



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

### Southeast Raleigh Magnet High School

2600 Rock Quarry Road Raleigh, North Carolina 27610

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:	<b>Public</b>
School Type:	<b>High School</b>
Charter School:	
Enrollment:	<b>1582</b>
Gender at School:	<b>Co-Ed</b>
Grade(s):	<b>9,10,11,12</b>
Location Type:	<b>Urban</b>

# 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:**

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

**INDICATORS:** In fulfillment of this standard, the school:

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

*Operational*

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

Stakeholders are knowledgeable about vision, mission

Other: SIP Meeting Minutes

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

*Operational*

Evidence Provided:

Meetings incorporate elements of vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

Other:

**1.3 Identifies goals to advance the vision:**

*Operational*

Evidence Provided:

Goals distributed through publications and communication

Goals that are data-driven and measurable

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

Other: PLT SMART GOALS

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

*Operational*

Evidence Provided:

Annual Report

Newsletters, articles

School Improvement Plan

School/district profile is used during parent/community meetings

School/district profile is used during staff meetings

Stakeholders demonstrate knowledge of school/district profile

Other: School Profile Report, Magnet Data

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

*Operational*

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

School improvement planning demonstrates alignment with vision, mission

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

Other: Website

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

*Operational*

#### Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic planning process demonstrates review by stakeholders

Other: SIP Plan

### **Focus Questions:**

#### ***1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?***

The mission, vision and belief statements are developed by the school improvement leadership team which includes input from all departments in the school as well as students and parents. They are then voted on by the staff and adjusted every two years. The most recent revision was in 2008-2009 at the onset of a new school improvement planning cycle. The 2009 faculty vote had an approval rating of 99%. The mission, vision and beliefs are reviewed at staff meetings, PTSA meetings and are posted on our website. The mission, vision and beliefs are displayed throughout the school.

#### ***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?***

The school profile is developed collaboratively with central services and includes student information gathered from Growth and Planning and Evaluation and Research Departments. Testing data is reviewed regularly in staff meetings, school improvement meetings, curriculum leadership meetings and by the Data Team. The data includes EOC scores by subject area, performance disaggregated by subgroups, AYP performance and graduation rates. Student performance is also reviewed in weekly Professional Learning Team(PLT) meetings where teachers can look at Blue Diamond(formative assessments) and common assessment results to formulate goals and drive curriculum planning. Teachers, students and parents participate in surveys from which data is used to develop a profile for the school regarding effectiveness of instruction, discipline and safety.

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

*process?*

Administrators not only observe classroom teachers and provide feedback, but they also observe PLT work on a weekly basis to ensure alignment between PLT goals and school goals. PLT's are responsible for setting SMART goals in their subject areas that align to our school improvement goals. The school's curriculum leadership team is composed of department chairs whose role is also to monitor teaching and learning to assure alignment with the school's vision, goals and the standard course of study. A teacher walk through team collects data during observations in order to assure that focus areas in the school improvement plan are being addressed.

***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?***

All stakeholders choose School Improvement representatives to attend monthly meetings. The School Improvement Chair attends all county wide meetings to stay current with the county and state guidelines. At monthly SIP meetings, current updates are discussed and process managers report on the progress of our action steps. Vision, mission and goals are reviewed and revised periodically. School effectiveness is also measured through faculty, parent and student surveys.

### **Overall Assessment:**

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

## Standard 2. Governance and Leadership

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

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

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

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

**Definitions of Indicators Rubric:**

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

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

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

*Operational*

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

Local, state, and federal policy handbooks

Organizational chart

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

Stakeholders affirm understanding of operational procedures

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

Other: Positive Behavior Support Documents

**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

Organizational chart

Policies demonstrate protocols for remediation and due process

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

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

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 access to legal counsel

Documentation of adherence to ethical business practices

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

Documentation of resolutions of any complaints

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

Documentation of utilization of all requirement elements of curriculum standards

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

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

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

Other: WCPSS Intranet Site, Employee Handbook, Student/Parent Handbook

**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:**  
*Operational*

Evidence Provided:

Record of student performance data analysis

Student database management system

Student performance data are used during staff meetings

Other:

Other: Data Team Documents, SIP Team Documents, Curriculum Leadership Team Documents

**2.5 Fosters a learning community:**  
*Operational*

Evidence Provided:

All stakeholders are knowledgeable about the rules of engagement and behavior

Artifacts displayed throughout the school/district demonstrate inclusion of all stakeholder communities

Professional learning plan includes all stakeholders

Rules of appropriate engagement and behavior are prominently displayed

Stakeholders affirm a sense of belonging and engagement

Website provides forum for feedback and dialogue

**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

Organizational chart demonstrates shared leadership responsibilities

Policies for staff/student leadership opportunities outside the school/district environment

Staff affirm their involvement in shared leadership opportunities

Staff and students affirm their involvement in the accreditation process

Student governance is formalized with bylaws, policies, and procedures

Students are involved in student governance

Other:

**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

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement in the decision-making process

Stakeholders affirm their involvement on committees

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

*Operational*

Evidence Provided:

Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities

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

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

Staff and students affirm involvement in co-curricular organizations and activities

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

**2.9 Responds to community expectations and stakeholder satisfaction:**

*Operational*

Evidence Provided:

Record of Advisory Committee: calendars, membership, minutes

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

Other: PTSA and Business Alliance Documents

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

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-about demonstrate review of instructional practices

Other: SIP Plan

**Focus Questions:**

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

**ESTABLISHMENT:**

Policies governing the school are established at the federal, state and local (Board of Education) levels. At the site-based level, operational policies are established by administrators, leadership teams and individual teachers. Methods and forums for establishing policies include:

- Weekly administrative team meetings to evaluate, adjust and create new operational structures.
- Monthly Curriculum Leadership Team meetings to evaluate, adjust and create new operational structures.
- Monthly School Improvement Leadership Team meetings to evaluate and assure operational policies are aligned with the school's vision, mission and goals.
- Classroom teachers create rules and procedures for effective classroom operation--often in collaboration with the students.
- The Curriculum Leadership Team, departments and professional learning teams discuss and provide input for policies and practices regarding grading and curriculum implementation.
- The Student Government Association provides input on operational policies via meetings with the principal

and representation on the SIP Team, the Positive Behavior Support Committee and the SMART Lunch Committee.

- Students in the iLead classes provide input through representation on the Positive Behavior Support Committee and the SMART Lunch Committee. iLead students also gather data regarding students' views on operational policies.
- The PTSA Board meets monthly with the principal and faculty representative and provides input into the establishment of policies and procedures.
- School/community summit held for the first time in February 2010, provides a forum for parent and community input on critical issues facing the school.

### **COMMUNICATION:**

Communication of policies and operational procedures to all stakeholders is a top priority of the leadership and is included as action steps in our school improvement plan. As a school of technology, we emphasize our website as a primary means for communicating with stakeholders. Policies and operational procedures are communicated via various means including:

- Schools website containing academic, discipline, curriculum, extra- and co-curricular information
- A secure staff website
- Faculty, School Improvement Leadership Team, Curriculum Leadership Team, Department and Professional Learning Team meetings
- Monthly Business Alliance Meetings
- Monthly Booster organization meetings
- Weekly Faculty Bulletin
- Weekly phone messenger to all parents/students
- PTSA Newsletter
- Daily intercom announcements, student news produced by Broadcasting classes, discipline assemblies
- New student and parent orientation
- Academic Coaching classes
- PTSA meetings, PTSA Satellite meetings, Spotlight on Southeast events, Open House events
- Teacher's websites and syllabi
- Student Agendas/Handbook
- W CPSS Student/Parent Handbook
- WCPSS Website – internet and intranet
- Course Guide
- Progressive Discipline Plan
- Graduation Project Handbook
- Club/Organization Constitutions

### **IMPLEMENTATION:**

Implementing policy involves all stakeholders and is a school-wide process. School leaders monitor implementation to ensure policies and procedures are uniformly implemented and enforced. Administrators, department chairs, PLT leaders and individual staff members communicate, address problems and take actions to address and remedy a lack of adherence. Administrators use staff meetings, Curriculum Leadership Team meetings, and individual conferences when interventions are needed. Department chairs and PLT leaders monitor and address issues within smaller groups and serve as liaisons between staff members and the administration.

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

The school's effectiveness is based on learning and teaching and student performance. Data is shared with the teachers for them to self reflect and refine lesson planning and classroom teaching. The data is used to focus on student learning. The goal of the administration is for teachers to use the data to determine what the students have and have not learned and to make adjustments in teaching. The following data sources are analyzed and considered in evaluating effectiveness:

- ABC results, including disaggregated data
- AYP results
- SAT results
- Teacher/student residuals (effectiveness index)
- Graduation/Promotion rates
- Teacher retention rates
- Discipline data
- Transfer requests
- Teacher Working Condition Surveys
- Staff surveys
- Parent and student surveys
- Attendance rates

The following sources of student performance data are used:

- ABC results, including disaggregated data
- VoCATs
- AYP/No Child left Behind (NCLB) results
- PSAT, SAT, AP, Writing tests, 8th Grade EOGs
- Teacher/student residuals (effectiveness index)
- Graduation/Promotion rates
- Individual teacher assessments
- Common Formative Assessments
- Report Cards
- Failure and Promotion rates
- Discipline referrals
- Attendance
- Graduation Project Completion
- Special Programs data
- Personal Education Plans (PEPs)
- Report cards

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

The school's leadership solicits input from various stakeholders and uses this information in the decision-making process. Administrators or other school leaders (teachers, parents, students) gather information through various means including meetings, surveys, focus group discussions, and issue bins. Administration encourages teachers to take leadership roles in any area of the school that they feel like their expertise can be used. Information is gathered from the following sources:

- School Improvement Leadership Team
- Curriculum Leadership Team
- Student Government Association
- Individual meetings with administrators
- Individual parent conferences with teachers or administrators
- Student Clubs
- Faculty Committees
- Recommendations from Department Chairs
- Department meetings
- PLT Leaders
- Positive Behavior Support Committee
- SMART Lunch Committee
- Magnet School Assistance Program Grant (MSAP) Core Team
- Leadership and New Tech Consultants
- PTSA
- PTSA Satellite Groups
- Booster Clubs
- Business Alliance

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

Southeast Raleigh Magnet High School's student population consists of approximately 60% magnet (applicants) and 40% base assigned students. Although students apply for seats because of an interest in our themes and magnet courses, many also apply because of the supportive and innovative culture in our school. All students whether magnet or base are allowed the same opportunities to select and enroll in all courses, programs, and activities offered at our school. WCPSS and school policies provide for and encourage student access to all curriculums as well as non-traditional learning opportunities. Southeast was founded on the premises of being a school of innovators—students and staff-- and continues to welcome and support innovative ideas, programs, and instructional methods. Teachers are provided staff development for growth and to learn new methods. Our school:

- Teaches the NC Standard Course of Study and WCPSS Curriculum for state and magnet courses.
- Provides open registration for all students to access the full curriculum
- Offers access to learning opportunities outside of the school through dual enrollment in community and four-year colleges, NC Virtual Schools, internships, early graduation, exchange programs, and study abroad.
- Offers basic, honors, and AP courses.
- Provides integrated and differentiated curriculums to motivate, support, and enhance learning
- Encourages staff members to take advantage of WCPSS staff development and other learning opportunities.
- Supports and encourages grant opportunities
- Supports, recognizes, and celebrates innovation at staff meetings and via staff emails.
- Publishes information noting innovation via WCPSS website, the school's website, newsletters, and local news sources.
- Solicits magnet applicants by marketing our school as a place where staff and students are innovators, have technical skills, and are autonomous leaders.
- Is dedicated to teaching and tailoring programs to equip our students with 21st century skills.

**Overall Assessment:**

**Operational:** The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically 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. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" 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.

**Definitions of Indicators Rubric:**

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<b>Highly Functional</b>	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

**INDICATORS:** In fulfillment of this standard, the school:

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

Evidence Provided:

Communication of NCLB performance targets

Curriculum pacing guides

Formative assessments: quarterlies, etc.

Individualized Development Plans

Lesson plans that indicate learning objectives

Master schedule

Policy on credit requirements for program completion

Policy on grading criteria

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Staff can articulate student learning expectations

Staff meet regularly to discuss student progress and remediation

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

Other: PLT meetings highlight discussions of student learning expectations

Other: State Adopted Textbook Lists

**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:**

*Operational*

Evidence Provided:

Course syllabi outlining criteria for student involvement

Master schedule

Samples of student work

Staff meet to share student work

Student discussion groups

Student mentoring programs

Students affirm their involvement in their own learning

Other: Academic Coach, iLead and PBL documents

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

*Operational*

Evidence Provided:

Assessment data

Grade reports

Staff can identify research used to align instruction

Staff meet to analyze data and align instruction

Staff meetings regularly include data analysis

Other: Data Team walkthroughs identify instructional practices

Other: Data Team Documents

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

*Operational*

Evidence Provided:

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

Professional organization membership

Staff meet to share best practices

Student display of project-based learning opportunities

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:

Curriculum includes attention to diversity

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Staff are representative of the school and community demographics

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

Other: Career Focused Learning Communities, Magnet Course Offerings

**3.6 Allocates and protects instructional time to support student learning:**

*Operational*

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Staff affirm that their instructional time is protected

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

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

*Operational*

Evidence Provided:

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

Policies and guidelines granting dual-credit, transfer of credit

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

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

*Operational*

Evidence Provided:

Counseling programs: curriculum, schedules, staffing

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

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

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

Other: Student and staff affirm participation in SMART lunch tutorials

Other: SMART lunch documents

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

*Operational*

Evidence Provided:

Database of student behavioral incidents

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

Peer intervention programs; peer counseling

Policies for student behavior, remediation, due process, appeals

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

Team-teaching is a regular part of the instructional program

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

*Operational*

Evidence Provided:

Budget allocating appropriate funds for media services

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

Staff affirm the use of media services in their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate media staff

Students and staff affirm their involvement in media services program

**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:

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

Calendar and schedule of technology services to students

Facilities map indicating technology services/lab

Staff affirm that technology supports their curriculum and instructional programs

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

Other: Magnet grant goals, classrooms dedicated to technology

### **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?***

Courses are aligned with the North Carolina Standard Course of Study (NCSCOS) or the Wake County Public School Curriculum for magnet and/or locally written courses. PLTs include all teachers and cover multiple preps. Teachers are involved in primary and secondary PLTs with primary meetings every Wednesday and secondary meetings during SMART Lunch. PLTs operate within the framework of the NCSCOS to cover sequence of objectives, pacing, and formative and summative assessments. Scope and sequence across grade levels is assured within departments through vertical alignment between sequential courses. Teachers within departments monitor and discuss the implementation and assessment of honors and academic curriculums. Student portfolios are created for English 9, Algebra I, Biology, Civics & Economics, and US History to provide evidence of mastery of the curriculum and course work. Departments and Professional Learning Teams plan instructional strategies and activities. They address grading practices as well as homework and make-up policies. Our comprehensive homework and make-up policies are consistent with WCPSS Board Policies. There is a school-wide test-retake policy (see website). PLTs also focus on individual student achievement in order to modify instructional practices and provide support or enrichment based on students' needs. Examples include opportunities for the pursuit of specialized interests (dual enrollment credit, Career Focused Learning Communities, NC Virtual Schools, Engineering Academy, magnet courses). Intervention/remediation needs are also addressed through SMART Lunch tutorials, before school, after school, and Saturday review sessions, peer mentoring and tutoring and NovaNet. Student placement in sequential courses is monitored by the scheduling team to support learning and success. With input from counselors and/or Academic Coaching (AC) teachers, students develop a four-year plan focused on graduation requirements. In order to assure that students are on track for graduation, course selections, transcripts, and four-year plans are reviewed annually with counselors and/or AC teachers as part of the spring registration process. Scheduling and student course selections follow NC Courses of Study (Career Prep, College Tech Prep, College/University Prep, Occupational, Future-Ready Core). Southeast follows a county-wide grading policy. Currently, our staff is examining grading practices in order to provide input for developing a county-wide grading policy for high schools and to select grading strategies to implement at our school for the 2010-2011 school year. Strategies will be selected from [The 15 Fixes, A Repair Kit for Grading](#) by Ken O'Conner.

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

We are in the second year of using classroom walkthroughs to identify the use of instructional strategies that have a high probability of improving student achievement. Strategies identified are based on Marzano's research-based practices that work. Data Team members and other teacher leaders are trained to conduct walk throughs, collect and analyze the data and provide feedback to teachers. For Project-Based Learning (PBL) core subjects in grades nine and ten, instructional strategies are based on the New Tech Foundation's 21st Century learning instructional model. New Tech evaluators routinely visit to assess the fidelity of implementation using a "School Success Rubric," provide feedback and suggestions for improvement, and meet with teachers in PLTs to provide support. As a magnet school of technology and leadership, we constantly look for, create, and implement ways to recruit, enhance, and teach courses that are innovative and geared to the interests of our students. As example, we are in the second year of implementing a leadership program which is in its infancy stage of development by its author. Instructional decision-making is based on data that is regularly presented at staff, PLT, department, data

team, and leadership meetings. Challenges are identified and addressed by the school leadership. District resources, school based and district staff development is provided and used to support teachers in implementing research-based strategies. Other than the Marzano strategies, our school implements the Dufour concept of Professional Learning Communities and a Positive Behavior Support (PBS) program. Instructional strategies also employ individualization and modifications based on IEPs, 504 plans, PEPs and LEP Modification Plans.

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

Southeast Raleigh Magnet High Schools implements the following strategies and processes:

- Administrators hire only highly qualified teachers and include Department Chairs in interviews to assess subject area and curriculum expertise.
- New teachers are provided a support system that includes orientation, The Beginning Teacher (BT) Program (includes monthly seminars), mentors, buddies, PLTs and administrator partners.
- Professional Learning Teams provide support for all teachers.
- All staff members are observed/evaluated both formally and informally by administrators and peers. Data Team walk through observations serve as a brief snapshot to assess curriculum implementation. Feedback is provided to teachers following observations.
- Feedback from observations and teachers' personal reflections are used to develop professional growth plans.
- Department and faculty meetings are used as a forum for training and discussion of curriculum and implementation.
- Residual data/effectiveness indexes provided by the E & R Department for student achievement in EOC courses is reviewed for each teacher. Strengths and weaknesses are assessed and used in scheduling decisions and planning for instructional improvement.
- School-based staff development occurs on workdays, early release days, after school, and during planning periods. Teachers have access to staff development provided by the school system. There have been opportunities for teachers to attend professional conferences; however, the lack of a state staff development budget and restrictions on travel have significantly reduced those opportunities for the current year.
- We have staff members who serve as curriculum developers at the district and state levels.
- Teachers are encouraged to pursue National Board Certification. Support groups operate in the school. We currently have 23 National Board Certified teachers on our staff.
- Teachers have access to technology, technology training, and online resources.
- Community and business volunteers, including Business Alliance members provide perspectives and skills that enable teachers and students to apply learning and instruction to real world situations.

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

At Southeast, teachers integrate new and emerging technologies into learning and teaching in all curriculum areas. Course offerings include numerous technology based classes some of which are magnet courses and CTE courses. Course descriptions are available in the registration guide and online. Students have opportunities for technology-based internships and dual enrollment classes. The school is networked and has zoned wireless access, allowing students and staff access from anywhere in the building. This is supported by two full-time onsite network administrators. Instructional technology and comprehensive information are made available to all students and staff via:

- Computers in every classroom
- Individual laptops for every teacher
- One-to-one student/computer ratio in project-based learning classrooms, CTE labs, engineering, and digital arts classrooms.
- Media Center, Career Development Center and Computer Lab
- Email accounts, Novell log in, and SPAN accounts provided to all students.
- Log-ins (Phoenix) to access New Tech learning and management software for PBL students.
- Curriculums in which students are offered opportunities to work with all networking platforms, programming, digital programming and software, video equipment, music editing programs and SMART boards.
- Class share folders
- Blackboard
- Student Services Blackboard site
- School webpage with calendar, curriculum and policy information, news and links to resources

Students and staff are provided access to Media Services via:

- Flexible scheduling (SMART lunch, teacher sign up, before and after school hours)
- Electronic databases
- Magazine subscriptions with both hard copies available for students as well as electronic subscriptions
- TV/Cable in all rooms
- Destiny (electronic card catalog which is internet based and accessible from any computer at school or home)
- MATV system which allows for students to watch videos and TV programming throughout the building
- LCD's, document cameras, CD players, DVD players, VHS, digital and video cameras are all available for checkout by teachers to be used by students in the classroom
- Extensive hardcopy collection
- Media staff who collaborate with teachers in all disciplines and make themselves available to students and faculty to assist with research techniques and electronic usage of resources

### **Overall Assessment:**

**Operational:** The school 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 school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" 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:

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

**INDICATORS:** In fulfillment of this standard, the school:

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

*Operational*

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

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

Policies that outline targets for behavioral standards: attendance, discipline

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

Staff affirm the use of multiple measures for student performance

Staff use data to inform their practice

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

Other: SAM/SPAN Documents

**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

Calendar of assessment activities

Data graphs, charts display student performance expectations

Examples of student work are prominently displayed

Online assessment system

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

Staff meet regularly to discuss student work

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

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

Stakeholders implement multiple assessment system

Students affirm knowledge about their learning expectations

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

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

*Operational*

Evidence Provided:

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

Criteria for feedback on performance

Staff affirm their understanding of how data are used to evaluate their effectiveness

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

Student performance data reports, charts, graphs indicate system-wide use of 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 perception data from surveys to guide program planning

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

*Highly Functional*

Evidence Provided:

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

Newsletters demonstrate communication of student performance and school effectiveness

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

Other: Powerpoint presentations

**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

Reports that outline comparable data analysis - across programs

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

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

Other: Powerpoint

**4.7 Demonstrates verifiable growth in student performance:**

*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

Staff can identify reasons why student performance has increased/decreased

Staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

Other: Powerpoint

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

*Highly Functional*

Evidence Provided:

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

Staff affirm their comfort with the level of data accuracy and security

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 in your school to analyze changes in student performance?***

Our assessment system consists of formative and summative teacher and district tests (Blue Diamond), skills assessments, NC End-of Course tests, VoCATS post-assessments, tenth grade writing tests, and project-based assessments including the Graduation Project. The graduation project has been a requirement for graduation at Southeast since the school opened in 1998. EOC and VoCATS tests are used as the final exams in applicable courses. Teachers use information from both formative and summative assessments to determine student performance and achievement throughout the course, at the end of a semester, and at the end of the year. State tests are also used to analyze and assess overall student, teacher, and school performance/effectiveness from year to year. EOC data are analyzed by student, teacher, and subgroups with a specific focus on the Achievement Gap and low-performing subgroups. EOC data for Southeast is compared to other schools in the district and to state results. This drives decisions about school improvement objectives and PLT discussions on best practices. VoCATS data are analyzed during the course and shared with students in order to determine competencies mastered and those to be targeted for additional work. Data at the end of the course are analyzed by objective, student, and teacher. Blue Diamond is a form of online common assessment for EOC courses that is made

available to our teachers by the school system. Although the pacing and timing of test access is driven by the traditional calendar schools, making it difficult to match with the planning and delivery of instruction at Southeast, it is used most often by our science department. Teachers and PLTs use class performance by objective to plan for re-teaching and remediation and to support each other with strategies for improving instruction. In order to increase student performance, written and skills based assessments are analyzed during the progression of a course to determine achievement levels of students and the need for interventions (re-teaching, different teaching strategies, tutoring, remediation, pacing adjustments, etc.). Teachers assess both class and individual performance. Students are motivated, encouraged, and empowered to initiate interventions to improve their performance by taking advantage of SMART Lunch and before and after school tutorials. Teachers also use academic referrals to let administrators, counselors, and parents know when students are not adequately performing. Administrators and/or counselors meet with students to encourage improved performance and to mandate attendance at SMART Lunch tutorials.

Results from PSAT, SAT, ACT, and Advanced Placement tests are analyzed and compared with those of the State, Nation, and other schools in the system. The analysis of scores from these tests enables us to determine the effectiveness of our academic courses and AP program, student readiness for AP courses and college level work, student preparedness in critical reading, mathematics, and writing skills, as well as the students who qualify as National Merit Scholars.

***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?***

State test data is shared with constituents in a timely manner. Counselors, administrators, and the testing coordinator have online access to results, analysis, and compiled information that are provided by the school system's Testing and Evaluation and Research departments. Data in the form of scores, reports, charts, and PowerPoint presentations are shared with students, teachers, department chairs, Leadership Teams, PTSA Board and Satellite Groups, parents, and business partners. The Data Team/ Curriculum Leadership Team, School Improvement Leadership Team, Departments, and PLTs discuss, and analyze the data in small groups in order to develop SMART goals and strategies for continuous improvement. The school's NC Report card is linked on our website, communicated to stakeholders, and made available for viewing at the school. The variety of communication methods enables our school to employ the efforts of all stakeholders in improving student achievement. School practices include:

- Timely turnaround to students on teacher-based assessments.
- Online assessments that provide immediate feedback to students.
- Immediate re-teaching , remediation, re-testing, and adjustment of pacing
- Posting of teacher-based results and grades on Student Parent Access Network (SPAN) for student, parent, and counselor access.
- Email and phone calls to parents to communicate student performance.
- Interim reports and/or report cards distributed every three weeks and posted on SPAN with an extended (30 minute) Academic Coaching period so AC teachers can conference with students about academic progress.
- The use of rubrics to evaluate performance and skill based assessments.
- Grades communicated to athletic coaches to solicit their help in improving student performance and assure eligibility requirements are met.
- Study hall every Wednesday for athletes and release time from practice to attend teacher tutorials.
- Weekly phone messages from principal to parents which include information about testing dates and parent

information sessions (Open House, PTSA Meetings, Satellite Meetings, Spotlight on Southeast).

- School registrar provides timely turn-around for transcript requests to provide colleges, universities, scholarship sponsors, and employers information needed for decision-making.
- Spotlight on Southeast session for parents on interpretation of PSAT scores, sponsored by counselors.
- Honor rolls posted in the main lobby and ice cream provided each quarter by the PTSA for Honor Roll students in order to celebrate and encourage academic success.

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

Data is used in a variety of ways to assist in making decisions for continuous improvement and to improve school effectiveness. Examples include course offerings, teacher assignments, and individual student schedules. SMART Lunch and the Positive Behavior Support Program resulted from looking at academic, school climate, discipline, and the Teacher Working Conditions Survey data and making decisions to increase opportunities for students to get needed assistance, increase teacher involvement in decision-making, increase student time-on-task, increase opportunities for teachers to collaborate, and increase student and teacher responsibility and involvement in improving school climate. School practices include:

- SMART goals developed by all PLTs based on student and teacher data to assure that groups are focused on student achievement, progress, and effectiveness.
- Curriculum Leadership/Data Team and SIP Leadership Team analyzes EOC results and identifies courses and subgroups to target for improvement.
- Eighth grade EOG and Competency test data are analyzed in order to target students for remediation and support by teachers, the Intervention Coordinator, and Special Programs staff.
- Administrators, Counselors and the School Assistance Program (SAP) Counselor use attendance, discipline, and academic data to target students for counseling and support.
- PSAT, SAT, and ACT scores are used by counselors, parents, and individual students for college planning.
- Graduation rates are compared with other schools in the system and state rates to determine school effectiveness. Disaggregated data is also analyzed.
- Data such as counselor's records, students' course selections, course enrollments, career aspirations, and student and parent surveys are used to drive course offerings, scheduling decisions, and alternative learning opportunities

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

Administrators, Data Team Members, and the School Improvement Chair participate in district level meetings and training conducted by the Evaluation and Research Department and other central administrators in order to learn how to access, understand, interpret, and analyze test data. These staff members in turn train others on site. Disaggregated data is presented and explained to all staff in faculty meetings and other smaller group meetings. The principal presents a summary report and analysis of the previous year's ABC and AYP results with charts and graphs at the beginning of each year. Central Office Subject Area Directors work with departments and PLTs on site to explain and help teachers understand specific course/subject area data which includes EOC scores, achievement results, and residual information. This is used to refine and adapt teaching practices to meet the specific needs of the school. VoCATS Lead teachers from Central Office meet with individual CTE teachers to discuss and analyze assessment data in order to improve student performance. Advanced Placement teachers attend College Board training to improve effectiveness. Teachers in all subject areas also have opportunities to

participate in system offered workshops to assist them in using data to increase student learning.

**Overall Assessment:**

**Operational:** The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 5. Resource and Support Systems

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

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

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

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

**Definitions of Indicators Rubric:**

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

**INDICATORS:** In fulfillment of this standard, the school:

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

*Operational*

Evidence Provided:

Agendas, minutes, decisions for IEP meetings

Appropriate space is provided for special need support programs

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

Staff can affirm that special needs students receive needed support

Staff Handbook

Staff schedules and assignments

Student Handbook

Other: Staff Website

**5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):**

*Operational*

Evidence Provided:

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

Other: Staff website

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

*Operational*

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

Personnel policies that stipulate PD requirements

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

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

Other: SIP

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

*Operational*

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

Other: Allotment documents

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

*Operational*

Evidence Provided:

Annual budget

Facilities plan

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

Practices that support appropriate use of allocated funds

School-level budgets

Space is adequate and appropriate to support student learning

State and Federal program budgets for targeted support

Other: MSAP Budget

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

*Highly Functional*

Evidence Provided:

Audit reports

Organizational oversight of fiscal authority  
Payroll and purchasing policies and processes  
Practices that support appropriate use of fiscal resources  
Secure management of all fiscal processes  
Other: Staff website

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

*Operational*

Evidence Provided:

All facilities on school/district property are maintained  
Calendar of safety drills: fire, tornado, emergency crisis  
Curriculum indicates attention to cleanliness and safety  
HAZMAT (hazardous materials): policies and training  
Policies and processes regarding safety  
Policies and processes related to student/staff injury  
Policies regarding dispensing prescription medications  
School/District environment is clean and safe  
Staff are involved in developing and implementing safety policies  
Stakeholder survey data supporting safety  
State and Federal regulations regarding special program safety requirements  
Support staff are knowledgeable about safety policies

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

*Operational*

Evidence Provided:

Crisis intervention committee  
Crisis intervention plan  
Emergency procedures  
Health support staff are available  
Secure record system

Staff and students are knowledgeable about emergency procedures

Staff are involved in the crisis intervention team

Staff Handbook

Student Handbook

Other: Staff and school website

**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:**  
*Operational*

Evidence Provided:

Alternative Education Program

Community based programs

Curriculum for Career Preparation

Enrollment data

Guidance and Counseling Department

Individualized Development Plans

Job Placement program

Master schedule indicates availability of career preparation

Professional development: calendar, topics

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

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

Staff assigned to career preparation programs

Staffing of Counseling and Guidance programs

Student referral policies and practices

Students are enrolled in career preparation

Students are knowledgeable about career planning programs

**5.10 Provides appropriate support for students with special needs:**  
*Operational*

Evidence Provided:

Classroom instruction demonstrates variety of instructional methodologies to support all students

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

Master schedule demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Response To Intervention program is demonstrated in the classroom

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

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

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

### **Focus Questions:**

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

The WCPSS Human Resources Department provides standards for recruitment, induction, placement, development, evaluation, and retention of personnel. Administrators receive annual training in these areas. Access to information, including guidelines, evaluation forms, and timelines is accessible via the intranet (<http://ww2.wcpss.net>). Administrators and department chairs adhere to system standards, participate in recruitment fairs, and take a lead role in these processes at the school level. When interviewing for vacant positions, administrators include the department chair or another member of the department. We seek candidates who are student centered, willing to be a part of a learning team, innovative, committed to growing as educators, and who share the school's values and beliefs (including magnet theme concepts). We have been successful in hiring highly qualified teachers and support staff.

New hires attend the WCPSS orientation as well as orientation for new staff at the school level. Two-day orientation prior to the start of the school year introduces teachers to the processes, logistics, and technology at our school. New teachers are provided support through our mentor program, buddy teachers, and subject area Professional Learning Teams (PLTs). All staff members have access to a secure staff website which houses staff handbook information (processes and procedures) and necessary forms. All staff members have access to forms and curriculum and professional development resources on the WCPSS intranet.

Teaching assignments are based on certification, the demands of the master schedule and the strengths of each faculty member although every effort is made to assign courses that teachers enjoy and have requested. Department chairs play a leadership and decision making role in teaching assignments. The administration makes teaching assignments and builds a master schedule based on the best interests of the students and the needs of the school.

The administration encourages teacher growth and the desire to improve and grow in their field. Our teachers participate in professional development at school, local, state, and national levels. Teachers also broaden their skills through PLTs, resources provided by the school system, and membership in professional organizations. Many staff members have received their National Board Professional Teaching Certification. This group encourages and mentors others who are eligible.

The evaluation of staff members follows a yearly schedule, is an on-going process, and is based on the concept of continual improvement. Staff members are evaluated formally and informally through various means including:

- NC Teaching Standards
- Teacher Performance Appraisal Instrument (TPAI)
- Formative Observation Data (FODA)
- Individual Growth Plans
- Peer evaluations
- Administrative evaluations
- HR Action Plans
- Walk-throughs
- Snapshots

Support staff are looked at for their strengths and expertise and are utilized in the areas that best support students and faculty.

Our school uses the North Carolina Teacher Working Conditions Survey and school-based surveys to identify teacher retention and school improvement needs and strategies. Data collected from these sources enables us to put processes and procedures in place for a safe and orderly workplace, a culture of teamwork and collaboration, support and encouragement for teacher leadership, and the effective use and distribution of financial, human, and material resources—all of which promote the retention of personnel. The support of our staff by the PTSA, NCAE, Business Alliance, Booster Clubs, and Community Partnerships also contributes to teacher retention.

***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?***

Our school adheres to fiscal compliance procedures identified by federal, state, and WCPSS guidelines and auditing procedures. Additional funding is received from the PTSA, Booster Clubs, and teacher grants. We are currently in year three of a \$6,000,000 Magnet Assistance Program Grant from the federal government. This grant has enhanced our ability to provide innovative programs, technology and equipment, and teacher training consistent with our school's vision and magnet themes. The school's budgeting process involves input from all faculty members. Under the direction of the budget manager (principal), the Curriculum Leadership Team (department chairs) collaboratively develops the budget on a yearly basis, based on the needs of the individual departments and the school. The initial stages of the process involves the department chairs soliciting input from the staff members in their departments to develop a draft budget request. Department Chairs have autonomy in managing the budgets of their individual departments. Requests and purchases are monitored and scrutinized to assure compliance with the school's vision and educational goals/programs of departments and the school.

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

Based on the vision and beliefs of our school, our school improvement plan includes goals, strategies, and action

steps for ensuring a safe and orderly environment for students and staff. The administration believes in and takes action to ensure high visibility throughout the school day and implements processes and procedures to assure that students are adequately supervised at all times. Via staff input, policies and procedures are put in place, implemented, and constantly reviewed, in order to support teaching and learning, promote a positive school climate, and ensure a safe environment. We are in the second year of implementing a Positive Behavior Support Program.

WCPSS outlines specific policies and procedures to ensure a safe and orderly environment for students and staff. Handbooks are provided to students, parents, and staff (WCPSS Student/Parent Handbook, WCPSS Employee Handbook) which outline policies, behavior expectations, and safety procedures. Similar information is provided for staff and students via our school's website and student planners/agendas. Policies, practices, procedures, and expectations are reviewed with students via grade level assemblies at the beginning of each year. Likewise, the staff receives training in safety and crisis procedures and a review of the policies and procedures. Our school has a Resource Officer (Raleigh Police Department) and two contracted security patrols which provide support and service during the school day and for after school events. PRIDE posters and Behavior Expectations posters are posted in every classroom and around the school to promote our mission, positive behavior, and Covey principles.

***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?***

The counseling program at SRMHS has been recognized by the American School Counselors Association as a Model Program since 2004. Through the use of data, student and school needs are reviewed on a yearly basis in order to implement programming that meets those needs. Student Services Program implementation includes academic, personal/social, and career components. Students, parents, and all stakeholders receive information through the newly updated Student Services website, PTSA website, AC announcements, phone master calls, and emails. Procedures are in place that enables all stakeholders to schedule conferences with counselors as needed. An open-door policy is in place during SMART lunch giving students and parents the opportunity to see a counselor without an appointment. Additional activities include, but are not limited to:

- Grade level parent information nights
- Classroom guidance sessions
- Small group counseling opportunities
- Career development opportunities
- SMART lunch informational sessions
- Annual transcript reviews
- Monthly scholarship bulletins
- College Admissions representative visits
- On-Site Financial Aid advisor
- Crisis intervention
- Referral for school-based mental health and other community agencies

Adherence to the school's mission statement and the Student Services philosophy ensures compliance with local, state and federal mandates. Southeast Raleigh Magnet High School effectively utilizes its resources so that students can become productive citizens and leaders who foster change within the global community.

**Overall Assessment:**

**Operational:** The school has 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 members who are well qualified for their assignments. The school provides ongoing 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 "operational" 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:**

<b>Not Evident</b>	Little or no evidence exists
<b>Emerging</b>	Evidence indicates early or preliminary stages of implementation of practice
<b>Operational</b>	Evidence indicates practices and procedures are actively implemented
<b>Highly Functional</b>	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

Calendar of events that promote stakeholder involvement

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in school/district

Policies regarding suggestions, grievances

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

Stakeholders affirm that they are involved in many aspects of school/district

Other: School website, SIP Plan

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

*Operational*

Evidence Provided:

Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Policies regarding formal inclusion of stakeholder involvement

School Improvement Committee: agendas, minutes, membership

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

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

Other: School website

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

*Operational*

Evidence Provided:

Advisory Committee

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

Other: Staff affirm

**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 Handbook

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

Parents and students are involved in making course selections

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

Other: School Website

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

*Operational*

Evidence Provided:

Policies regarding reporting schedule

Report cards

Other: Electronic updates of student grades

Other: SAM/SPAN

**Focus Questions:**

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

The administration has an open door policy for hearing and addressing community concerns. It takes an active role in working and communication with the PTSA. Because we are a magnet school and have students from all areas of the county, Southeast holds PTSA Satellite meetings three times a year in three different areas. Meetings are scheduled in the morning and evening for attendance convenience. During these meetings, parents have opportunities to receive information about what is going on in the school, ask questions, express concerns, and provide input. Parent members serve on the School Improvement Leadership Team and take an active role in planning and decision-making. The school also has a Business/Community Alliance which meets monthly. This group serves as advisors and provides resources. Community churches support our school through Adopt-A-School partnerships. The first School/Community Summit will be held in February, 2010 to gather input for improving safety and discipline. Teachers communicate with parents through multiple venues. There is an expectation that staff members are responsive to parent concerns. Student, staff and parent input is solicited and satisfaction is fostered in many ways including the following:

- Student Government Association (SGA) represents the student body and fosters peer leadership
- School sponsored and student led organizations to develop leadership skills and foster a sense of community
- Recognition of students for academic and performance abilities
- Professional Learning Teams for teachers
- Department representation on the School Improvement Leadership Team
- Issue Bin opportunities on meeting agendas-- to comment and express concerns
- Kudos ("Bulldog Barks") for staff members during faculty meetings

- Student and parent access to SPAN
- Open Houses, Meet the Teacher nights, and Spotlight on Southeast evenings which include grade specific information sessions

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

There is an expectation that time during the school day is used to maximize student learning. Time is built in the daily schedule for collaboration among teachers. Learning objectives are posted by teachers and SMART Goals are used by the SIP Team and PLTs to assure a focus on learning outcomes. Early release every Wednesday (Wake Wednesdays) allows time for PLTs to focus on data, teaching, and learning. Staff development opportunities are provided that align with school improvement goals. Staff members also have opportunities to participate in staff development at the county, state and national levels. The PTSA sponsors parent sessions. Topics have included internet safety and drug and gang awareness.

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

Our school communicates student performance and school effectiveness to stakeholders in numerous ways including:

- Beginning of the year presentations to staff and parents with information about the previous year's ABC, AYP and effectiveness results—including multiple year comparisons and comparison with, county, and state results
- NC School Report Card
- School website ([www.srhs.net](http://www.srhs.net))
- Teacher websites
- Email to communicate among staff members and from staff members to parents
- On campus TV announcements
- Weekly phone master messages
- Student Parent Access Network (SPAN) allows parents to view academic, discipline, and attendance information from any computer location
- Interim reports and or report cards every three weeks
- PTSA Newsletters
- Open Houses
- Magnet Fairs
- Spotlight on Southeast sessions
- PTSA Satellite meetings
- News and Observer

**Overall Assessment:**

**Operational:** The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Standard 7. Commitment to Continuous Improvement

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

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

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

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

**Definitions of Indicators Rubric:**

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

**INDICATORS:** In fulfillment of this standard, the school:

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

*Operational*

Evidence Provided:

Continuous/School/District Improvement Plan

Information/Data system

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiative to support continuous improvement

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

Staff affirm their involvement in continuous improvement committees

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 school improvement

Policies, procedures for school improvement committee work

School Improvement plan indicating membership of committees

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:**

*Operational*

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

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

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

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

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:**

*Operational*

Evidence Provided:

Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

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

Information/Data system

Newsletters, brochures

Staffing assignments support monitoring and reporting of continuous improvement efforts

Other: Stakeholders demonstrate knowledge of improvement efforts

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

*Operational*

Evidence Provided:

Graduation and retention rates

Information/Data system

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

**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?***

The School Improvement Leadership Team and Curriculum Leadership/Data Team meet monthly to review data and make decisions. Information from these meetings is shared in department and staff meetings. Data is used to review and revise school goals annually. Several programs have been implemented and/or revised (Positive Behavior Support, SMART Lunch and Tutorial Schedule, Academic Coaching, Graduation Project Committee) as the result of this process. Improvement decisions are driven by the school's mission, vision and values. The process follows a study-reflect-plan-do cycle. After presentations of school results at the beginning of the year, the following represents the responsibilities of the school's leadership groups:

- The SIP Team reviews the School Improvement Plan, examines current and trend data, gathers input from stakeholders, determines the key areas of focus, revises the SIP plan based on needed improvements, and presents

the plan to the faculty for approval. The school's annual Staff Development Plan is a component of the SIP Plan.

- The Curriculum Leadership/Data Team meets as a group and sometimes as a sub-committee composed of "Big 5" EOC chairs and the Intervention Coordinator. Their function is to analyze and distribute data to stakeholders in order to develop and implement strategies for improvement in student performance and school effectiveness. Recommendations for improvement often flow from this team to the SIP Team to be considered in revising the SIP Plan.
- Through department meetings and PLTs, teachers discuss data, improvement strategies, and resources in order to implement changes and action steps in the SIP Plan. The Administration with input from stakeholders provides support, secures resources, and implements changes and new programs.

The results of the continuous cycle for improvement are better test scores and the implementation of strategies and new programs that impact student performance and school effectiveness. For example:

- The Graduation project is no longer the responsibility of one staff coordinator and the English Department, but is now a coordinated effort driven by a committee, involving the entire staff, and delivered by a curriculum during the Academic Coaching period.
- The Positive Behavior Support Program (began 2008) has had an impact on school climate and discipline and involves the collective efforts of all staff members.
- SMART Lunch created opportunities for students to get academic assistance during the school day and for teachers to meet and collaborate in secondary PLTs. It also created time for clubs to meet during the school day. Students who had barriers to being at school before or after the school day now have the needed academic support and opportunities to be involved in co-curricular activities.
- The Academic Coaching class has undergone numerous changes and serves as a way to deliver the graduation project curriculum, deliver leadership concepts (Covey), and provide academic counseling. This is a "smaller learning community" concept.

***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?***

Improvement goals are chosen based on areas of need established through analyzing results from gathered data including test scores and surveys. In order to determine focus areas, the School Improvement Leadership Team focuses on areas where there is the greatest discrepancy between our vision/mission and our current reality. This year's areas of need included level 1 and 2 students, LEP students and students with disabilities. Survey results help direct decisions about areas such as school safety and parent involvement and satisfaction. SMART goals are written into the SIP plan to focus on four major areas: academic achievement/high student performance, healthy students in a safe, orderly, caring school, community involvement, and recruiting and retaining highly qualified teachers. Reflective practice occurs in PLT, Department, SIP, Administrative, and Curriculum Leadership meetings as well as staff development activities. Key processes and action steps in the school improvement plan undergo continuous examination and revision based on new data, reflection, and changing needs.

***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?***

Staff development suggestions are made with input from all departments and must align with SIP goals. The SIP

Team discusses staff development that will enable us to reach SIP goals. The staff development component of the SIP plan is reviewed and revised annually. Survey data including the Teacher Working Conditions Survey is considered in the development of the staff development plan. For example, decision making/empowerment from analysis of the TWC survey led to the establishment of a teacher-led positive behavior support committee and the resulting PBS staff development training for our faculty. Plans to offer in-house ICR and LEP support training resulted from SIP goals and the need to connect teachers with the needs of students in special populations. Each year, the school has offered a “Technology Wheel” in order to update teachers on current software programs, web development and student database maintenance. Southeast provides on-site staff development by using teachers as leaders and resources for training. The assistant principal for instruction serves as the staff development contact for the school, supervises the staff development committee, and implements a process for requesting, approving, and distributing available staff development funds to faculty members. Staff members take advantage of staff development opportunities offered by the school system and outside agencies.

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

The administration and School Improvement Leadership Team hold the responsibility of communicating to stakeholders and monitoring the school improvement plan for the achievement of goals. Every department is represented on the SIP Team. The entire faculty is responsible for implementing the plan. The SIP Team’s monitoring process involves a structure of goal and key process managers who monitor and report progress on their specific areas (action steps). Timelines and measurable outcomes are included in the SIP plan for accountability. Progress on the achievement of goals and action steps is communicated at staff meetings, department meetings, parent meetings, and in PLT groups. Assistant principals are assigned to supervise and monitor departments to observe, communicate, and assure that strategies are being implemented for continuous improvement.

**Overall Assessment:**

**Operational:** The school implements a collaborative and ongoing process for improvement that aligns most 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. The preponderance of the evidence supports an overall assessment of "operational" 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?*

- Vision, mission, and goals drive learning, teaching, and the allocation of resources
- Communication to and involvement of stakeholders
- Use of data as a basis for continuous improvement
- Support for learning and teaching including provisions for collaboration and professional development

Southeast not only faces the challenges of continuous improvement, but also faces the challenges of maintaining its attraction and “health” as a magnet school. Recruiting applicants (students and faculty) and maintaining currently attractive theme related programs are intricately connected with the school’s effectiveness and academic performance. We must show our stakeholders that not only are we equipping students with 21st century skills, but are also measuring up to the academic standards set by state, district, and national mandates. All of these factors drive the continuous improvement cycle of reviewing, planning, analyzing data, revising, and implementing strategies which are driven by our vision, purpose, and mission.

Communication to stakeholders through multiple means enables the school to build understanding and support for student learning and the school’s mission and goals. Stakeholder involvement is fostered and encouraged in order to maintain a climate and environment that promotes high standards for learning, team work, and ownership. The collection, review and analysis of data enable our school to identify goals and strategies for continuous improvements to meet the expectations of student achievement, effective teaching, school climate and addressing the needs of a diverse student population.

Support systems for students and staff support learning through access to resources, technology, and staff development. Processes, procedures, and organizational structures are in place for the effective operation of the school and shared leadership. For several years, Southeast operated with a structure of “Planning Teams” for EOC courses which met after school twice a month. The implementation of Professional Learning Teams, meeting weekly for all faculty has increased effectiveness and collaboration and encouraged more of a focus on data, instructional strategies, and addressing the needs of individual students and sub-groups. PLTs provide support for educators and encourage teachers to work together to improve student learning.

*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?*

- Highly qualified, student-centered, committed staff, focused on learning
- Resource and support systems (Use of technology, opportunities for students to develop 21st century skills, numerous opportunities to address students’ interests)

- Encourage and provide stakeholders opportunities to lead
- Communication to stakeholders

The majority of our stakeholders believe and will agree that our school is focused on learning and teaching. The staff is student-centered and constantly looks for, creates, and implements new and innovative ways to meet the needs of our students. Our Academic Coaching program is just one example of our staff's support for connecting with students. Although there are many school-sponsored co- and extra-curricular activities, there are also numerous student-led organizations that receive equal support and sponsorship from our staff. Receiving the magnet grant enabled our school to implement programs that are consistent with our mission and beliefs. Project-based learning not only occurs in the New Tech/school classrooms, but also in other classes such as engineering and digital arts. Students in iLead learn how to be leaders through self awareness, goal setting, and involvement in school and community. Career Focused Learning Communities provide opportunities for students to focus on career interests. These along with the graduation project are just a few examples of our commitment to equipping our students with 21st century skills. Teachers are encouraged and given opportunities to lead—students and peers. Committees, Leadership Teams, Professional Learning Team Lead Teachers, and individual initiatives are examples. The use of technology is integrated throughout our school and various curriculums. In many cases, it is the means by which we learn, teach, facilitate learning and teaching, and support learning and teaching.

Our network of communication systems, processes, and procedures provide our stakeholders with continuous knowledge and understanding of our performance, effectiveness, expectations, and current events. A comprehensive school website, secure staff website, WCPSS intranet and internet sites, SAM/SPAN, automated phone messages, meetings, information sessions, newsletters, and presentations keep stakeholders informed.

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

- Faculty focus on use of data to drive decisions
- Teacher use of research based teaching strategies and monitoring systems to assure the strategies are being implemented school-wide
- Professional development opportunities driven by mission and goals
- Stakeholder involvement (parents and community)

Our challenges include meeting the requirements for state (ABC) and federal No Child Left Behind (AYP) mandates, as well as drop-out prevention and graduation rates. In the past few years, we have met ABC and AYP standards in some areas and for some subgroups, but have not met overall/composite expected growth and AYP. Although our SIP, Curriculum, Data, and professional learning teams use data to analyze student performance, effectiveness, and areas of need, and to set goals based on this data, the use of data by the entire faculty to drive decisions is still an emerging concept. The challenge is to get all faculty members committed to the implementation of strategies and activities that address the needs of subgroups of students, including differentiated lessons and attention to the achievement gap. We are not yet at the place where data drives decisions at all levels. We also face the challenge of getting teachers committed to improving their knowledge and practice of teaching strategies that are research based rather than engaging in the “same old practices and getting the same old results.” Training, practicing, and evaluating the implementation of teaching strategies is also a challenge. This is something that cannot be done by administrators alone. We are in the early stages of conducting walk throughs by trained teacher leaders. We recognize this as one solution to having an effective system for monitoring teaching practices. We also face the challenge of providing adequate/enough interventions and support for students who are not meeting academic performance expectations.

Based on our review of the standards and data from surveys prior to the Standards Assessment Review, it was determined that our school must focus on doing a better job of meeting the professional development needs of our staff. Although a yearly staff development plan is designed to align with school improvement goals, it represents a narrow focus and does not appear to be comprehensive enough to address all of the individual and school needs. The school system offers an extensive array of staff development opportunities; however, few teachers devote the time needed to enroll in and complete these sessions. The barriers to developing and implementing a more comprehensive staff development plan are related to financial resources, time for training, and qualified/knowledgeable people to do the training.

We are a diverse population with students who choose to be at our school through application for a magnet seat, students who request transfers from their base assigned school, and students who are assigned to our school as their base (see School Profile); therefore, not all stakeholders place the same value on the processes leading to improved education for students. Parent and community involvement has been a challenge for several years. Note this as a key process for Goal 3 in our School Improvement Plan. Membership and involvement by Business Alliance members has been low; however, improvements have been made this year. We have increased membership and are on the road to planning and implementing strategies that Alliance members can be involved in to support our students and school. We are constantly recruiting and soliciting community resources to support our school. For example, we are in the early stages of establishing a partnership with the local Tuskegee Airmen Chapter as a means of support for our aerospace engineering and Civil Air Patrol (CAP) students.

Membership and attendance at PTSA and other parent meetings has not met expectations for a school with over 1500 students. Over the past five years, our student enrollment has decreased from approximately 2000 to 1600 students and the student population has changed. Hence, we recognize this may be a factor in the decrease in parent involvement when we are looking at participation numbers rather than percentages of the total enrollment. Nonetheless, we find it a challenge to get more parents in the school—visiting, attending meetings, and involved in decision-making.

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

As evidenced throughout this report, we are a diverse community of stakeholders who value education and believe in an innovative, student-centered school.

- We will continue to improve our processes for data analysis and the development of strategies for improved teaching and student learning.
- We will continue to determine the barriers to student success in order to better provide support and interventions. This incorporates a focus on the achievement gap and criteria for ABC and NCLB/AYP.
- We will continue to build strong professional learning teams to support effective teaching, learning, and student achievement.
- We will determine ways to encourage and solicit more parent and community involvement in the decision-making processes of our school.
- We will continue to advocate for resources and funding to meet the demands for our stakeholders.
- We will look for strategies to improve and continue to provide stakeholder opportunities for growth through professional development, opportunities for leadership, and strong communication processes.
- We will keep a focus on equipping our students with 21st century skills (“future skills”) which is the basis of

our mission.

# Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
<b>1. Vision and Purpose</b>				
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			✓	
<b>2. Governance and Leadership</b>				
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			✓	
<b>3. Teaching and Learning</b>				
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			✓	
<b>4. Documenting and Using Results</b>				
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				✓
<b>5. Resource and Support Systems</b>				
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			✓	
<b>6. Stakeholder Communications and Relationships</b>				
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			✓	
<b>7. Commitment to Continuous Improvement</b>				
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			✓	