



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

Baker High School

8901 Airport Boulevard Mobile, Alabama 36608-9599

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 schools prepare for their Quality Assurance Review (QAR). The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

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

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

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

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

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

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

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

Demographics

Public/Non-public:	Public
School Type:	High School
Charter School:	
Enrollment:	2090
Gender at School:	Co-Ed
Grade(s):	9,10,11,12
Location Type:	Suburban

Standard 1. Vision and Purpose

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Highly Functional

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

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

Vision, mission statements include all elements of stakeholder inclusion

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

Highly Functional

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Website/page includes vision, mission

1.3 Identifies goals to advance the vision:

Highly Functional

Evidence Provided:

Goals distributed through publications and communication

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

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

Highly Functional

Evidence Provided:

School Improvement Plan

School/district profile is used during parent/community meetings

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Highly Functional

Evidence Provided:

Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

Lesson plans demonstrate alignment with vision, mission

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

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

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

Highly Functional

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement

among stakeholders?

In the spring of each year, the School Action for Excellence (SAE) members are selected to plan for the subsequent school year. Committee members review the school's mission and vision statements to determine if changes are necessary and if the school's instructional strategies, policies, interventions, and curriculum align with the mission and vision statements. Resources used to convey understanding of the school's vision include the digital signage, school website, faculty meetings, open house meetings, and parent/student handbook.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

During the SAE committee meetings, members analyze student performance data (AHSGE, EQT, and AYP Reports) based on demographics, gender, ethnicity, socio-economic status, regular education status, and special education status. The SAE committee also works to determine school goals and strategies.

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

Committee members provide all teachers with a copy of the School Action for Excellence (SAE) plan via e-mail which contains information regarding goals, interventions, strategies, and subgroups that have been targeted for improvement. This plan guides teachers' instructional classroom techniques. Teachers post a summary of the goals and strategies in their lesson plans. In addition, observations performed by the school administration insure that the goals and strategies are being applied in all classrooms.

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

Quarterly test scores (TestTrax, QuizTrax, AYP reports, and Central Office Reports) and the SAE plan are evaluated each year. Any shifts in the SAE plan are examined and noted in order to ensure that the vision is aligned with desired improvements for the upcoming school year.

Overall Assessment:

Highly Functional: The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

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

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

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

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

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INDICATORS: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

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

Highly Functional

Evidence Provided:

Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

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

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

Staff and/or student handbooks

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Highly Functional

Evidence Provided:

Governing Board Policies demonstrate leadership prerogatives

Policies demonstrate protocols for remediation and due process

Staff demonstrate knowledge about due process

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

Highly Functional

Evidence Provided:

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

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

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

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

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Highly Functional

Evidence Provided:

Student performance data are used during staff meetings

Student performance database for formative assessments

2.5 Fosters a learning community:

Highly Functional

Evidence Provided:

Professional learning plan includes all stakeholders

2.6 Provides teachers and students opportunities to lead:

Highly Functional

Evidence Provided:

Accreditation team members are representative of staff and students

Agenda and minutes of meetings demonstrate shared leadership with staff

Staff affirm their involvement in shared leadership opportunities

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

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Committee members are representative of all stakeholder groups

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Highly Functional

Evidence Provided:

Record of extra-curricular events and activities: calendars, rosters, chaperones

Staff and students affirm involvement in extra-curricular events and activities

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

Evidence Provided:

Stakeholder survey data

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

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

Highly Functional

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Walk-about demonstrate review of instructional practices

Focus Questions:

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

Each year the administration of Baker High School conducts in-service training and new teacher orientation for

new and current staff members. During faculty meetings the staff members are informed of all district and school policy changes as well as any updates to existing laws and policies. Administrators work to establish and improve policies at the school by continuously attending conferences, workshops, and other professional development opportunities. Each week administrators collaborate on school related matters. Policies are also communicated to teachers, students, and parents through handbooks, e-mail, school website, and PTA open house.

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

The school leadership evaluates school effectiveness by measuring student performance. Student performance is evaluated during monthly departmental meetings. During the departmental meetings, each department analyzes EQT and AHSGE scores to determine student strengths and weaknesses. Information from TestTrax and QuizTrax is used to identify individual mastery of objectives. After weaknesses are determined, the members develop strategies for improvement. Both formal and informal administrator evaluations are used to check the effectiveness of classroom instruction. Teachers are evaluated by administrators that are trained and EDUCATE Alabama certified. EDUCATE Alabama is the evaluation system used by the Mobile Public School System.

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

All faculty members are given opportunities to provide leadership at the school. Parents and community members are also given an abundance of opportunities to volunteer. Parents are used as volunteers during extracurricular activities. Parents are also invited to serve on committees and participate in organizations such as the PTA. At Baker High School, parents serve on the SAE committee. Community members serve as Partners in Education and participate in our SAE committee, as well. Staff members are given an opportunity to provide input in decision making through faculty, department, and committee meetings which are held on a monthly basis.

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

Equity of learning opportunities are also addressed through remediation programs, such as after school tutoring, fundamentals of reading, and AHSGE remediation classes. Nova Net, a computer-based tutorial program, assists students with AHSGE prep and credit recovery. The Mobile County Public School System (MCPSS) also addresses equity of learning opportunities by requiring that all teachers be Highly Qualified or work toward Highly Qualified status.

Overall Assessment:

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

Standard 3. Teaching and Learning

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

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

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

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

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INDICATORS: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning: *Highly Functional*

Evidence Provided:

Curriculum pacing guides

Master schedule

Staff can articulate student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

Highly Functional

Evidence Provided:

Course syllabi outlining criteria for student involvement

Master schedule

Students affirm their involvement in their own learning

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Highly Functional

Evidence Provided:

Assessment data

Grade reports

Staff meet to analyze data and align instruction

Surveys

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

Highly Functional

Evidence Provided:

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

Lesson plans

Staff meet to share best practices

Staff meetings regularly include discussions about effective instructional design and delivery

Variety of instructional design and delivery strategies

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

Graduation requirements

Master schedule

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

Evidence Provided:

Master schedule

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

3.7 Provides for articulation and alignment between and among all levels of schools:

Highly Functional

Evidence Provided:

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

Transition policies

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

Highly Functional

Evidence Provided:

After-school programs

Policies for student orientation, interventions, remediation

Staff affirm that there are multiple opportunities for students to get support

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Highly Functional

Evidence Provided:

Database of student behavioral incidents

Peer intervention programs; peer counseling

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder satisfaction survey data

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Highly Functional

Evidence Provided:

Calendar and schedule of media services to students

Facilities map indicating media services location

Media services staff demonstrate the use media resources to support student achievement

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Operational

Evidence Provided:

Calendar and schedule of technology services to students

Facilities map indicating technology services/lab

Staff affirm that technology supports their curriculum and instructional programs

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

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

The State of Alabama's curriculum is used at Baker High School. Our teachers adhere to the Alabama Course of Study, as well as Mobile County pacing guides. Core subject teachers align to objectives for AHSGE, Mobile County EQTs and course blueprints. Each quarter teachers administer common end of quarter assessments. The data collected from these assessments is used to determine student performance expectations and helps us to compare them to other students throughout the district. They also help us to compare teacher strategies and the effectiveness of each teacher's particular strategies.

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

Our stakeholders help to update our School Action for Excellence (SAE) plan each year. This plan helps our school see where we excel and where we need improvement. We then can put into place more effective strategies for learning. We determine these strategies through classroom observations and constant monitoring of strategies used throughout our school. Through monitoring we collect data which is shared at departmental meetings as well as faculty meetings each month.

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

Baker High School's teachers and staff are constantly participating in professional development not only to improve in their own classrooms and subject areas, but to bring new ideas and practices into our whole school. Our professional development is done through STI-PD, SARIC, and through local colleges and universities. Documentation of this development can be found in individual classroom observations (EDUCATE Alabama), through school-wide improvements, and student achievement.

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

Teachers at Baker High School are currently using LCD projectors, Laptop computers, Classroom Performance Systems, ACCESS, Reading Enhancement software, Nova Net, SMARTboards, etc. Students are encouraged to learn to use these types of technology by all staff members. The media center is open for students before, during, and after school which provides them with computers and research tools. Our school has also acquired a rolling

computer lab which is used by students in classrooms to further their knowledge and understanding in certain content areas.

Overall Assessment:

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

Standard 4. Documenting and Using Results

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

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

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

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

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
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Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Highly Functional

Evidence Provided:

All stakeholders are knowledgeable about grading and appeals

Policies that outline targets for behavioral standards: attendance, discipline

Staff affirm the use of multiple measures for student performance

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

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

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate utilization of data systems

Data graphs, charts display student performance expectations

Staff utilize assessment data for the purpose of instructional and program planning

Stakeholders are knowledgeable about the assessment schedule

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

Highly Functional

Evidence Provided:

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

Staff Handbook outlines expectations about the use of student performance data for instructional planning

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

Operational

Evidence Provided:

Database that records graduation, post-graduate engagement

Staff utilize business and community data to guide program planning

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Highly Functional

Evidence Provided:

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

Stakeholders affirm their familiarity with student performance and organizational effectiveness

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Operational

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

Staff affirm their involvement in meetings in which comparative data were highlighted

4.7 Demonstrates verifiable growth in student performance:

Highly Functional

Evidence Provided:

Data reports verify growth in student performance

Staff can identify strategies for increasing student performance

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

Highly Functional

Evidence Provided:

Policies that safeguard accuracy and security of all data

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

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

Formative and summative assessments are used to help analyze changes in student performance. Formative assessments, such as EQTs (End of Quarter Tests), evaluate each student in individual content areas. Summative assessments, like the Alabama High School Graduation Exam, are given several times a year as a requisite for graduation. TestTrax and QuizTrax are our district's computer program that helps gather the data from these assessments so that interpretation may be made and teaching can be adjusted.

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

EQT results are analyzed and distributed at the end of each quarter. AHSGE results are analyzed and distributed at the end of each test administration. EQT and AHSGE results are discussed during monthly departmental meetings. The teachers look at the results of the assessments and determine objectives that were not mastered. Other strategies are also implemented to improve performance such as data quizzes and tutorial discs. Partners in Education provides funding and miscellaneous items for student reward programs. A student mentoring program, which is a Freshman Academy strategy, is used to facilitate needs of students in math.

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

Teachers use data to analyze student performance by socioeconomic status, gender, race and other subgroups. From this same analysis, teachers can adjust their instruction based on students' specific strengths and weaknesses based on the Alabama Course of Study, the Alabama High School Graduation Exam, and other objectives. Monthly data is announced at faculty meetings as well as at departmental meeting to help departments develop common assessments. Other data is gathered around the school to help administrators and other school leaders develop new policies regarding such things as attendance, discipline, and uniforms.

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

Teachers are trained on data interpretation initially provided at faculty meetings. Other training is provided through a mentoring program where more experienced teachers help and mentor newer teachers. Professional development is also a powerful tool in keeping teachers up-to-date on the best practices in using data in the classrooms.

Overall Assessment:

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

Standard 5. Resource and Support Systems

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

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

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

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

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INDICATORS: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

Evidence Provided:

Appropriate space is provided for special need support programs

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Staff can affirm that special needs students receive needed support

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation,

ability, knowledge, and experience):

Highly Functional

Evidence Provided:

Personnel policies ensuring certification, licensure, evaluation, training

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

Staff Handbook

5.3 Ensures that all staff participate in a continuous program of professional development:

Highly Functional

Evidence Provided:

Evaluation of PD data

Professional development plan

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

Staff are aware of the requirements for continuous learning

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Operational

Evidence Provided:

Class size indicates appropriate and effective support of student learning

Master schedule

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget

Practices that support appropriate use of allocated funds

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

Evidence Provided:

Audit reports

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Highly Functional

Evidence Provided:

All facilities on school/district property are maintained

Calendar of safety drills: fire, tornado, emergency crisis

Policies regarding dispensing prescription medications

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Highly Functional

Evidence Provided:

Emergency procedures

Health support staff are available

Staff Handbook

Student Handbook

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Highly Functional

Evidence Provided:

Enrollment data

Staff affirm that they receive regular training opportunities to support student behavior

Staffing of Counseling and Guidance programs

Student referral policies and practices

5.10 Provides appropriate support for students with special needs:

Highly Functional

Evidence Provided:

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

Master schedule demonstrating support for special needs

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

The Human Resources Division of the Mobile County School System (MCPSS) provides a list of qualified applicants to each individual school. The principal interviews a minimum number of applicants for each position. This process includes interviewing new and veteran teachers. Department heads are also involved in this interview process. New teachers to Baker High School meet with the principal in the summer, and new teachers are placed with mentoring teachers for the school year. These mentor teachers must undergo training through MCPSS and must report to the principal about goings-on and concerns with the new teacher. New teachers, and veteran teachers alike, are urged by the administration to take part in workshops and try to assume leadership roles within the system. As part of EDUCATEAlabama, new teachers and veteran teachers are under full evaluation every three years. Non-tenured teachers are evaluated three times for three years, and veteran teachers are evaluated once a year, every three years. Administrators are evaluated using Educate Alabama standards. Support personnel are evaluated by the principal at the end of each year.

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

A budget committee, consisting of faculty and staff, is nominated and elected annually by the faculty and staff. The budget is designed to meet the needs of the School Action for Excellence (SAE) plan which addresses the vision and needs of the school. The budget is then discussed and voted on by the faculty and staff in our faculty meeting.

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

The overall school plan includes staff assignments and duties that ensure a safe and orderly environment, be that before, during, or after school. Baker High School policies include processes for addressing situations that may have a negative impact on a safe and orderly environment. The safety plan is reviewed on a yearly basis and changed according to the needs of the school. A security guard is also furnished at the school's expense, whereas a resource officer is provided at board expense.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

At Baker High School, a guidance counselor is assigned to each grade level. Our counselors monitor student achievement and student development throughout each year. The counselors also work closely with the classroom teacher and with parents when a student shows signs of trouble. Students are urged by teachers, counselors and administrators to take advantage of the counselors' availability. Sophomores, Juniors, and Seniors are encouraged to pursue any and all scholarship opportunities through the guidance office. Student support services also include an onsite nurse, a resource officer, an attendance officer, and other support systems through Student Services at MCPSS.

Overall Assessment:

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

Standard 6. Stakeholder Communications and Relationships

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Internship/partnership agreements with community-based business and agencies

Staff affirm that stakeholders are involved in many aspects of school/district

6.2 Has formal channels to listen to and communicate with stakeholders:

Highly Functional

Evidence Provided:

Emails, phone answering system

Web page dedicated to parents/community members

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

Highly Functional

Evidence Provided:

Policies regarding volunteer involvement

Staff affirm that they regularly include community in preparing instructional delivery activities

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

Highly Functional

Evidence Provided:

Parent -teacher conferences

Parent Handbook

Parents and students are involved in making course selections

Student Handbook

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Highly Functional

Evidence Provided:

Parent - Teacher Conferences

Report cards

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

The school's leadership ensures that the school is responsive to the community's expectations by actively including community stakeholders and making them aware of all school activities. Baker High School wants to make sure our community and its stakeholders are aware of our school's mission, goals, and vision, so inclusion of the community on certain decisions that affect them is important. Baker has numerous Partners in Education, and these partners are kept aware of activities going on at Baker through our school's website, digital signage within the school, and a recently purchased LED marquee at the entrance of the school. Baker's administration has an open door policy, and stakeholders know that their concerns are of interest to the school.

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

Baker High School has developed its feeder pattern schools into a professional learning community. The principals of Baker and the feeder pattern schools meet on a regular basis and discuss the needs of students and how they relate to each school. The local businesses in Baker High School's Partners in Education Program provide incentives for rewards programs and feedback concerning needs of the business community.

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

Baker High School communicates to stakeholders in a number of ways. Technology is the number one means of communication. The school's website conveys information to the community and its stakeholders about school activities and school and student achievements. Baker has recently erected an LED marquee at the entrance to the school. This marquee displays school news to students, parents, and community members as they drive by the campus. Digital signage has also been placed within the school building to provide campus updates and information to the faculty, students, parents, and guests. Baker's dashboard is posted near the office at the front of the school for all stakeholders to see; it provides information on the overall performance of the school. Finally, Baker uses a phone messenger program to keep parents abreast of activities occurring at the school.

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Evidence Provided:

Continuous/School/District Improvement Plan

Professional Development Plan: agenda, topics

Staff affirm their involvement in a specific program that supports continuous improvement

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

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

Stakeholder survey data demonstrating stakeholder involvement in school improvement

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Highly Functional

Evidence Provided:

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plan demonstrates alignment with vision, purpose

Staff affirm their understanding of the impact of programs that support student learning

Staff demonstrate capacity for changing methodologies to increase student performance

Vision, purpose posted in school/district facility

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Highly Functional

Evidence Provided:

Continuous/School/District Improvement Plan

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

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

Operational

Evidence Provided:

Annual Report

Parent-Teacher conferences

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

Highly Functional

Evidence Provided:

Graduation and retention rates

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Baker High School's process for continuous improvement is developed each year through the School Action for Excellence (SAE) plan. The SAE plan is reviewed during the spring to determine areas of improvement for the school and to focus on the improvement of target areas and subgroups. Monthly faculty and departmental meetings are used to analyze student performance and school effectiveness through EQT and AHSGE test data. Faculty members in each department analyze test data to determine areas of improvement. AYP and AHSGE reports are used to implement remediation programs.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

Baker High School wants to ensure the success of all students. AHSGE remediation in all subject areas is of utmost importance to our overall graduation rate. Other programs such as credit recovery and the Freshmen Academy are designed as intervention programs to keep students from dropping out. The Renaissance Reading program is also being utilized to aid in the improvement of reading.

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

Professional development is available to all teachers and administrators at Baker High School through the Mobile County Public School System (MCPSS). Since Baker High School is not a Title 1 school, funds are not as readily available for all professional development opportunities. Our county commissioner has given Baker discretionary funds, so teachers and administrators can secure substitutes and attend conferences and in-service programs. The MCPSS STI-PD program lists professional development opportunities and documents in-service programs completed.

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

The School Action for Excellence (SAE) plan, which is completed in the spring is reviewed quarterly in departmental meetings to ensure implementation. The MCPSS Central Office Staff (specifically Curriculum and Instruction) and Baker's SAE committee members monitor the SAE plan for compliance. MCPSS provides Baker with data reports on academics, attendance, and discipline. Achievement in these areas is communicated to stakeholders by means of the SAE dashboard located near the office at the front of the school.

Overall Assessment:

Highly Functional: The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Conclusion

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

Focus Questions

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

As this internal evaluation was conducted, one theme that seemed to emerge was that of technology in the classroom and how it has aided in classroom and individualized instruction. Baker High School realizes that in order for our students to compete and succeed in the workforce, they must be able to use the technology that is available. Some students, however, fall behind, and technology is a good way for them to succeed. Not only does technology help our students, but it also aids us, as a school, in improving communications with parents, stakeholders, and each other.

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

Baker High School's greatest strength has to lie in our commitment to furthering our students and making them contributing members of our community. As a school, we are working on the dropout rate with Freshman Academy and credit recovery. Graduation exam remediation helps those students who have not passed certain parts of the AHSGE. Our guidance counselors work tirelessly in helping our students with numerous scholarship opportunities.

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

The biggest challenges, that Baker High School faces, are ones that we cannot control- growth and funding. We have become the second largest high school in the county and are growing each year. With this growth, we face the problem of increased student-teacher ratio. The new school year brings us a new year of requesting more teaching units. Baker is only one of four schools (two high and two elementary) in Mobile County that is not considered Title 1, so with the cuts in state funding, monies are hard to find.

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

The faculty and staff will be made aware of pertinent information that aids in the school's academic improvement. The contents of this report are openly discussed with the faculty. Our faculty is very involved with improving Baker High School. By assessing our practices, sharing our findings, and continuing to improve upon our effort, Baker High School should continue to improve.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision and Purpose				
1.1 Establishes a vision for the school in collaboration with its stakeholders				✓
1.2 Communicates the vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies goals to advance the vision				✓
1.4 Develops and continuously maintains a profile of the school, its students, and the community				✓
1.5 Ensures that the school's vision and purpose guide the teaching and learning process				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate				✓
2. Governance and Leadership				
2.1 Establishes policies and procedures that provide for the effective operation of the school				✓
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness				✓
2.5 Fosters a learning community				✓
2.6 Provides teachers and students opportunities to lead				✓
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.8 Controls curricular and extracurricular activities that are sponsored by the school				✓
2.9 Responds to community expectations and stakeholder satisfaction				✓
2.10 Implements an evaluation system that provides for the professional growth of all personnel				✓
3. Teaching and Learning				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning				✓
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning				✓
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices				✓
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice				✓
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning				✓
3.7 Provides for articulation and alignment between and among all levels of schools				✓
3.8 Implements interventions to help students meet expectations for student learning				✓
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning				✓
3.10 Provides comprehensive information and media services that support the curricular and instructional programs				✓
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program			✓	
4. Documenting and Using Results				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free				✓
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			✓	
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes				✓
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			✓	
4.5 Communicates the results of student performance and school effectiveness to all stakeholders				✓

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness			✓	
4.7 Demonstrates verifiable growth in student performance				✓
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
5. Resource and Support Systems				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				✓
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Ensures that all staff participate in a continuous program of professional development				✓
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			✓	
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system				✓
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants				✓
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders				✓
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning				✓
5.10 Provides appropriate support for students with special needs				✓
6. Stakeholder Communications and Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Has formal channels to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school				✓
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders				✓
6.5 Provides information about students, their performance, and school effectiveness 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 school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)				✓
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				✓
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				✓
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement				✓