.
- Satisfy NCA requirement for a School Profile Report.
- Comply with federal grant requirements of aligning resources with identified needs through a comprehensive needs analysis.

School Information

School:	Lake Shore High School
District:	Lake Shore Public Schools (Macomb)
Public/Non-Public:	Public
Grades:	9,10,11,12
School Code Number:	02089
City:	SAINT CLAIR SHORES
State/Province:	Michigan
Country:	United States

Strand I - Teaching for Learning

The District holds high expectations for all students, identifies essential curricular content, and makes certain it is sequenced appropriately. Schools ensure that the aligned curriculum is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

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.

Standard 1 - Curriculum

Curriculum 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.

Key Characteristics

Benchmark A: Aligned, Reviewed and Monitored

School/district written curriculum is aligned with, and references, the appropriate learning standards (MCF, AUEN, ISTE, GLCE, HSCE, METS, etc.).

Curriculum Document(s): The curriculum documents are the basic framework for instruction. They contain essential and rigorous content that guides what is taught within and across grade levels. They provide consistency and continuity to the curriculum and instruction practiced at the school and reflects the belief that all students should actively construct and apply knowledge.

Response:

Getting Started

Partially Implemented

✓ **Implemented**

Exemplary

Evidence:

All Lake Shore departments have been aligned to the Michigan Curriculum standards. Lake Shore uses the Michigan Curriculum Framework and contain benchmarks and content expectations. Lake Shore curriculum guides contain scope and sequence, have established pacing and use PLC to assess and monitor progress.

Standards Alignment: The school's curriculum framework is based upon and organized around the adopted state and local curriculum documents.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

Our curriculum is fully aligned with the state curriculum. Each course has a scope and sequence that defines what we teach. Teachers meet twice a month to review what is being taught and make adjustments as needed. This can be shown in their minutes. Our course book also lists each course that is offered to the students. Power standards have been developed by PLC's, Course descriptions, curriculum maps and online documentation is available.

Articulated Design: The school's curriculum documents are designed in a way that ensures cohesion within and across grade levels and content areas.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Curriculum maps aligned to Michigan Curriculum standards are designed per subject/grade. - Curriculum is measureable and defined by Michigan Curriculum expectations and skill sets -CTE program has developed scope and sequence. -Syllabi and course descriptions

Curriculum Review: The school community holds the belief that quality curriculum and instruction requires frequent review and revision based upon input of appropriate stakeholders within a structured process.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Through the PLC process, departments meet and analyze data and student progress bi-weekly. - Through PLC process and Data Discussions, departments meet, redesign goals (per-trimester), monitor and evaluate progress. -Through PLC process and school-wide Leadership team which includes all departments, curriculum evaluations and concerns are reviewed, addressed and modified per progress. -Professional Development offerings to staff -Collaborative teaching models -Formative assessments

Inclusive: The curriculum is sufficiently flexible to allow for adaptation and modification to meet the wide range of needs and abilities of all students.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

School wide professional development for differentiation and adaption is delivered, within this opportunity various assessments are discussed and developed. Through the PLC process, success of implemeneted assessments are reviewed, adapted and implemented. IEP's and all needed accomodations for studnets are disclosed to staff members through SE department 504 plans and all needed accomodations are disclosed and discussed with staff memembers through SAS. After school tutoring and enhancement program is available to students. RTI structure being developed Co-taught classsess available for assisted instruction -2-year core classess for struggling students

Benchmark B: Communicated

School/district curriculum is provided to staff, students, and parents in a manner that they can understand.

Staff: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

PLC meeting minutes. Curriculum maps, scope and sequence. These are on the district website and available at each building. -Sharing of common materials within the department.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Students: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

Class catalogue is available to inform students of credit requirements, class outlines and expectations. Power School/Teacher allows students/parents to access grades at any time through on-line running records. Most classes offer syllabi at the beginning of each class. Teachers are aware of IEP accommodations for students through accommodation sheet furnished by special education department. Through open house students/parents have the opportunity to see curriculum expectations, guides and materials. During PTC conferences, student/parent/teacher attendance is documented. Monthly school newspaper offers current events and updates on most departments. Objectives are posted in teacher room.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Parents: Parents have a clear understanding of the curricular expectations for their child. A variety of opportunities are made available to them to obtain information about the goals and objectives of units of study and clarify any aspects of the curriculum they do not understand.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-Course Descriptions are offered -Freshman orientation -IEP is updated annually for Special Education students -District wide open house -Lake Shore Lines paper -Parent Portal offered

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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?

Several of the responses show a need for a more organized outline of course objectives and curriculum expectations to students and parents. Continual development of the curriculum and data discussions will allow for revisions to improve student learning. Communication needs to improve, directly informing parents of what the objectives are will allow for improved student success.

Standard 2 - Instruction

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

Key Characteristics

Benchmark A: Planning

Processes used to plan, monitor, reflect and refine instruction that supports high expectations for all students.

Content Appropriateness: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Curriculum guides are available and updated continually to meet needs reflected through data analysis. -Each class has a scope and sequence in place. -PLC groups analyze and evaluate data - Curriculum maps have been developed.

Developmental Appropriateness: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-PLC groups have been developed -Syllabi and course descriptions are available -IEP and 504 reports are in place and implemented -Pre and Post Tests demonstrate needs and growth -Career Cruising/EDP (Educational development plans) are in place for students.

Reflection and Refinement: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-PLC Groups -Data Director, data conferences. -Professional Development

Benchmark B: Delivery

Instructional practices are used to facilitate student learning.

Delivered Curriculum: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-PLC groups are established -Technology plan -IEP & 504 Plans -Data Conferences -Co-Taught classrooms -2yr math programs

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Best Practice: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Technology Plan -Technology Accommodations -RTI Program -CTE Plan -504/IEP

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Student Engagement: 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.

Response:

Getting Started

✓ **Partially Implemented**

Implemented

Exemplary

Evidence:

-PLC Groups -Scope and Sequence -Staff Evaluation process -Annual IEP Plans -CIMS reporting process

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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?

As a staff, we are in a continual phase of growth and advancement in the instructional process. Staff reviews the development appropriateness, reflection and refinement of their instruction to continue to meet the needs of the students. Collaboration through PLC groups allow for staff to evaluate their progress. STaff will continue to work towards further enveloping technology into their plans.

Standard 3 - Assessment

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

Key Characteristics

Benchmark A: Aligned to Curriculum and Instruction

Student assessments are aligned to the school's curricula and instruction.

Alignment/Content Validity: 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.)

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Common Core Curriculum -Power Standards -Scope and Sequence has been developed -Pacing guides are in place -PLC Meetings -Syllabi -Course booklet & descriptions

Consistency/Reliability: Procedures are employed to ensure that assessments administered consistently and reliably measure common learning targets.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Data Director -Data Conferences -Common Assessments -Schedules -Power TEacher/Parent Portal

Multiple Measures: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-PLC's -Data Director -Unit Assessments -Common Asessments & Schedules -Power Teacher -Data Conferences

Benchmark B: Data Reporting and Use

Student assessment results are communicated to, and used by, staff, students and parents to improve student achievement.

Reporting: The school believes in open communication about student achievement. Assessment results based upon the Content Expectations (GLCE, HSCE) or Michigan Curriculum Framework (where appropriate) are provided to teachers, students, and parents. The results are kept current so that staff members can use them to

inform instruction and to work with students to increase proficiency. Parents and students have the opportunity to meet with staff for the purpose of clarifying the information and planning for the future.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Data Director -Power School -District Websites -Parent Teacher Conferences -IEP's -MME/ACT reports -Teacher Evaluation Lesson Planning

Informs Curriculum and Instruction: Data is regarded as an essential tool in the analysis and improvement of curriculum and instruction. Individual teachers, as well as teacher teams, continually assess their curricula and instructional practices and set goals that focus on revisions to school processes, curriculum and instruction.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Curriculum Review -PLC -Data Director -Data Conferences -SIP Plan -IEP Reports

Meets Student Needs: All stakeholders are committed to the belief that all student learners will be successful. In order to achieve this goal, students play a major role in monitoring and improving their own performance. Student achievement is truly a joint venture among student, teacher, and parent. In order to ensure success of all students, a school-wide or cross-program system is in place that monitors the progress of any student not succeeding and provides data to all stakeholders to inform them about resulting interventions.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Tier I of RTI is implemented -Power School and Parent Portal -Parent Teacher Conferences -District Website -District PLC Meetings -School/Student Handbook -EDP plan/ Career Cruising in place -IEP/ Evaluation documents

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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 feels that the process in place are moving along steadily. The one area that reflects the need for growth would be meeting students needs further in allowing them to have a better understanding of the objectives and outcomes.

Strand II - Leadership

School leaders create a school environment where everyone contributes to a cumulative, purposeful and positive effect on student learning.

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.

Standard 1 - Instructional Leadership

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

Key Characteristics

Benchmark A: Educational Program

School leaders are knowledgeable about the schools educational programs and act on this knowledge.

Knowledge of Curriculum, Instruction and Assessment: 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.

Response:

✓ **Getting Started**

Partially Implemented

Implemented

Exemplary

Evidence:

-PLC Meetings -Shared common assessments -Data Conferences

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Knowledge and Use of Data: School leaders have a clear understanding of the importance of data to school improvement. They maintain the level of expertise necessary to analyze and interpret the multiple sources of data that inform the school improvement process.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Workshops available

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Technology: School leaders recognize that technology is essential to the school's success. They seek the necessary resources to support the integration and effective use of technology in all aspects of curriculum, instruction and assessment.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-School budget, purchase orders -IEP technology use when needed (Kurzwell application)

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Knowledge of Student Development and Learning: The school leaders maintain the focus on application of learning theory in the classroom. Leaders have set an expectation that knowledge of how students learn and the impact of developmental states on instructional strategies are essential factors in decisions related to curriculum planning, delivery, and assessment.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-Staff Evaluation/Observation -Professional Development -IEP Goals and Objectives (annual)

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Knowledge of Adult Learning: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-School Schedule -Professional Development plans reflect data discussions and SIP goals -
Administrator Observations' -PLC's

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Change Agent: School leaders accept change as a normal and positive process that leads to continual improvement. They are able to focus the stakeholders on various strategies to reach the school's improvement vision.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Professional Development -CTE Progress

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus on Student Results: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Data Director used to assess -Student Schedules -School Calendar -School improvement plan to evaluate goals and student success -Curriculum based assessments

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Instructional Support

School leaders set high expectations, communicate, monitor, support and make adjustments to enhance instruction.

Monitoring: 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.

Response:

✓ **Getting Started**

Partially Implemented

Implemented

Exemplary

Evidence:

-Set PLC agendas -Monitor Hallways -Implement New Evaluation System

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Coaching and Facilitating: School leaders model the behaviors and strategies that reflect best practices in teaching and learning. They organize their school around professional learning communities and serve as facilitators within these communities. They serve as a skilled coach to staff members requiring additional assistance in implementing best practices.

Response:

✓ **Getting Started**

Partially Implemented

Implemented

Exemplary

Evidence:

-Implement new observational guides -School Improvement Plan

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Evaluation: School administrators design an evaluation system that is considered to be an extension and enhancement of an individual's plan for professional improvement. They work directly with each staff member to ensure that the plan incorporates goals toward increased effectiveness in teaching for learning.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-New Staff evaluation format -Observations -Observation feedback and identification of best strategies

Clear Expectations: 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.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-Mission statement is visible -School handbook is available on-line -Data Conferences to evaluate growth

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Collaboration and Communication: School leaders promote and facilitate critical and interactive dialog that refines the school's mission and goals for continuous improvement.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-School schedule is in place -School improvement plan in place and available to be reviewed

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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 that there needs to be greater involvement with administration. Communicating expectations, working collaboratively towards student results, monitoring and coaching are areas that need further development. The staff feels that the evaluation process is showing growth.

Standard 2 - Shared Leadership

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

Key Characteristics

Benchmark A: School Culture and Climate

Staff creates an environment conducive to effective teaching and learning.

Safe and Orderly: The staff believes that a safe and orderly environment is an essential component to support learning and enhance efforts to improve student achievement.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Documentation of school events and disruptions -Student handbook -Safety training and contract in science labs

Learning Focused: All school stakeholders, including students, are engaged in creating a culture of excellence. Therefore, the primary criterion employed in decision-making is the impact of the decision on student achievement. Staff members believe that all students can learn and achieve to high standards and students are actively engaged in the learning process throughout the school day.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Mission statement is displayed -PLC's are reviewed, lesson plans are in place. -Annual IEP goals and objectives written

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Inclusive and Equitable: Staff members act to create an equitable and inclusive learning environment. A concerted effort is made to reduce equity gaps in achievement and to address social and individual barriers to learning. The school works to eliminate tracking and cultural biases. Instructional strategies take into account the diverse socio-cultural backgrounds.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-School budget is in place, identification of gaps addressed, needed PD implemented. -Differentiated Instruction tutorial offered -Tech PPlan allows for equal availability to technology offered. -IEP goals and objectives reviewed annually and reported to staff.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Collaborative Inquiry: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-PLC's -PBIS -SIP mtg -Curriculum Guides -Common Assessments -Data Conferences -Professional Development -Power Teacher -IEP's

Data-Driven Culture: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented

Exemplary

Evidence:

-SIP in place -Department Goals -Data Director -Formative/Summative/Common Assessments -State Reports (MME, ACT, MEAP)

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Collaborative Decision-Making Process: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-SIP meetigns -Staff reviews and identifies CNA -Goals tied to SIP

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Continuous Improvement

Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.

Shared Mission and Vision: The entire staff represents a collective voice when it comes to creating and maintaining an effective learning environment for all members of the school community. The vision and mission are translated into everyday classroom practice and the results of assessments inform the success of the related school goals.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Everyone is a SIP stakeholder -Inividual and group goals are tied to SIP goals -Mission statement on display at Open House -Parent Portal

Results-Driven Plan: The school improvement plan reflects a philosophy of continuous improvement. It contains

measurable performance and equity goals that reflect the vision and the mission of the school.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

-PDP and goals established via evaluation materials -Observations given during evaluation -SIP plan in place, goals established

Implemented: The members of the school community support the school improvement plan. Their commitment is evident in focused actions to increase student achievement. They are empowered to interpret and employ the information for immediate application.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-SIP plan is established -CIMS is in place -Transitional plan in place for students (IEP vision, EDP in counseling)

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Monitored: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-SIP process is in place and monitored -SIP goals reflect professional development timelines, strategies and activities -CIMS process is in place

Focus Questions

1. 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 identified that students need to be further involved in creating the school culture and learning environment. Staff identified that the data driven process is improving as is the results driven plan.

Standard 3 - Operational and Resource Management

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

Key Characteristics

Benchmark A: Resource Allocation

School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.

Human Resources: The school's vision, mission and educational goals are focused on student achievement. School leaders allocate human resources accordingly and measure the effectiveness of their allocation decisions based upon data.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-All staff are highly qualified -Class offerings are listed -Title 1 -Schools of Choice

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Fiscal: School leaders use their fiscal resources to implement, supplement or extend school improvement plan activities that support the teaching and learning goals. A concerted effort is made to supplement existing funds through external sources.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-School Improvement Plan in place -Schools of Choice -District spending on website

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Equipment and Materials: Staff members are empowered to make decisions regarding the use of equipment and materials. They base their decisions on a continual assessment of student needs and the teaching and learning goals. Every attempt is made to ensure that the materials do not contain bias.

Response:

Getting Started

Partially Implemented

✓ **Implemented**

Exemplary

Evidence:

-District budget posted on website -Textbook selection input -Technology cmte

Time: 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.

Response:

Getting Started

Partially Implemented

✓ **Implemented**

Exemplary

Evidence:

-PLC's -Records Day -SIP plan -School Calendar -School Schedule

Space: There is schoolwide recognition that space is shared for the benefit of instruction and to support the teaching and learning goals. Space is seen as a tool for providing relevant and meaningful instruction.

Response:

Getting Started

✓ **Partially Implemented**

Implemented

Exemplary

Evidence:

-Evaluation and Observations -CTE Guides -Media Center -Computer Labs -Auditorium

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Operational Management

School leaders allocate, develop, implement and/or monitor policies and procedures for the operation of the school.

State and Federal: School leaders ensure that state and federal mandates are adhered to, updated and communicated to all stakeholders.

Response:

✓ **Getting Started**

Partially Implemented

Implemented

Exemplary

Evidence:

-IDEA for all Sp.Ed. students

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

District: School leaders collectively ensure that all new and existing Board and district level policies are adhered to, implemented, and communicated to all stakeholders.

Response:

✓ **Getting Started**

Partially Implemented

Implemented

Exemplary

Evidence:

-Annual Report on school website

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

School: School leaders ensure that school policies and procedures are adhered to, updated, and communicated to all stakeholders.

Response:

✓ **Getting Started**

Partially Implemented

Implemented

Exemplary

Evidence:

-SIP plan is available

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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 feels that this is an area in need of improvement. Ideas expressed stated improved communication regarding policies, district policies and federal mandates is necessary.

Strand III - Personnel and Professional Learning

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes, and beliefs necessary to create a culture with high levels of learning for all.

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.

Standard 1 - Personnel Qualifications

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

Key Characteristics

Benchmark A: Requirements

Staff meets requirements for the position held.

Certification/Requirements: The qualifications of the faculty and staff meet or exceed the federal, state, and district certification requirements in all the content areas and all the instructional levels. The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff. Faculty and staff are recruited to enhance the capacity of the school to achieve its goals. Note: Scoring in "Getting Started" and/or "Partially Implemented" would indicate that the school does not meet current federal and state standards for staff qualifications.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Teacher seniority book offers certification -Teacher interview held by diverse group of stakeholders.

NCLB (Highly Qualified): The requirements for personnel outlined in NCLB are known and being addressed by all impacted faculty and staff.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Staff seniority listing offers all teacher credentials

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Skills, Knowledge and Dispositions

Staff has the professional skills to be effective in their positions.

Content Knowledge: 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.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

-Professional development enhances teacher delivery and expands on existing knowledge -Evaluation process allows for teacher observations

Communication: All staff members communicate effectively and regularly both orally and in written form with parents, students and each other. Accurate and direct communication is a high priority of the school.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Teacher Weebly (online classroom outline) -Professional development parallels SIP goals -IEP goals and trimester progress -Parents invited to open house, Freshmen orientation and parent-teacher conferences. -Student handbook online

School/Classroom Management: All staff agrees that behavioral management is a top priority for the school. The

entire school community is aware of and understands the school's behavioral management plan that has been developed with extensive input from stakeholders.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-PLC -3-Step disciplinary process -Log entries in Power School

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Collaboration: Staff members are structured into collaborative teams specifically designed to enhance student achievement. All instructional staff members have the skill to be effective collaborators and value the contribution that collaboration makes to student success.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Professional development plan in place and updated as needed -Team meetings and PLC documentation

Student-Centered: Instruction at the school is student-centered. Staff views each student in a holistic manner and teach to individual learning styles, interests, and cultural backgrounds.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-School procedures are located in handbook on-line -Observations during evaluation are available - Lake Shore Lines allows for monthly update

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Technology: All staff is skilled in the use of technology for communication, teaching and learning and information management. They mentor and guide their students in the effective use of technology to meet high standards.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Observations during evaluation reflect use of technology -IEP reports and grades -Professional development assists with technology growth

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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 stakeholders show that the staff are knowledgeable in their various dispositions. Staff are aware of what it takes to be highly-qualified. Staff show concern regarding improving technology training to keep abreast of various upgrades, etc.

Standard 2 - Professional Learning

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

Key Characteristics

Benchmark A: Collaboration

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

Staff Participates in Learning Teams: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-PLC meetings bi-weekly -Professional development available -Evaluation plan in place

Staff Collaboratively Analyze Student Work: Staff continuously collaborates to adjust instruction based on on-going student performance.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Data Director used to adjust instruction -PLC meetings -Pre and Post Tests -Formative and Summative Assessment

Benchmark B: Content and Pedagogy

Professional development at schools/districts emphasizes both content and pedagogy of teaching and learning.

Uses Best Practices: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Evaluation observations reflect instructional practice -CTE data -Professional development opportunities for full staff (3-options one day)

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Applies Curriculum Content: Curriculum content is a key component of professional development. Staff participation in professional development results in improved delivery of the curriculum content.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-New teacher academy -Developing mentor program -New teacher meeting

Induction/Mentoring/Coaching: 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.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

New Teacher Meetings with Administration New Teachers are assigned a mentor

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark C: Alignment

School/district professional development is needs-based, aligned, job-embedded, and results-driven.

Aligned: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Common Core -Posting of standards and benchmarks within classrooms -School Improvement Plan available on-line

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Job-Embedded: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-PLC meetings -SIP plan on-line

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Results-Driven: 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.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-SIP plan addresses need for improvement, gaps. -SIP plan allows for reflection on professional development needs.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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 stakeholders have identified the availability of collaboration via PLC meetings and data director. Concerns regarding a mentoring program for new teachers are addressed. Stakeholders also have identified the concern over the direction and effectiveness of the PLC format.

Strand IV - School and Community Relations

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

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.

Standard 1 - Parent/Family Involvement

Parent/Family Involvement Schools actively and continuously involve parents and families in student learning and other school activities.

Key Characteristics

Benchmark A: Communication

School/parent/family communications are two-way, ongoing and meaningful.

Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with parents/families. To achieve this goal, it relies on a variety of two-way, on-going, and meaningful communication methods.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Some online presence -Attendance Issues -504 follow throughs -Student progress into reporting systems

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Diversity: 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.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-Diversity conference (MLK Jr) at beginning of the year. -School calendar -Meeting Calendar -IEP

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Engagement

Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.

Volunteering: The school believes that an important aspect of maintaining purposeful, active, positive relationships with families is through opportunities to volunteer. The school utilizes volunteers in a variety of capacities and pays particular attention to recruiting volunteers from underrepresented groups.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Boosters -VIP, Key Club -Guest Speakers in business class brought in to mentor students

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Extended Learning Opportunities: 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.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-Teacher Statements -School committee's, leadership groups -Open house -Parent Teacher conferences

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Decision-Making: 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.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-VIP presence at school

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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?

Stakeholders identified concerns about community involvement, awareness of safety, drug concerns.
Stakeholders noticed open house, freshmen orientation, financial aid night as beneficial to community.

Standard 2 - Community Involvement

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

Key Characteristics

Benchmark A: Communication

Communications within the community are welcoming, visible, purposeful and take into account diverse populations.

Methods: The school believes that in order for its students to be successful it must have a strong, vibrant system of communication with the community.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Lake Shore Lines available on-line -Advertising for school of choice in various newspapers

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Diversity: 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.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-MLK Jr. Day off -Chinese summit for host families and students -MISD tutoring skills for students who are ESL

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Benchmark B: Engagement

The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

Business Community: Collaboration between the school and various businesses takes many forms. The school partners with a variety of businesses to enhance the relevance of student experience and provide the school additional resources.

Response:

- ✓ **Getting Started**
- Partially Implemented
- Implemented
- Exemplary

Evidence:

-CI students work shadow at local businesses -Med students job-shadow at local hospitals -CTE has guest speakers

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Educational Institutions: Students' learning is enhanced through partnerships with educational institutions and other organizations that offer educational programs within and beyond the school walls. Members of these institutions enhance student achievement through their active involvement in the school and community.

Response:

Getting Started

✓ **Partially Implemented**

Implemented

Exemplary

Evidence:

-Dual enrollment available -PBIS incorporates staff alumni of local colleges/universities on display - Special Education has transition program that assists with resumes and job preparedness. -CTE program offers training to meet needs of students.

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Community Agencies: 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.

Response:

Getting Started

✓ **Partially Implemented**

Implemented

Exemplary

Evidence:

-SCS Police Department officer on site -ESL Tutors -OT/PT -Speech Therapists -Hospitals -CTE Job Shadowing -Parks and Recs Department -Drivers Educations -Community Education

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Collaboration: The school relies on collaboration in a variety of forms in order to strengthen and enhance educational opportunities for all students and families.

Response:

✓ **Getting Started**

Partially Implemented

Implemented

Exemplary

Evidence:

-Limited communication with local community groups/organizations

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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?

Stakeholders identified various institutions that work with the school and students. Stakeholders have identified that there is limited communication with outside institutions and the school.

Strand V - Data and Information Management

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

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.

Standard 1 - Data Management

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

Key Characteristics

Benchmark A: Data Generation, Identification and Collection

Schools have a process for the generation, identification and collection of student and school information.

Purpose: All data generation, identification, collection, and storage is planned, and clearly understood, by all stakeholders. The school carefully plans the implementation of its data system and manages its data resources for improved student achievement.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Data director feedback and reports for student monitoring and goals -Assessment guides per department -IEP progress reports -PLC meetings to discuss data -Data Conferences -CIMS reporting

Systematic: There is systematic identification, collection, entry, storage, and generation of relevant data about the operation of the school, including its staff and students.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Data director used in all departments -Data is foundation for all evaluations -School Improvement plan in place and available on-line -IEP progress monitoring -CIMS process in place.

Multiple Types: The school collects and stores the data it needs to form an educationally relevant picture of the students, staff members, the school and its community. The multiple types of data collected facilitate decision making regarding student achievement and school programs and processes.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Use of data director to guide student placement in Tier i & II classes -IEP in place -MI-Access reports available -SIP plan available -CIMS process in place

Multiple Sources: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-School policies and handbook containing procedures available on-line at district website -Data director and Power School allow for easily accessible documentation -IEP progress reports available - CIMS process in place

Technical Quality: The school's data/system has technical quality concerning integrity, consistency, appropriateness, timeliness, and comparability.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

-School policies and procedures/Handbook on school website -Classroom guides posted in class per evaluation format -CIMS process in place -SIP plan available on-line. Monitoring in place and used to reflect on goals.

Benchmark B: Data Accessibility

The appropriate information and data is readily accessible.

Retrievable: All authorized users have ready access to pertinent data and they are provided support as needed.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

-Data Director access available to all -Data director P.D. offered -Survey data is reviewed in PLC groups -Teacher have access to core performance expectations. -Parent Portal available

Security: The data system provides secure access to relevant data for authorized users and prevents unauthorized access.

Response:

- Getting Started
- Partially Implemented
- Implemented
- ✓ **Exemplary**

Evidence:

-Survey data is available via Data Director -All meetings have sign in/out sheets for attendance documentation -Staff has access to all levels of the system and in-house staff experts to assist and clarify any concerns they may have.

Benchmark C: Data Support

The system provides multiple types and sources of data.

Process: Defined / documented data support processes exist for the use of the data system and the management of

the school's data resources.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Staff and data director resources available (hot line and in-house advisors)

Tools: Data management tools are provided and supported as part of the data system.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Data director is on line warehouse for all assessment information -Professional development available both in-house and through the MISD -IEP progress reports -CIMS report

Focus Questions

1. 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 stakeholders report that data, support, accessibility and are functioning and on-track. Also noted was the ability to access in house assistance in addition to hotline support. Development of further Tier I & II interventions will improve this.

Standard 2 - Information Management

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

Key Characteristics

Benchmark A: Analysis and Interpretation

Staff members use appropriate methods to examine data and collaboratively determine its possible meaning.

Analysis: 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.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-Data director and reports -Data conferences and PLC discussions -We have formative and summative assessments -SIP plans reflect this information -Lesson plans are made available upon evaluations - IEP monitoring reports are dispersed appropriately

Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.

Response:

- Getting Started
- Partially Implemented
- ✓ **Implemented**
- Exemplary

Evidence:

-IEP's -Data Director results and reports help to address and route student course selections based on prior knowledge and performance -Parent-Teacher conferences assist in student scheduling -PLC and data conferences -Staff and department meetings -SIP meetings and feedback

Benchmark B: Applications

Data is used to inform school decisions including monitoring and adjusting teaching for learning.

Dissemination: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Parent Portal -Teacher Weebly sites -Teacher Blackboard sites -Annual report on district website - Data reports through Data director

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Data-Driven Decision Making: 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.

Response:

- Getting Started
- ✓ **Partially Implemented**
- Implemented
- Exemplary

Evidence:

-Dora and Doma to assess incoming students -Data Director -ACT style guided reads and assessments
-IEP/504 plans -PLAN and Explore tests -Workkeys for Freshman -Career Cruising

Content areas that this impacts:

English Language Arts, Math, Science, Social Studies

Focus Questions

1. 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?

Stakeholders believe that data and information management is being used and managed well. Dissemination of information to parents continues to improve as does data driven decision making.

SPR (90) - Conclusion

1. As the staff reviewed the responses to the questions asked about the key characteristics, benchmarks, standards, and strands, what trends were noticed that may impact on student achievement?

Stakeholders identified the importance of data driven decision making to best impact student achievement. In order to continue to improve stakeholders implicated that additional dissemination of the information may improve student success. As time progresses, stakeholder look forward to additional training to stay abreast of the technology that is incorporated.

2. What did the staff identify as strengths in the school systems and protocols of practice that significantly impact/support student achievement in the building?

Stakeholders identified the depth of knowledge and subject matter expertise amongst the teachers. In-house experts who can assist staff in further understanding how to disaggregate information were mentioned as helpful. Staff feels that the technology in place and tools available increase successful outcomes.

3. What did the staff identify as over-arching challenges that would need to be addressed?

Stakeholders are concerned regarding communication between administration, central office and the community. Learning objectives and a protocol for establishing those learning objectives are a concern with stakeholders.

4. What process did the school use to complete this School Process Rubrics (90)?

The school used a random sampling of staff to address the various strands. Each grouping received a strand, as well as a list of evidence. Stakeholders were randomly assigned a grouping, brainstormed and reviewed the CNA, listing concerns and evidence. Upon completion, SIP staff inputted data. The principal will review this and upon review the SPR will be sent to the state.

Report - Summary

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Strand I - Teaching for Learning				
Standard 1 - Curriculum				
Benchmark A - Aligned, Reviewed and Monitored				
Curriculum Document(s)			✓	
Standards Alignment			✓	
Articulated Design			✓	
Curriculum Review			✓	
Inclusive			✓	
Benchmark B - Communicated				
Staff		✓		
Students		✓		
Parents	✓			
Standard 2 - Instruction				
Benchmark A - Planning				
Content Appropriateness			✓	
Developmental Appropriateness			✓	
Reflection and Refinement			✓	
Benchmark B - Delivery				
Delivered Curriculum		✓		
Best Practice		✓		
Student Engagement		✓		
Standard 3 - Assessment				
Benchmark A - Aligned to Curriculum and Instruction				
Alignment/Content Validity			✓	
Consistency/Reliability			✓	
Multiple Measures			✓	
Benchmark B - Data Reporting and Use				
Reporting			✓	
Informs Curriculum and Instruction			✓	
Meets Student Needs		✓		
Strand II - Leadership				
Standard 1 - Instructional Leadership				
Benchmark A - Educational Program				
Knowledge of Curriculum, Instruction and Assessment	✓			
Knowledge and Use of Data		✓		
Technology		✓		
Knowledge of Student Development and Learning	✓			

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Knowledge of Adult Learning		✓		
Change Agent		✓		
Focus on Student Results		✓		
Benchmark B - Instructional Support				
Monitoring	✓			
Coaching and Facilitating	✓			
Evaluation			✓	
Clear Expectations	✓			
Collaboration and Communication	✓			
Standard 2 - Shared Leadership				
Benchmark A - School Culture and Climate				
Safe and Orderly			✓	
Learning Focused		✓		
Inclusive and Equitable		✓		
Collaborative Inquiry			✓	
Data-Driven Culture		✓		
Collaborative Decision-Making Process		✓		
Benchmark B - Continuous Improvement				
Shared Mission and Vision			✓	
Results-Driven Plan				✓
Implemented		✓		
Monitored			✓	
Standard 3 - Operational and Resource Management				
Benchmark A - Resource Allocation				
Human Resources	✓			
Fiscal		✓		
Equipment and Materials			✓	
Time			✓	
Space		✓		
Benchmark B - Operational Management				
State and Federal	✓			
District	✓			
School	✓			
Strand III - Personnel and Professional Learning				
Standard 1 - Personnel Qualifications				
Benchmark A - Requirements				
Certification/Requirements			✓	
NCLB (Highly Qualified)		✓		
Benchmark B - Skills, Knowledge and Dispositions				

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Content Knowledge				✓
Communication			✓	
School/Classroom Management		✓		
Collaboration			✓	
Student-Centered	✓			
Technology		✓		
Standard 2 - Professional Learning				
Benchmark A - Collaboration				
Staff Participates in Learning Teams			✓	
Staff Collaboratively Analyze Student Work			✓	
Benchmark B - Content and Pedagogy				
Uses Best Practices		✓		
Applies Curriculum Content			✓	
Induction/Mentoring/Coaching	✓			
Benchmark C - Alignment				
Aligned		✓		
Job-Embedded		✓		
Results-Driven	✓			
Strand IV - School and Community Relations				
Standard 1 - Parent/Family Involvement				
Benchmark A - Communication				
Methods		✓		
Diversity	✓			
Benchmark B - Engagement				
Volunteering		✓		
Extended Learning Opportunities	✓			
Decision-Making	✓			
Standard 2 - Community Involvement				
Benchmark A - Communication				
Methods		✓		
Diversity	✓			
Benchmark B - Engagement				
Business Community	✓			
Educational Institutions		✓		
Community Agencies		✓		
Collaboration	✓			
Strand V - Data and Information Management				
Standard 1 - Data Management				
Benchmark A - Data Generation, Identification and Collection				

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Purpose			✓	
Systematic			✓	
Multiple Types			✓	
Multiple Sources			✓	
Technical Quality				✓
Benchmark B - Data Accessibility				
Retrievable				✓
Security				✓
Benchmark C - Data Support				
Process			✓	
Tools			✓	
Standard 2 - Information Management				
Benchmark A - Analysis and Interpretation				
Analysis			✓	
Dialog About Meaning			✓	
Benchmark B - Applications				
Dissemination		✓		
Data-Driven Decision Making		✓		