



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Kalkaska Public Schools

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Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help school systems prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, school systems must meet the AdvancED standards, engage in a process of continuous improvement, and demonstrate quality assurance through internal and external review.

The Standards Assessment Report engages the school system in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school system identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school system identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school system. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school system and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report includes four sections: 1) a review of each standard; 2) a description of the school system's methods for quality assurance; and 3) conclusion.

The review of each standard is divided into three components: 1) the Indicators rubric; 2) focus questions; and 3) overall assessment rubric. The Indicators rubric enables the school system to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school system may check if the practices and/or processes are highly functional, operational, emerging, or not evident. The school system should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school system can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school system to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school system to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well the school system and its schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps the school system judge where it is in relation to each standard. The "operational"

level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

The description of the school system's methods for quality assurance should include an overview of the practices and methods the school system uses to monitor and document improvement, provide meaningful feedback and support across the district, ensure that the AdvancED standards are met and strengthened, and regularly collect, use, and communicate results.

The conclusion provides an opportunity for the district to share final insights and information.

Completion and Submission of the Report

This Standards Assessment Report is to be completed by the school system between six months and four weeks prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school system's community participate in completing this report. The report will become the basis of the Quality Assurance Review Team's review.

Directions for Completing the Report

Follow the instructions to complete each section of the report. Be thorough and concise in your answers, focusing on quality and depth over quantity.

Demographics

# Elementary Schools:	3
# Middle Schools:	1
# High Schools:	1
# Other:	0
Grade(s):	K,1,2,3,4,5,6,7,8,9,10,11,12
Enrollment:	1498

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Executive Summary

Please provide an overview of the school system's profile. Please include:

- The school system's vision and goals;
- A description of the programs and services (including number and type of schools) under the jurisdiction of the system;
- Demographic information about school system's community;
- A summary of student performance across the system;
- An overview of any major trends or issues impacting the school system; and
- A summary of the major strengths and needs of the school system.

The following Vision, Mission Statements and Belief Statements have been adopted in the Kalkaska Public School District. Input on this adoption has been taken from all stakeholders within the school district at a variety of meetings held with staff, parents and community.

Vision Statement

The vision of Kalkaska Public Schools is to be a model of education and a source of community pride. In this endeavor we seek to create an instructional program that maximizes the learning potential of all students.

Mission Statement

The Kalkaska Public School District, in cooperative partnership with students, staff, family and community, believes all students can learn. We will provide a caring environment that promotes academic achievement and social responsibility. This partnership will help all students develop their maximum potential and adapt and contribute to a changing world.

Beliefs Statement

We believe that excellent public education is necessary for ensuring a democratic society.

We believe in the abilities of every individual in our community and the value of their life experiences.

We believe in an inclusive community in which all have the right to contribute.

We believe we have a collective responsibility to create and sustain a safe environment that is respectful, engaging, vibrant and culturally responsive.

We believe that every individual can learn and will grow as a learner.

We believe in continuous improvement informed by critical evaluation and reflection.

We believe that resources are critical to education and we are responsible for their equitable and effective use.

We believe in culturally relevant education that provides the knowledge and skills to meet the global challenges and opportunities of the 21st Century.

The Vision and Mission Statement are realized through effective instruction, assessment and instructional intervention throughout the district. District resources are directed towards discussion, planning, assessment, instruction and intervention. The following Instructional Goals have been implemented within the District. All buildings within the district have aligned their school improvement efforts the District plan.

Goal 1: Math

The District will raise math scores on standardized tests.

Math scores on state and district standardized tests have been consistently below state average. There has been a lack of consistent instructional practices and accountability within and across grade levels. The District will improve consistent instructional practices across the district to improve student achievement. Multiple measures/sources of data are used to identify this gap in student achievement. The MEAP, NWEA, AIMSweb, MME, and District common assessments are the vehicles used for this process.

The criteria for success is a continued improvement in achievement scores as measured through the use of multiple assessments.

Goal 2: Reading

Students will improve Informational Reading skills across the curriculum. Student test scores have been consistently below state average on standardized tests that require the reading of informational text.

There has been a lack of consistent across the district on instruction in the skills necessary for reading informational text. Through effective and consistent instruction the District will show improvement in assessment scores at all grade levels.

Multiple measures/sources of data will be used to identify any improvement in student achievement. The MEAP, ACT, MME, NWEA, Open Court, Macomb and District common assessments will be used.

The criteria for success will be improved achievement scores on multiple measures of assessment.

Goal 3: Science/ Social Studies

Students will increase proficiency in Science and Social Studies.

72% of 6th grade students were proficient on the MEAP Social Studies assessment in the fall of 2010, an increase from 61% in 2008.

72% of the 9th grade students were proficient for the same assessment period, a decrease from 79% in 2008.

74% of the district's 5th graders and 81% of 8th graders were proficient on the 2010 MEAP Science assessments.

The 6th grade showed a decrease from 2009-2010, over a 5 year period the trend remains in the mid seventies for students proficient on the 6th grade Social Studies MEAP assessment. This data coincides with

reading data indicating the need for increased understanding in delivery of instruction for informational text reading.

9th grade Social Studies scores decreased from 2009 to 2010; the prior years indicate inconsistent gains.

The 5th grade Science MEAP scores dropped significantly from 82% in 2009 to 74% in 2010.

Although the 8th grade made gains in student achievement, the gains are not consistent, nor high enough, to meet our standards.

Multiple sources of data are used to identify this gap in student achievement. They are the MEAP, NWEA, MME, Explore, Plan, ACT, AIMSweb reading.

Goal 4: Writing

Student Goal Statement: Students will improve writing scores across the curriculum.

Writing scores on state standardized tests have been consistently below state average.

There continues to be a lack of consistent instruction and a specific writing curriculum.

The different measures of multiple sources of data you used to identify this gap in student achievement: MEAP, NWEA.

The Kalkaska Public School District consists of approximately 1652 (9-22-11) students housed in one of six schools; a K-5 Elementary School, a K-3 Elementary School, a 4-5 Intermediate School, a Middle School, a High School and one Alternative School. Attendance has been relatively stable over the past 5 years. The current at risk population is approximately 60%. The special education count for the district is 226 (9-22-11) or 13% of the student population. The minority count is not statistically relevant due to low numbers.

Recently the overall student population has been stable. The district has been able to retain most all educational and extra curricular programs. The districts' staff has also remained stable. New administration and teaching staff have been of high ability and character. The district recently passed an \$18 million Bond Proposal. All construction will be completed in the Spring of 2012. Phase 3 of the construction project will begin sometime later in 2012 or 2013. The financial condition of the district has remained stable during on of the worst recessions in the history of the state.

The district continues to have good leadership, a strong Board of Education and a competent instructional staff. This said the State of Michigan has passed legislation significantly altering the instructional environment. These changes will challenge the district in the next two years.

Standard 1. Vision & Purpose

STANDARD: The system establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the system.

Impact Statement: A system is successful in meeting this standard when it commits to a purpose and direction that is shared system-wide. The leadership establishes expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and district effectiveness. The system's vision guides allocations of time and human, material, and fiscal resources.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

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

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders:

Operational

Evidence Provided:

Leadership demonstrates stakeholder support

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

1.2 Communicates the system's vision and purpose to build stakeholder understanding and support:

Operational

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies system-wide goals and measures to advance the vision:

Highly Functional

Evidence Provided:

District and school improvement planning incorporates vision, mission

District Improvement Plan includes vision, mission

Goals distributed through publications and communication

Goals that are data-driven and measurable

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

1.4 Develops and continuously maintains a profile of the system, its students, and the community :

Operational

Evidence Provided:

Annual Report

Community-based data

District Improvement Plan

District profile is used during parent/community meetings

District profile is used during staff meetings

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of District profile

1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services:

Operational

Evidence Provided:

District and school improvement planning demonstrates alignment with vision, mission

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

Policies on instructional practices demonstrate alignment with vision, mission

Policies on lesson plan development and deployment demonstrate alignment with vision, mission

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

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

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

Operational

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among the school system and its stakeholders?

There are numerous meetings each year at both the building and district level. The Vision and Mission of the District are discussed in conjunction to the establishment of school improvement goals.

The district has committed to monthly meetings of the Curriculum Development Council which is made up of stakeholders from each building. All Curriculum decisions are made within the context of the vision and mission statements and district and building goals.

Internally each building has monthly 2-hour PLC meetings where student data and instructional interventions are discussed and planned.

The district supports multiple opportunities for parent and community involvement in the school programs:

- Parent involvement program
- Parent teacher Conferences
- Accreditation meetings
- PTO
- Band Boosters
- Senior Parents Association

In addition each building has a Site Advisory Committee that discusses all internal issues and makes recommendation for school improvement. At the secondary level each year there are meetings held between the Middle School and High School to discuss and plan for curriculum alignment.

2. What is the system's process for maintaining and using information that describes the school system, its programs, services, and schools and their performance?

Monthly staff meetings and PLC's provide an opportunity for staff members to get together for discussion and planning.

The Curriculum Development Council provides an opportunity monthly for staff members from the entire district to get together to plan the direction of curriculum development, professional development and vertical alignment that support the Vision and Mission statements.

News Letters are produced by the District several times each year and monthly by each building. The District also supports an up-to-date web page that communicates everything that takes place within the district.

The following methods are used for maintaining information:

- PowerSchool
- SRSD
- Surveys
- District Web Site

3. How does the leadership ensure that the system's vision, purpose, and goals guide the work of the school system and its schools?

The District administration supports a network of meetings, planning sessions and workshops each year that allows for effective school improvement programming. The following supports are built into the contract, calendars and procedures of the District:

- Family Coaches and Parent Involvement Program
- One hour staff meetings each month
- Two hour after-school PLC meetings each month
- Monthly Curriculum Development Council meetings
- Community Accreditation meetings.
- Monthly Administration Meetings
- Teacher Evaluation System

4. What process is used to ensure that the vision and purpose of the school system remain current and aligned with the system's expectations in support of student learning and the effectiveness of the school system and its schools?

The District and Building Vision and Mission Statements are reviewed at a variety of meetings during the school year. These discussions are held during School Improvement meetings, staff meetings, accreditation meetings and the Curriculum Development Council. The district also has contracted two hour, after school professional development each month throughout the school year.

Overall Assessment:

Operational: The school system has committed to a shared purpose and direction. The system and its schools have clearly defined expectations for student learning aligned with the system's vision that is supported by system and school personnel and external stakeholders. These expectations serve as the focus for assessing student performance, system and school effectiveness. The vision guides allocations of time and human, material, and fiscal resources.

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Standard 2. Governance & Leadership

STANDARD: The system provides governance and leadership that promote student performance and system effectiveness.

Impact Statement: A system is successful in meeting this standard when it has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders function with clearly defined authority and responsibility and encourage collaboration and shared responsibility for system and school improvement among stakeholders. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

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

Definitions of Indicators RubricGroup:

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Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system operates under the jurisdiction of a governing authority that:

2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system :

Highly Functional

Evidence Provided:

Agendas, minutes of governing authority meetings

District-wide Staff and/or student handbooks

Governance Policy handbooks: board, district, school

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

Local, state, and federal policy handbooks

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

Staff and students affirm their understanding of emergency and operational procedures

Stakeholders affirm understanding of operational procedures

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

2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system:

Highly Functional

Evidence Provided:

District staff are knowledgeable about leadership prerogatives

District staff demonstrate knowledge about due process

Governing Board Policies demonstrate leadership prerogatives

Policies demonstrate protocols for remediation and due process

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

Succession plan demonstrates leadership transitions

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

Highly Functional

Evidence Provided:

District staff are knowledgeable about curriculum standards

District staff demonstrates knowledge and use of curriculum standards in the teaching and learning process

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

Documentation of adherence to ethical business practices

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

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

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

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

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

2.4 Implements policies and procedures that provide for the orientation and training of the governing board:

Highly Functional

Evidence Provided:

District staff and governing board members affirm their knowledge of governing board policies and procedures

District staff and governing board members affirm their participation in orientation and training

Policies and procedures for governing board training and orientation

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

2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources:

Highly Functional

Evidence Provided:

Documentation of adherence to ethical business practices

Policies and procedures for fiscal planning: short-term and long-range

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations:

Highly Functional

Evidence Provided:

District staff are knowledgeable about due process and complaint resolution

District staff are knowledgeable about access to legal counsel

Documentation of access to legal counsel

Documentation of resolutions of any complaints

Staff and students affirm their involvement in the accreditation process

2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations:

Highly Functional

Evidence Provided:

District staff affirm knowledge and support for the district's fiscal responsibility

District staff affirm knowledge of district's insurance carrier, policies, and procedures

Policies and procedures for investments

Policies and procedures for protecting assets and financial resources

INDICATORS: In fulfillment of this standard, the system has leadership that:

2.8 Provides for systematic analysis and review of student performance and school and system effectiveness :
Highly Functional

Evidence Provided:

Advisory Committee: agenda, minutes

District staff affirm the use of student performance and organizational effectiveness data for planning

District Staff meetings: agenda, minutes, decision points

Evaluation results: professional development, efficiency, effectiveness, instructional programming, etc.

Record of student performance data analysis

Staff and students affirm their involvement in the accreditation process

Student database management system

Student performance data are used during district staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

2.9 Creates and supports collaborative networks of stakeholders to support system programs:
Highly Functional

Evidence Provided:

Accreditation team members are representative of staff and students

Artifacts displayed throughout the district demonstrate inclusion of all stakeholder communities

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies for staff/student leadership opportunities outside the district environment

Record of Advisory Committees: calendars, membership, minutes

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

Stakeholder survey data

Stakeholders affirm a sense of belonging and engagement

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

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement on committees

Website provides forum for feedback and dialogue

2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals:

Highly Functional

Evidence Provided:

Budget reflects allocation of support for student performance targets

District staff are knowledgeable about student performance targets

District staff are knowledgeable about the alignment of resources to support student performance

District-wide walk-about demonstrate monitoring of instructional practices

Guidelines outline expectations for instructional standards

Guidelines outline expectations for student performance

Organizational chart reflects allocation of support for student performance targets

2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Highly Functional

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Parent/community compacts

Policies and procedures established for the inclusion of all stakeholders into appropriate district-wide decision making processes

Stakeholders affirm their involvement in a district-wide decision-making process

Stakeholders affirm their involvement on committees

2.12 Assesses and addresses community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

District staff are knowledgeable about the results of a community satisfaction survey

Record of Advisory Committees: calendars, membership, minutes

Stakeholder survey data

2.13 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Evidence Provided:

District staff are knowledgeable about access to and participation in a professional growth program

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

Policies demonstrate evaluation criteria, timelines, and termination processes

Professional development plan for all staff

Focus Questions:

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

The District has contracted with NEOLA, an Ohio corporation that provides policy consultation to over 350 school districts in Michigan. The Board of Education adopts policy recommendations from the superintendent. After adoption all District policies are post to the District web page.

Staff and student handbooks follow District Policy and are available on the District Website and in paper form in each school office.

The Master Agreement between the Board of Education and bargaining groups follow state law and Board policy.

2. What process does the system's leadership use to evaluate system effectiveness and its impact on student performance?

Each school has multiple nationally normed assessments that are used in addition to the MEAP and MME. School leadership discusses the results of these assessments at monthly administrative meetings. Representatives from each school sit on the District Curriculum Council, that also meets monthly, and annually reviews assessment data and its impact on student performance.

At the secondary level teachers are working on common assessments to produce better content achievement data. Administration also uses parent, student and staff surveys to evaluate system effectiveness. School improvement meetings also provide a context for evaluation of system effectiveness.

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

Each school building holds a variety of meetings where school leadership communicate, receive valuable input from community, parents and staff. The District supports a web page that provides information on school improvement, accreditation and curriculum development that communicates to all stakeholders when and where the meetings occur, items up for discussion, and the results of those meetings.

By contract and practice teachers have many opportunities to provide leadership and contribute to the decision making process:

- Teacher led New Teacher interview process
- Site Advisory Committees
- Curriculum Development Committee
- IEP's
- Monthly Child Study meetings
- Various Professional Development Opportunities

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

The following policies are Board adopted and are in place to ensure Equity and innovation:

POLICY

- **1230** - ensures that the Superintendent will follow all state and federal laws concerning education for all students
- **2261** - ensures gender equity in Title I programs
- **3112/4112** - encourages staff communication on curriculum and innovative programs
- **654.03/7540.04** allows for innovation using electronic instruction
- **2250** - encourages innovative program design
- **2210** - encourages innovative curriculum design

Policies are frequently discussed during staff meetings and district meetings.

PROCESSES

After School programs provide extended learning opportunities for all students at the elementary level. At the secondary level here is a homework lab that allows all students an opportunity to receive extra help. Also, Credit Recovery and Summer School programs are offered to allow all students an opportunity to graduate on time.

Overall Assessment:

Highly Functional: The school system has leaders who are advocates for the system's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for system and school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The system's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the system and its schools functions.

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Standard 3. Teaching & Learning

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system ensures that teachers use proven instructional practices that actively engage students in the learning process; provide opportunities for students to apply their knowledge and skills to real world situations; and give students feedback to improve their performance.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

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

Definitions of Indicators RubricGroup:

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INDICATORS: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Operational

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

District staff can articulate student learning expectations

District staff/others meet regularly to discuss student progress and remediation

District-wide curriculum committee: review cycle, adoption/approval policies/criteria, membership

District-wide master schedule; hours of instruction

Formative assessments: quarterlies, etc.

Graphs, charts, displays of student learning goals

Individualized Development Plans

Policies on grading criteria

Policy on credit requirements for program completion

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

Samples of student work

Student discussion groups

Student mentoring programs

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Operational

Evidence Provided:

Assessment data

Course evaluations

District staff/others can identify research used to align instruction

District staff/others meet to analyze data and align instruction

District staff/others meet to review current research

District staff/others meetings regularly include data analysis

Grade reports

Professional development calendar and topics

Surveys

Transcripts, certificates

3.4 Supports instruction that is research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

District staff/others meet to share best practices

District staff/others meetings regularly include discussions about effective instructional design and delivery

Guidance on lesson plan development

Guidance that promotes a variety of instructional design and delivery strategies

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Student display of project-based learning opportunities

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

Curriculum includes attention to diversity

District staff are knowledgeable about state and national curriculum standards

District staff are representative of the school and community demographics

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

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

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Highly Functional

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

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

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

Policies and guidelines granting dual-credit, transfer of credit

Transition policies

3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Highly Functional

Evidence Provided:

After-school programs

Community-based programs

Counseling programs: curriculum, schedules, staffing

District staff affirm that there are multiple opportunities for students to get support

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

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

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

Supplemental educational services: NCLB tutorial

3.9 Maintains a system-wide climate that supports student learning:

Highly Functional

Evidence Provided:

Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

District staff affirm that they are involved in promoting positive school climate

District staff/others meetings provide time for discussions about climate

Guidance on team-teaching is a regular part of the instructional program

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

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Highly Functional

Evidence Provided:

Agendas and minutes from school board meetings (they have to approve the curriculum changes)

Application to seek new course approval and implementation

Calendar of curriculum committee meetings

Data related to implementation of course(s)

District staff affirm that they are involved in the curriculum review and revision process

District staff are knowledgeable about the timeline and process for curriculum review

District staff stays informed of curricular changes in other entities (neighboring districts, state, federal, organizations)

Local school staff affirm that they are involved in the curriculum review and revision process

Parents/community affirm that they have opportunities to engage in the curriculum review and revision process

Written policies and procedures for composition of curriculum committee and its function

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Highly Functional

Evidence Provided:

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

Calendar and schedule of technology services to students

District staff affirm that technology supports their curriculum and instructional programs

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

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

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

Focus Questions:

1. How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?

The District has clearly stated achievement goals. Each building holds regular meetings throughout the school year that deal with instructional strategies. Specifically, each building holds one hour grade level meetings each month to coordinate instructional efforts at their grade level. In addition, two hour monthly grade level meetings are also held to discuss and plan the instructional intervention program within the RTI program. The District also supports a monthly two hour PLC meeting for staff members that allows teachers a workshop time to facilitate an effective RTI program.

Along with grade level meeting, PLC meetings and staff meetings the district has building level Child Study

meetings. These meetings involve the principal, teachers (regular education & special education), counselors, and members of our local Intermediate School District. Teachers will bring a child of concern, academically, socially, or emotionally, up to the child study team and the team will formulate a plan to help provide appropriate support for both the student and the teacher. Follow-ups are made monthly regarding student progress until more or less action is required.

PLC's at the secondary level are held by department. ISD staff are frequently involved. There are frequent meetings between Middle School and High School staff.

All curriculum decisions are first reviewed by the Curriculum Development Committee before going to the Superintendent and Board of education.

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

The District employs Instructional Coaches that leads and provides professional development that supports and promotes the implementation of research-based instructional strategies to facilitate higher achievement for all students. In addition to this the District has participated in a "Reading First" program and is currently involved "Great Start Readiness Program." These programs have brought significant staff development and research-based instructional strategies that have been sustained in the District through administrative support. A significant amount of time is devoted monthly to the implementation of an on-going RTI program. Researched based programs can found embedded in:

- Read 180
- Systems 44
- Honors and AP Classes
- Computer Courses
- Elementary Researched Math and ELA Texts

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

The District supports the following monthly processes that ensure that all staff are well prepared to support and implement the District's expectations for student learning:

- Highly Qualified Staff
- Monthly P.D.
- Constant review of curriculum Maps
- Curriculum Alignment
- Curriculum Development Council
- Building Grade level meetings
- Building PLC meetings
- Building Staff meetings

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Through a Technology Bond 2009-10-11 and a 2010 Bond Proposal new technology has provided the following:

- Employment of an outside technology advisor

- Employment of a tech staff for district networks, hardware and software applications
- New computer labs in all buildings
- New computers in all classrooms
- All rooms have phone/intercom systems
- All rooms have overhead projectors, document cameras
- Most rooms have smart boards, smart boards will be placed in remaining rooms soon
- Power School software for teachers, students and parents

Overall Assessment:

Highly Functional: The school system implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.

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Standard 4. Documenting & Using Results

STANDARD: The system enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and system effectiveness.

Impact Statement: A school system is successful in meeting this standard when it uses a comprehensive assessment system based on clearly-defined performance measures. The assessment system is used to assess student performance on expectations for student learning, identify gaps between expectations for student learning and student performance, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to system and school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

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

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free :

Highly Functional

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

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

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Calendar of assessment activities

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

Dedicated unit/staff for assessment and data reporting

District staff use data to inform policies and practice

Online assessment system

Policies outline administration of multiple assessments and their purpose

Policies that outline targets for behavioral standards: attendance, discipline

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

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

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

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

4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning:

Highly Functional

Evidence Provided:

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

Agendas, minutes from staff meetings indicate utilization of data systems

Criteria for evaluation of staff performance include the use of data for instructional planning

Criteria for feedback on performance

Data graphs, charts display student performance expectations

District staff affirm their understanding of how data are used to evaluate their effectiveness

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

District staff demonstrate the use of data when planning guidelines for instruction, through vertical and horizontal articulation

District staff meet regularly to discuss student work

District staff utilize assessment data for the purpose of instructional and program planning

Examples of student work are prominently displayed

Students affirm knowledge about their learning expectations

4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance:

Operational

Evidence Provided:

Database that records graduation, post-graduate engagement

District staff utilize business and community data to guide program planning

District staff utilize perception data from surveys to guide program planning

Stakeholders affirm their familiarity with student performance and organizational effectiveness

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

4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders:

Highly Functional

Evidence Provided:

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

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

District staff affirm the use of various communication methods to report student performance

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm the use of various communication methods to report student performance

4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness:

Highly Functional

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

District staff affirm their involvement in meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across programs

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

4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports include behavioral and environmental data

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

Stakeholders can speak to and support the growth data

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

Highly Functional

Evidence Provided:

District staff affirm their comfort with the level of data accuracy and security

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

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

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

Focus Questions:

1. How is the assessment system currently used throughout the school system and its schools to guide analysis of changes in student performance?

Current Assessments include;

- MME
- MEAP
- AimsWeb
- NWEA

Assessment data is shared monthly at grade level meetings, PLC'S and CDC meetings. An item analysis is done with both pre and post test. These meetings occur in all buildings monthly. All meetings are set up and lead by administration and the literacy coaches.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by the system, its schools, and stakeholders to aid the performance of individual students?

MME and MEAP assessment results are never given in a timely manner. It has been a problem at the state level for years and has never been adequately dealt with. Local assessments are communicated in a timely manner. The district has hired a data specialist. Data is compiled in several different reports throughout the year and is shared with staff. Individual student data is shared with students and parents at bi-annual parent/teacher conferences to ensure that the goal of student achievement is recognized by all parties. All parents have the ability to use PowerSchool 24/7 to check on their child's work and how they are doing in school.

3. How are data used to understand and improve overall effectiveness of the school system and its schools?

Academic achievement goals are set by the district and each school develops its goals based on the District Improvement Program. Achievement data is used as the basis for formulating these goals. Data is constantly review through a personnel and a process that involves:

- Monthly staff meetings
- PLC meetings
- CDC meetings
- Monthly professional development
- All teachers
- All administration
- Family Coaches and their programs
- Literacy coaches
- District Data Director

4. How are staff members across the system and its schools trained to understand and use data to impact teaching and learning in the classroom?

The Kalkaska Public School District works in conjunction with the Traverse Bay Intermediate School District. The TBAISD provides an annual staff in-service day that is centered on data analysis, intervention strategies and Common Core State Standards. All district staff members attend these in-service days. In addition to this the TBAISD also provides many smaller in-service sessions that staff members also attend.

The Kalkaska School District holds monthly PLC meetings at all levels where staff development and discussion also takes place.

Overall Assessment:

Highly Functional: The school system uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The assessment system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to system/school leaders, teachers, and other stakeholders in understanding student performance, system and school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.

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Standard 5. Resource & Support Systems

STANDARD: The system has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A system is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that: enables students to achieve expectations for student learning, meets special needs, and complies with applicable regulations. The system employs and allocates staff well-qualified for their assignments. The system provides ongoing learning opportunities for all staff to improve their effectiveness. The system ensures compliance with applicable local, state, and federal regulations.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

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

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: Human Resources. In fulfillment of this standard, the system:

5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities:

Highly Functional

Evidence Provided:

Agendas, minutes, decisions for district and school level IEP meetings

Appropriate space is provided for special need support programs

District staff can affirm that special needs students receive needed support

IEP: Individualized Education Plans

Native language usage is evident for the purpose of supporting learning

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Program descriptions: Special Needs Populations

Schedules: District, School, Extra-Curricular; Transportation

Staff Handbooks

Staff schedules and assignments

Student Handbook

5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

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

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff:

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

District monitoring of professional development implementation

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

District staff can affirm their involvement in professional learning opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff implement effective strategies based on their professional development experience

5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable:

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

INDICATORS: Financial Resources. In fulfillment of this standard, the system:

5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Highly Functional

Evidence Provided:

Annual budget - current, forecasted, fund-equity

Consolidated Application (federal)

Facilities plan - current, future

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures:

Highly Functional

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

INDICATORS: Physical Resources. In fulfillment of this standard, the system:

5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment:

Highly Functional

Evidence Provided:

All district-wide facilities are properly maintained

Calendar of safety drills: fire, tornado, emergency crisis

Curriculum includes attention to cleanliness and safety

District staff are involved in developing and implementing safety policies

District support staff are knowledgeable about safety policies

District-wide environment is clean and safe

Facilities maintenance reports and plans

HAZMAT (hazardous materials): policies and training

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

Stakeholder survey data supporting safety

State and Federal regulations regarding special program safety requirements

5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders:

Highly Functional

Evidence Provided:

Crisis intervention committee

Crisis intervention plan

District staff and students are knowledgeable about emergency procedures

District staff are involved in the crisis intervention team

Emergency procedures

Health support staff are available

Secure record system

Staff Handbook

Student Handbook

Wellness policy

5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment:

Highly Functional

Evidence Provided:

Appropriate district staff affirm their knowledge of the plan for physical asset maintenance and replacement

Physical assets plan: short-term and long-range

Policies and procedures for maintaining and improving physical assets: site facilities, infrastructure, equipment, etc.

5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals:

Highly Functional

Evidence Provided:

District staff are knowledgeable about the short and long range plans for maintenance and replacement of technology infrastructure

Policies and procedures for maintaining and improving technology infrastructure: hardware and software

Policies and procedures regarding appropriate internet access

Stakeholders are knowledgeable about policies regarding appropriate internet access

INDICATORS: Support Systems. In fulfillment of this standard, the system:

5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students:

Highly Functional

Evidence Provided:

Advisory plan and program

Alternative Education Program

District monitors instruction for special needs inclusion

District provides guidelines for classroom instruction that demonstrates variety of instructional methodologies to support all students

District provides guidelines for Response To Intervention program and is demonstrated at classroom level

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

Individualized Development Plans

Labor agreements demonstrating appropriate special needs staffing

Master schedules demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Policies regarding use of languages other than English for district communication

Professional development calendar and topics

Special Needs Department/Committee

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

Staffing of Counseling and Guidance programs

Stakeholder survey data supporting special needs programs

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

Student referral policies and practices

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Translated materials demonstrate communication to special needs population

5.12 Provides student support services coordinated with the school, home, and community:

Highly Functional

Evidence Provided:

Career Preparation Department/Committee

Curriculum for Career Preparation

District staff affirm that they receive regular training opportunities to support student behavior

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

Enrollment data - current status, trends

Guidance and Counseling Department/Committee

Job Placement program

Master schedule indicates availability of career preparation

Orientation to Career Preparation programs

Professional development: calendar, topics

Staff assigned to career preparation programs

Stakeholders are supportive of community-based programs to support student engagement

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

Focus Questions:

1. What is the school system's process for recruitment, induction, placement, development, evaluation, and retention of qualified professional and support staff across the system and its schools?

All teacher interviews are done by a committee by the staff and principal of the building that has posted the position. The district has adopted policies and guidelines that require highly qualified applicants where required by law. All recommendations for hire go before the superintendent prior to being approved by the Board of Education.

The following process is followed in hiring professional staff members:

- Great Schools Great Jobs Website
- University Placement centers
- Local news papers
- Internal Postings

All teachers teach in the areas that they are certified.

All new teachers are assigned a profession Mentor.

All new teachers will be observed two times each semester before the evaluation is written. Currently the staff evaluation system is being re-evaluated in accordance with state law.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school system's vision, programs, services, and its plans for continuous improvement?

The Kalkaska Public School District, through actions of the Superintendent and Board of Education have done an outstanding job of budgeting for adequate programs, staffing and facilities that support the vision education within the district. Currently the district is in a relatively good financial position.

There are monthly meetings of the administration. Buildings and district budgets are discussed. Building and student needs are discussed and financing is allocated to resolve individual building issues when funding is available and warranted.

3. How does the school system ensure, support, and monitor the provision of resource and support services that meet the needs of all students?

Working with the BRAISED the Kalkaska School District has been able to provide for necessary resources and support services. The district has received various grants that have served the early elementary child. The District has also developed an elementary RI program that provides specific educational interventions for all students that need them.

Currently there have been no lay-offs and therefore; the district provides many support services available to all students. A list of these services would include:

- Elementary, Middle School and High School Counselors
- Special Education at all schools
- Elementary Highly Qualified Teachers in all schools- Art,Music,Gym and Library
- Full slate of courses at Middle School and High School

- Full Extra-curricular program at Middle and High School
- Elementary Literacy Coach
- Elementary Family Coaches
- Seeds Program
- Teen Health Program
- Alternative Education Program
- ECP and Pre-school program

Overall Assessment:

Highly Functional: The school system effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The system systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The system provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The system ensures compliance with applicable local, state, and federal regulations.

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Standard 6. Stakeholder Communications & Relationships

STANDARD: The system fosters effective communications and relationships with and among its stakeholders.

Impact Statement: Impact Statement: A system is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

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

Definitions of Indicators RubricGroup:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the system:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

District staff affirm that stakeholders are involved in many aspects of district events, activities, decisions

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in district

Policies regarding credit for service learning

Policies regarding suggestions, grievances

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of district events, activities, decisions

6.2 Uses system-wide strategies to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Calendars, agendas, minutes of parent meetings

District Improvement Committee: agendas, minutes, membership

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

Policies regarding formal inclusion of stakeholder involvement

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

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system:

Operational

Evidence Provided:

Advisory Committees

Calendar, agendas, minutes, committee membership

District staff affirm that they regularly include community in preparing instructional delivery activities

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

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

Operational

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences: calendar, procedures, participation data

Parent Handbook

Parent versions of Curriculum Pacing Guides

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

Parents and students are informed and involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

6.5 Provides information that is meaningful and useful to stakeholders:

Highly Functional

Evidence Provided:

Parent -teacher conferences: calendar, procedures, participation data

Policies regarding reporting schedule

Report cards

Focus Questions:

1. How does the school system's leadership ensure that the system and its schools are responsive to community expectations and stakeholder satisfaction?

School leadership provides many opportunities for communication with community and stakeholders. Each building holds a variety of events that brings the community into the district to discuss the direction and status of education in our community. Leadership strives to create equal educational opportunities for all students and provides the best in facilities, technology and researched based instruction. At this time the Kalkaska Public school District has strong support within the community.

Specific communication programs include:

- Family Coaches/and their programs
- PowerSchool
- Parent Surveys
- News Letters
- Website
- Coffee with the Principal
- PTO meetings
- Parent/Teacher Conferences

2. What avenues are used to communicate information to stakeholders about the effectiveness of the school system and its schools, including the sharing of student performance results?

The following avenues of communication are used:

- District Web Page
- District News Letter
- Building News Letters
- District Accreditation Planning Committee
- PTO Meetings
- Family Nights
- Parent Teacher Conferences
- Principal / Parent meetings

Overall Assessment:

Operational: The school system has the understanding, commitment, and support of stakeholders. System and school personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.

Standard 7. Commitment to Continuous Improvement

STANDARD: The system establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A system is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the system with the expectations for student learning. Improvement efforts are sustained and the system and its schools demonstrate progress in improving student performance. New improvement efforts are informed by the results of earlier efforts through analysis of student performance, system effectiveness, and assessment of the improvement process.

Indicators RubricGroup: Please indicate the degree to which the noted practices/processes are in place in the school system. The responses to the rubric should help the school system identify areas of strength and opportunities for improvement as well as guide and inform the school system's responses to the focus questions.

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

Definitions of Indicators RubricGroup:

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INDICATORS: In fulfillment of this standard, the system:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results):
Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in continuous improvement committees

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiatives to support continuous improvement

State/Federal Accountability Plan

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in district and school improvement

District and School Improvement plan indicating membership of committees

Parent compact

Policies, procedures for district and school improvement committee work

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning:

Operational

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

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

District staff affirm their understanding of the impact of programs that support student learning

District staff demonstrate capacity for providing methodologies to increase student performance

School improvement plans demonstrate alignment with district vision, purpose

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in district-wide facilities

7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels:

Operational

Evidence Provided:

District staff affirm that they regularly use data to inform their practices

District staff affirm their involvement in evaluating the impact of instruction on student growth

District staff meetings regularly use data to inform their discussions and decisions

School improvement plans demonstrate evaluation of goals, objectives, and strategies impact on student growth

7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals:

Operational

Evidence Provided:

Continuous Improvement Plan - district and individual schools

District staff affirm their involvement in professional learning

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

7.6 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

Annual Report

District staff and stakeholders affirm the use of performance data during Parent-Teacher conferences

Information/Data system

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

Stakeholders affirm receipt of district communication regarding improvement efforts

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

Operational

Evidence Provided:

District and School Improvement Committee meetings: calendar, agenda, minutes, dispositions

District Labor Agreement includes language protecting school improvement planning time

Evaluation of effectiveness of continuous improvement plan and process

Stakeholders affirm knowledge of an evaluation of the district's improvement efforts

7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide:
Operational

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

Policies and procedures for engaging in district-wide and individual school improvement planning, implementation, and monitoring

7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts:

Highly Functional

Evidence Provided:

District and School Improvement Committee meetings:calendar, agenda, minutes, dispositions

District expectations and guidelines for all schools and departments to engage in a continuous improvement process

District staff affirm their knowledge of the district's expectations and guidelines for supporting student performance

Focus Questions:

1. Describe the process for continuous improvement used by the school system and its schools and the impact of this process on student learning and system effectiveness.

THE SCHOOL IMPROVEMENT PROCESS

The District has established a school improvement process which will function under the leadership of the District School Improvement Team. The Team will consist of:

- A. the Superintendent from District administration;
- B. the principal, staff members, and parents from the elementary school level;
- C. the principal, staff members, and parents from the middle school level;
- D. the principal, staff members, and parents from the high school level.

There will be a School Improvement Team at each building under the leadership of the principal and consisting of:

- A. professional staff members;

B. support staff members;

C. parents;

The purpose of the School Improvement Teams is to focus on programs and procedures which can help the District achieve its educational mission and which meet one (1) or more of the following criteria:

A. will result in a more effective use of existing resources

B. will strengthen students' and/or staff members' willingness to participate productively in the academic and other activities of the school

C. will articulate effectively with programs and/or activities which students will need to participate in at the next learning level in order to successfully accomplish their educational goals

D. are sustainable using existing resources or those that the school or District can obtain for long-term use

Each school is to establish a three (3) to five (5) year improvement plan which shall:

A. identify adult roles for which students will need to be prepared;

B. identify the education and skills students will need to fulfill the adult roles;

C. determine the extent to which the school's curriculum is providing adequate opportunity for students to acquire the skills needed to fulfill the adult roles;

D. identify the changes (or additions) that need to be made in the curriculum in order for students to develop (and apply) the education and skills to fulfill adult roles;

E. identify the specific means by which the curriculum changes will be made and implemented;

F. develop alternative means and methods for providing reliable and valid assessment of each student's ability to demonstrate achievements, skills, and competencies;

G. provide strategies for integrating evolving technology into the school's curriculum;

H. provide age-appropriate opportunities for structured on-the-job learning to be combined with classroom instruction.

In developing the school's plan, the school improvement team should make use of the following administrative guidelines:

A. AG 2250 for preparing proposals for new or revised programs and projects

B. AG 2210C and Form 2210 F1 for analyzing the quality of the school's current learning programs to determine needed changes and/or additions to programs

C. AG 2252 for developing plans

D. AG 2210D for identifying adult roles and identifying prerequisite knowledge and skills for fulfilling adult

roles

E. AG 2605 and AG 2624B for providing authentic assessment of student learning

F. AG 2210 and AG 2131 for designing or redesigning learning programs

All proposals for new programs or extensive revision of existing programs are to be developed according to AG 2250 and submitted by school improvement teams to the District Improvement Team, which in turn, shall submit them to the Superintendent and the Board for final approval.

2. What process is used to ensure that the improvement goals reflect student learning needs and are aligned with the vision and purpose of the school system and its schools?

District Vision and Goals are annually discussed at District Accreditation meetings, monthly Curriculum Development Council meetings and at monthly administrative meetings. Buildings Vision Statements and Goals are set in conjunction with the District and reflect a coordinated effort to move all buildings, staff and students in the same direction.

Annual Surveys of the school community are taken. The results of these surveys are shared with both staff and community. Where results can be worked into the school improvement process they are.

3. What process is used to ensure that system and school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

The district plans for professional development that prepares staff members with the necessary skills to fulfill the needs of the Board Achievement Goals. PLC meetings are held monthly and are led by the district literacy coach. This technical assistance brings consistency to methodology throughout the district that is aligned to both district and building goals.

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

The Board of Education supports the concept of school improvement as established by the State Board of Education and will seek to create and/or maintain effective schools as defined by State guidelines.

In addition to adopting a Mission Statement and Educational Philosophy for the District, the Board shall create, as needed, policies which support the School Improvement Process.

The Superintendent shall establish administrative guidelines which will ensure that the following objectives can be achieved:

A. School improvement plans which are developed and implemented by school-based teams that work collaboratively so that both building level and District level goals for students can be identified and correlated, and then achieved through effective planning, problem-solving, and assessment. Each such team is to include professional and support staff, students, parents, and representatives of the community.

B. A District-wide, school-improvement plan which provides for building-level decision-making. Each school's improvement plan is to include a mission statement; goals based on academic outcomes; curriculum aligned to the goals; evaluation procedures; staff development; use of community resources and volunteers; decision-making processes; the role of adult and community education, libraries, and community colleges; and other matters as

determined by the Superintendent.

C. Periodic review and approval by the Superintendent and the Board of each school's modification and improvement of its program based on the school's assessment of student accomplishment of performance objectives and program goals.

D. Collaboration at both the building and District levels with parents, relevant institutions and groups, especially those in the community, who can support and facilitate school improvement in the District.

Upon approval of a school's initial plan and its later revisions, the Board and Superintendent shall fully support, to the extent that resources allow, the school's educational improvement program. This improvement program may include co-curricular and extra-curricular activities.

Finally, monthly administrative meetings are held and the agenda and direction for the Curriculum Development Council is discussed. The CDC makes the decisions and recommendations to the Board of Education on Curriculum. These decisions direct the implementation of the district and monitor achievement results. Thus, each individual building sets goals that coincide with the Vision and achievement goals of the district.

The Vision and Goals of the District and individual buildings are stated on the District Web Page and other documents communicating school improvement efforts to our stakeholders.

Overall Assessment:

Operational: The school system implements a collaborative and ongoing process for improvement that aligns most functions of the system and its schools with the expectations for student learning. Improvement efforts are sustained and the system demonstrates progress in improving student performance, system and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

QA Methods

1. What processes does the district use to monitor and document improvement?

State and local assessment results are monitored by school administration. A district employed data coordinator compiles assessment data and produces charts that teachers and administrators use to monitor and document improvement. The district has formalized through contract and practice numerous committees and monthly meetings to give ample time for discussion and planning.

2. How does the district provide meaningful feedback and support to its schools and across the district?

Support and feedback is continuous and ongoing. The district has institutionalized a school improvement process that allows for ample communication and discussion of assessment data, intervention and planning. All buildings participate in PLC's, staff development, grade level meetings, School Advisory meetings, Curriculum Development Council, and Accreditation meetings.

Administratively the district has developed Policy and Guidelines that are followed by all schools and staff. There is an accepted philosophy that the District sets the Vision and Goals and that each school within the district follows the plan.

3. How does the district ensure that the AdvancED standards are met by all the schools and the district as a whole?

The school district has been a part of the NCA/AdvancEd accreditation process for many years. This standard has been continued for all buildings. All staff members are familiar with the process and are committed to school improvement and the AdvancEd standards. The district has one administrator who is given the accreditation responsibility. This over site allows for the continuous work and involvement of all buildings and staff members as the accreditation process is blended into all aspects of administration, school improvement and is communicated to all throughout each school year.

4. How does the district regularly collect, use, and communicate results?

The district has an interactive Web Site that is updated frequently. There are various places on the web site that give information on curriculum, accreditation and school improvement. There is also a schedule of meetings that take place. This allows for transparency and a forum of communication that is available 24/7.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

The Kalkaska Public School District has a well developed plan for district accreditation and school improvement. With many components in place for open discussion, data review, intervention and planning the district has the ability to move forward in resolving problems and issues as they occur.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school system's greatest strengths?

Our greatest strength is in communication and staff planning. There is definitely good opportunity for staff and community involvement. There is a definite program for data analysis and planning that allows for a true RTI program at the elementary and Middle School level. This program gives all student the ability to succeed.

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

The greatest challenge continues to be the high level of At-Risk population the district has. The district average at-risk population is above 60%. As a whole this group experiences greater difficulty learning. While the district holds true to the belief that, "all students can learn," learning for an at-risk student often comes more slowly. Until there is an understanding of this at state government levels districts with similar populations will suffer. The state's publication of the top 100 and bottom 100 schools is an embarrassment to all who have any real understanding of the instructional difficulties that occur within the disadvantaged school. The states wealthiest schools consistently score in the top 100 while the states poorest; with the highest at-risk population score at the bottom.

As the state raises the bar of excellence in the area of student achievement more schools with the higher at-risk populations will continue to suffer in a system that is unfair and unjust.

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

The entire accreditation process is one that brings full understanding to all who work within the district. A greater awareness of school improvement and accreditation takes place through the discussion and working with the 7 standards. In, short at the end of the QAR process the full meaning and awareness of AdvancEd Accreditation becomes a reality.

As the district moves forward, the understanding that comes with the process and experience enhances future school improvement efforts.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision & Purpose				
1.1 Establishes a vision and purpose for the system in collaboration with its stakeholders			✓	
1.2 Communicates the system's vision and purpose to build stakeholder understanding and support			✓	
1.3 Identifies system-wide goals and measures to advance the vision				✓
1.4 Develops and continuously maintains a profile of the system, its students, and the community			✓	
1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services			✓	
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance & Leadership				
2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system				✓
2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Implements policies and procedures that provide for the orientation and training of the governing board				✓
2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources				✓
2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations				✓
2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations				✓
2.8 Provides for systematic analysis and review of student performance and school and system effectiveness				✓
2.9 Creates and supports collaborative networks of stakeholders to support system programs				✓
2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals				✓
2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership				✓
2.12 Assesses and addresses community expectations and stakeholder satisfaction			✓	
2.13 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching & Learning				
3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills			✓	
3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels			✓	
3.4 Supports instruction that is research-based and reflective of best practice			✓	
3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning				✓
3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment				✓
3.8 Supports the implementation of interventions to help students meet expectations for student learning				✓
3.9 Maintains a system-wide climate that supports student learning				✓
3.10 Ensures that curriculum is reviewed and revised at regular intervals				✓
3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction				✓
4. Documenting & Using Results				
4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free				✓
4.2 Ensures that student assessment data are used to make decisions for continuous improvement of				

teaching and learning				✓
4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance			✓	
4.4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders				✓
4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness				✓
4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence			✓	
4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
5. Resource & Support Systems				
5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities				✓
5.2 Establishes and implements a process to assign professional and support staff based on system needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff				✓
5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable				✓
5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures				✓
5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment				✓
5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders				✓
5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment				✓
5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals				✓
5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students				✓
5.12 Provides student support services coordinated with the school, home, and community				✓
6. Stakeholder Communications & Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Uses system-wide strategies to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information that is meaningful and useful to stakeholders				✓
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning			✓	
7.4 Ensures that each school's plan for continuous improvement includes a focus on increasing learning for all students and closing gaps between current and expected student performance levels			✓	
7.5 Provides research-based professional development for system and school personnel to help them achieve improvement goals			✓	
7.6 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.7 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	
7.8 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide			✓	
7.9 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts				✓