

Education YES! Report

Aspen Ridge Elementary School

Ishpeming, Michigan, United States

Prepared for the Michigan Department of Education

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Education YES! Report

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Introduction

Purpose of the Report

Education YES! provides both a snapshot of current school performance and a ladder for educators, supplying feedback and directions to assist them on a path of meaningful change. The Education YES! School Performance Indicators are based on the School Improvement Framework. Based on a review of the research on school improvement, rubrics to measure 40 key characteristics have been selected as having the most effect on student achievement. The Education YES! School Performance Indicators engage the school community in an in-depth assessment of each of the 40 Key Characteristics. In completing the report, the school identifies the level of achievement on each Key Characteristic, and documents the evidence used to support the level of achievement. The self assessment helps the school identify areas of strength and opportunities for improvement.

Michigan Department of Education began publishing both the school's self-rating and the evidence reported for each indicator in 2005. The school's self-rating for each characteristic, and the evidence provided, is available to the public on the School Report Card.

Structure of the Report

The Education YES! report is organized by the School Improvement Framework Strands and Standards. For each standard, the report addresses a set of key characteristics and evidence. Each characteristic has four levels of achievement: Getting Started, Partially Implemented, Implemented, and Exemplary. The school should use the rubrics for each characteristic as an opportunity to ask itself tough questions and to respond with accurate answers geared toward self-improvement. The process for assigning a rating involves reading the rubric descriptors that correspond to each rating, and clicking on each descriptor box that accurately describes activities or processes in place at your school. The system is designed to display a check mark for the highest level in which your school has completed all the descriptors. In addition to assigning a rating, the school must list or describe the evidence used that supports the rating on each characteristic. Sample evidence is provided that school users may highlight, copy, and paste into the evidence box. Ample space is provided to list additional school-specific evidence that supports the level of achievement. For each key characteristic in which a rating of "Getting Started" or "Partially Implemented" is earned, schools must also check the content area impacted by this characteristic's rating. After completing the 40 Indicators in EdYES!, a summary page is available so the school can quickly see areas of strength and opportunity.

School Information

School:	Aspen Ridge Elementary School
District:	Nice Community School District
Public/Non-Public:	Public
Grades:	K-5, Spec, PK
School Code Number:	08499
City:	Ishpeming
State/Province:	Michigan
Country:	United States

Strand I - Teaching For Learning

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

Standard 1 - Curriculum

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

Key Characteristics

Benchmark A: Aligned, Reviewed and Monitored

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

I.1.A.2 Standards Alignment: The local curriculum framework is based upon and organized around the adopted state and local curriculum documents.



Response:

Implemented

Evidence:

Aspen Ridge Elementary curriculum guide: references the MCF Content Standards & Benchmarks as well as the GLCEs; core areas of E/LA, Math, Science & Social Studies are aligned based upon grade level; the arts are in the process of being aligned.

Benchmark B: Communicated

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

I.1.B.1 Staff: Communication and articulation about the curriculum is a high priority for the entire staff. A dialog is promoted between and across grade levels and content areas. Particular emphasis is paid to the curriculum dialog of teachers from one instructional level to the other.



Response:

Implemented

Evidence:

School improvement team meeting agendas & minutes; grade level reading intervention meeting minutes and agendas; curriculum guides distributed; curriculum-related e-mails; District School Improvement meeting minutes, Professional Development agenda & minutes.

I.1.B.2 Students: The school makes a concerted effort to assure that all students have a clear understanding of what they are studying and why they are studying it.



Response:

Implemented

Evidence:

Objectives listed on board in classrooms daily; goals and objectives given to students prior to start of units; teachers provide meaningful examples of real life application.

Standard 2 - Instruction

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

Key Characteristics

Benchmark A: Planning

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

I.2.A.1 Content Appropriateness: The content of the curriculum is directly aligned and consistent with the district's curriculum framework. Processes used to develop cohesive and essential content require articulation within and across grade levels and content areas.



Response:

Implemented

Evidence:

Professional Development agenda & minutes, pacing guide (Eastern UP ISD), curriculum guide, School Improvement team agendas and minutes, grade level meetings, individual lesson plans.

I.2.A.2 Developmental Appropriateness: Instructional planning is focused upon ensuring student success. Instructional practice is designed around the needs, interests and aptitudes of the individual students that results in a curriculum that allows students to derive meaning from all of their educational experiences.



Response:

Implemented

Evidence:

Title I Reading Intervention Groups, Classroom Reading Groups, individual classroom lesson plans, Marketplace (2nd grade), differentiated math instruction

I.2.A.3 Reflection and Refinement: A collaborative culture that incorporates a philosophy of continuous improvement exists at the school. Staff members work as teams to gather and analyze information and make decisions regarding the modification of their instructional practice.



Response:

Implemented

Evidence:

Grade level reading intervention meetings, grade level literacy committee agendas & minutes, School Improvement Team agenda & minutes, professional development agenda & notes, DIBELS, Title II professional development, staff surveys.

Benchmark B: Delivery

Instructional practices are used to facilitate student learning.

I.2.B.1 Delivered Curriculum: The school assures that students have the supports they need to meet the required standards/expectations. Teachers expect and provide opportunities for students to use many and varied approaches to demonstrate competency. The school continuously adapts curriculum, instruction, and assessments to meet its students' diverse and changing needs.



Response:

Implemented

Evidence:

Grade level reading intervention meeting agendas and minutes, School Improvement Team agendas and minutes, marketplace, curriculum guide, SAT team, differentiated math groups, differentiated classroom reading groups, reading intervention groups.

I.2.B.2 Best Practice: There is a strong belief within the school community that all students can succeed. This is demonstrated in the broad use at both the school and classroom levels of a variety of best practices designed to meet the differentiated needs of individual learners. Technology is a key component of instructional practice.



Response:

Implemented

Evidence:

Grade level lesson plans, differentiated math tests, Star Reader, Scholastic Reader, Reading A-Z, reading intervention groups, DIBELS.

I.2.B.3 Student Engagement: School staff believe that active student engagement is a key feature of their school and there is an expectation that all teachers at the school will design lessons and assessments that engage their students.



Response:

Implemented

Evidence:

Marketplace, grade level lesson plans & units, modified assessments, guest speaker lists, integrated

technology into lessons.

Standard 3 - Assessment

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

Key Characteristics

Benchmark A: Aligned To Curriculum and Instruction

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

I.3.A.1 Alignment/Content Validity: Assessments are aligned with the curriculum and instruction. They have been designed by matching the appropriate measurement method to the type of learning targets (knowledge, reasoning, skill, performance or disposition.)



Response:

Implemented

Evidence:

Assessments from adopted textbooks, Assessments comply with a majority of the assessment standards/expectations of Content Expectations or Michigan Curriculum Framework.

I.3.A.3 Multiple Measures: The school views student assessment as an essential component in the monitoring of student achievement and incorporates into daily practice aligned standardized assessments, periodic benchmark assessments as well as a variety of culminating assessments. In addition, teachers use frequent formative assessment activities to inform instruction.



Response:

Implemented

Evidence:

MEAP scores, entrance/exit exams (Title) running records, MLPP folders, DIBELs benchmark and progress monitoring scores, formal classroom assessments, daily informal classroom assessments.

Benchmark B: Data Reporting and Use

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

Strand II - Leadership

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

Standard 1 - Instructional Leadership

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

Key Characteristics

Benchmark A: Educational Program

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

II.1.A.1 Knowledge of Curriculum, Instruction and Assessment: School leaders are regarded as experts within and outside their school and are frequently consulted by others who are making decisions regarding curriculum, instruction, or assessment.



Response:

Implemented

Evidence:

Agenda notes and resources from various conferences & trainings.

II.1.A.5 Knowledge of Adult Learning: School leaders have a strong belief in the value of developing and sustaining professional learning communities. The enhancement of professional knowledge and growth is supported as well as modeled by the leaders themselves.



Response:

Implemented

Evidence:

Professional development agendas & minutes, grade level meetings, documentation of trainings, DIBELS training, Science & Math ISD learning teams.

II.1.A.7 Focus on Student Results: School leaders base all school improvement decisions on data. School leaders provide a wide range of types and sources of data on which staff base their decisions regarding the effectiveness of curriculum and instructional and assessment practices.



Response:

Implemented

Evidence:

Student Assistance Team, School Improvement Team, Grade level literacy meetings, MEAP scores, Title entrance/exit exams, title reading intervention schedules, learning disabilities and speech & language disabilities schedules, weekly Positive Behavior Support team, benchmark grade level meetings.

Benchmark B: Instructional Support

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

II.1.B.1 Monitoring: School leaders have a visible presence throughout the school. They have a well-established system for monitoring instruction, guiding school improvement and assessing school climate.



Response:

Implemented

Evidence:

Weekly Student Assistance Teams (Principal's attendance) classroom walk throughs, teacher evaluation, disciplinary documentation, weekly PBS meetings, benchmark data review, MiBLSi school-wide data review, grade level reading intervention meetings.

II.1.B.4 Clear Expectations: School leaders are able to clearly and consistently communicate and articulate the high expectations for instruction to all with whom they come in contact. The result of this effort is demonstrated in its shared belief by all stakeholder groups.



Response:

Implemented

Evidence:

Family handbook, grade level benchmark meetings, newsletters, Family Resource Room correspondence, Title surveys, staff handbook.

Standard 2 - Shared Leadership

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

Key Characteristics

Benchmark A: School Culture and Climate

Staff creates an environment conducive to effective teaching and learning.

II.2.A.4 Collaborative Inquiry: A spirit of collaboration, inquiry, risk-taking, and reflective practice is incorporated into the school culture. School staff members collaborate frequently to dialog about and investigate their teaching practices. The school functions as a collaborative learning community in which every member contributes to whole-school improvement, including teacher development and student outcomes.



Response:

Implemented

Evidence:

Grade level meetings, Marketplace, grade level differentiated grouping & curriculum alignment, professional development agenda & minutes, inter-classroom grade level groupings of at-risk students, weekly Positive Behavior Support Team meetings.

II.2.A.5 Data-Driven Culture: All decisions affecting student achievement are based on data. All instructional staff are involved in this data-based decision-making which incorporates data from state, district, school, and classroom assessments.



Response:

Implemented

Evidence:

MEAP scores, minutes from District MEAP analysis, DIBELS, SWIS data, MiTracker reports, Positive Behavior Support data, progress monitoring.

II.2.A.6 Collaborative Decision-Making Process: Membership on the school improvement committees is a common expectation for all teachers, administrators, and support staff. Shared ownership and responsibility for the implementation of the decisions is evident by the collective actions of the members.



Response:

Implemented

Evidence:

MIBLSi vote, staff-driven agendas, staff surveys, even distribution of grade-level representation on committees, weekly written updates, committee meeting minutes are shared with staff at monthly meetings.

Benchmark B: Continuous Improvement

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

II.2.B.4 Monitored: Monitoring of the school improvement plan is the responsibility of all staff implementing strategies as the result of the plan. Data analysis occurs on a continuous basis and staff frequently collaborate to make adjustments in the plan based upon the data analyzed.



Response:

Implemented

Evidence:

School improvement plan, minutes and agendas from school improvement meetings, MiTracker analysis, progress monitoring, grade level benchmark data meetings.

Standard 3 - Operational and Resource Management

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

Key Characteristics

Benchmark A: Resource Allocation

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

II.3.A.4 Time: Decisions regarding the allocation of instructional time and planning time are data-driven and focused on the attainment of school goals. School leaders develop the weekly schedule with a high priority placed on collaborative team planning time within the school day.



Response:

Implemented

Evidence:

Professional development meeting minutes and agendas, grade level meetings.

Benchmark B: Operational Management

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

Strand III - Personnel and Professional Learning

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

Standard 1 - Personnel Qualifications

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

Key Characteristics

Benchmark A: Requirements

Staff meet requirements for the position held.

Benchmark B: Skills, Knowledge and Dispositions

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

III.1.B.1 Content Knowledge: Staff members have extensive knowledge of their content area and/or grade level and maintain this knowledge through accessing frequent professional development opportunities. They seek frequent opportunities to share this knowledge through collaboration with other staff.



Response:

Implemented

Evidence:

Grade level meetings, Science & Math learning team representation & reporting, Michigan Reading Association conference, MARESA trainings, Writing Project, DIBELS & LETRs training.

Standard 2 - Professional Learning

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

Key Characteristics

Benchmark A: Collaboration

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

III.2.A.1 Staff Participates in Learning Teams: Professional development is seen as a collaborative staff



activity. Teams of staff members are provided regularly scheduled time in order to collaborate around common professional development opportunities.

Response:

Implemented

Evidence:

Professional development meeting notes, grade level meetings, mentoring notes, Fall Conference, professional development schedule, data review meetings, weekly PBS meetings, common reading intervention group time.

Benchmark B: Content and Pedagogy

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

III.2.B.1 Uses Best Practices: Professional development initiatives lead teachers to reflect on their content and pedagogy. These initiatives inform and strengthen the connection between classroom application and student achievement.



Response:

Implemented

Evidence:

Professional development meeting agenda/minutes, MARESA trainings, MiBLSi/positive behavioral support, DIBELS training, DIBELS data review meetings, reading intervention groups, grade level meetings.

III.2.B.3 Induction/Mentoring/Coaching: To enhance the quality of instruction at the school, each new staff member participates in an extensive induction program prior to the beginning of school. A mentor/coach with common responsibilities is assigned to each new staff member and maintains a mentoring relationship over time.



Response:

Implemented

Evidence:

List of new mentor/mentee matches, description of district mentoring program, new teacher orientation materials.

Benchmark C: Alignment

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

III.2.C.1 Aligned: Professional development is strategically aligned with the school improvement plan. The expected outcome from these initiatives is an increase in student achievement.



Response:

Implemented

Evidence:

School improvement team involvement, grade level meetings, MARESA trainings, professional development meeting agendas and minutes.

III.2.C.2 Job-Embedded: Professional development is an essential component of the school improvement plan. Its job-embedded nature has been accepted as an integral part of the school culture. The professional needs of the staff and adult learning theory drive professional development pedagogy.



Response:

Implemented

Evidence:

MARESA trainings, County-wide learning team participants share resources, professional development meeting agendas and minutes, School Improvement Team meeting agendas and minutes.

III.2.C.3 Results-Driven: Teacher input is a key feature in the analysis of professional development initiatives. Results are solicited and analyzed based upon the changes in classroom practice, implementation of the curricular and instructional program, and the impact on student achievement.



Response:

Implemented

Evidence:

Profession development planning surveys, post-professional development survey, conference feedback, school improvement plan.

Strand IV - School and Community Relations

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

Standard 1 - Parent/Family Involvement

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

Key Characteristics

Benchmark A: Communication

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

IV.1.A.2 Diversity: The school places particular value on the diversity of its population. It demonstrates this belief through the diversity of its communication systems taking into account language, culture, economic status, and belief systems. Staff members are constantly looking for ways to bridge the gap between the culture at home and the school in order to develop meaningful conversations.



Response:

Exemplary

Evidence:

Free babysitting during parent/teacher conferences, Family Resource Room open-door policy, parenting materials & brochures, parenting classes, NICE Families/NICE Babies, twice monthly organized Play Groups, multi-layered family communications (website, newsletters, flyers).

Benchmark B: Engagement

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

IV.1.B.2 Extended Learning Opportunities: The school is seen as a "learning organization" and the parents are an integral part of this philosophy. Numerous extended learning opportunities are provided to parents in order to enhance their own education, as well as to reinforce and support their children learning at home.



Response:

Exemplary

Evidence:

NICE Families/NICE Babies programs, parenting classes based upon demand, Open House, Parent-Teacher conferences, Parent-to-Parent Network volunteer data base, babysitting list, quarterly newsletters,

Family Night, comprehensive volunteer training program.

IV.1.B.3 Decision-Making: The school believes that parents and families are partners in helping students and the school succeed. In this role, they serve an important function as participants in the decision-making process. Particular efforts are made by the school to assure that the demographics of parents in leadership roles represent the diversity of the school population.



Response:

Implemented

Evidence:

School Improvement minutes & membership list, PTO minutes & membership list, parent organization activity list, trained volunteer list, Family Resource Advisory committee membership list.

Standard 2 - Community Involvement

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

Key Characteristics

Benchmark A: Communication

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

IV.2.A.2 Diversity: In order to benefit the diverse student body represented at the school, the school reaches out to community organizations that reflect this diversity. The voice of community organizations are represented in the school.



Response:

Implemented

Evidence:

Family Resource Room free babysitting, donations from the Kiwanis Breakfast group, volunteering opportunities, computer availability in the Family Resource Room, UP Child & Family Services Before and After-school care, KinderClub, breakfast program.

Benchmark B: Engagement

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

IV.2.B.3 Community Agencies: Community agencies play a key role at the school in providing services to students and families. They work collaboratively and share resources with the school to strengthen the comprehensive network of support.



Response:

Implemented

Evidence:

Child & Family Services of the UP (Before- and After-school program, KinderClub, SODA), Big Brother/Big Sister School-Based mentoring program, Steelworkers can-a-thon, Marquette Rotary, Pathways, parenting workshops, MARESA trainings, fluoride program, vision & hearing screening.

Strand V - Data and Information Management

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

Standard 1 - Data Management

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

Key Characteristics

Benchmark A: Data Generation, Identification and Collection

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

V.1.A.2 Systematic: There is systematic generation, identification, collection, and storage of relevant data about the operation of the school, including its staff and students.



Response:

Implemented

Evidence:

Attendance reports, Skyward description, website, MI Tracker, SRSD, REP report, SWIS data management, DIBELS, volunteer logs, phone logs.

V.1.A.4 Multiple Sources: The school generates, identifies, collects, and stores data from many different sources for use in determining the technical quality of the data, supporting more robust analyses, and supporting more accurate data-based decision-making.



Response:

Implemented

Evidence:

MEAP disaggregated scores, MI Tracker, SRSD, MLPP records, SRA/Star Reading Test, Entrance/Exit Exams, DIBELS, PBS reports.

Benchmark B: Data Accessibility

The appropriate information and data is readily accessible.

Benchmark C: Data Support

The system provides multiple types and sources of data.

V.1.C.1 Process: Defined / documented data support processes exist for the use of the data system and



the management of the school's data resources.

Response:

Implemented

Evidence:

WI-FI laptops, Outlook staff e-mail access at home, Skyward access at home, MI Tracker, MiBLSi training (SWIS), technology department support, Outlook training (technology professional development), DIBELs data access, designated individual to manage data.

Standard 2 - Information Management

The school/district staff collaborate to derive information from data and use it to support decisions.

Key Characteristics

Benchmark A: Analysis and Interpretation

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

V.2.A.1 Analysis: Staff is trained in and uses data analysis techniques that include consideration of such factors as multiple types of data, multiple sources, comparisons across groups, benchmarking and longitudinal data. The data system allows for efficient use and manipulation by collaborative teams.



Response:

Implemented

Evidence:

Skyward, MEAP data, MI Tracker data, GLCEs, MDE website, disaggregated MEAP scores, technology committee minutes, DIBELs benchmark grade level meetings, School Improvement Team meetings, staff meeting agendas & minutes.

V.2.A.2 Dialog About Meaning: The school community is engaged in dialog about the meaning of the information derived from the analysis of their data.



Response:

Implemented

Evidence:

MEAP Analysis, SWIS data, PBS data, staff meetings/professional development, DIBELs benchmark data, grade level meetings, MI Tracker, School Improvement Team meetings, PTO agendas and minutes.

Benchmark B: Applications

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

V.2.B.1 Dissemination: The information and meaning resulting from the analysis and interpretation of the school's data is shared in a variety of ways with a broad range of stakeholders in a timely manner.



Response:

Implemented

Evidence:

Newsletter with MEAP scores reported, MEAP scores posted on website, staff meeting agenda with scores, MI Tracker, MEAP score spread sheets, press releases, Annual Report, data presentations to School Board, Staff meeting agendas and minutes, parent-teacher conferences.

V.2.B.2 Data-Driven Decision Making: Decisions are informed /supported by the careful, appropriate analysis and interpretation of sufficient data of good technical quality. Multiple types of data from multiple sources are used whenever possible.



Response:

Implemented

Evidence:

MEAP scores, MI Tracker, disaggregated MEAP scores, GLCEs, MDE website, DIBELs, PBS, MiBLSI team meetings, Annual Education Report, reading intervention model.

Report - Summary

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Strand I - Teaching For Learning				
Standard 1 - Curriculum				
Benchmark A - Aligned, Reviewed and Monitored				
I.1.A.2 Standards Alignment			✓	
Benchmark B - Communicated				
I.1.B.1 Staff			✓	
I.1.B.2 Students			✓	
Standard 2 - Instruction				
Benchmark A - Planning				
I.2.A.1 Content Appropriateness			✓	
I.2.A.2 Developmental Appropriateness			✓	
I.2.A.3 Reflection and Refinement			✓	
Benchmark B - Delivery				
I.2.B.1 Delivered Curriculum			✓	
I.2.B.2 Best Practice			✓	
I.2.B.3 Student Engagement			✓	
Standard 3 - Assessment				
Benchmark A - Aligned To Curriculum and Instruction				
I.3.A.1 Alignment/Content Validity			✓	
I.3.A.3 Multiple Measures			✓	
Strand II - Leadership				
Standard 1 - Instructional Leadership				
Benchmark A - Educational Program				
II.1.A.1 Knowledge of Curriculum, Instruction and Assessment			✓	
II.1.A.5 Knowledge of Adult Learning			✓	
II.1.A.7 Focus on Student Results			✓	
Benchmark B - Instructional Support				
II.1.B.1 Monitoring			✓	
II.1.B.4 Clear Expectations			✓	
Standard 2 - Shared Leadership				
Benchmark A - School Culture and Climate				
II.2.A.4 Collaborative Inquiry			✓	
II.2.A.5 Data-Driven Culture			✓	
II.2.A.6 Collaborative Decision-Making Process			✓	
Benchmark B - Continuous Improvement				
II.2.B.4 Monitored			✓	
Standard 3 - Operational and Resource Management				

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Benchmark A - Resource Allocation				
II.3.A.4 Time			✓	
Strand III - Personnel and Professional Learning				
Standard 1 - Personnel Qualifications				
Benchmark B - Skills, Knowledge and Dispositions				
III.1.B.1 Content Knowledge			✓	
Standard 2 - Professional Learning				
Benchmark A - Collaboration				
III.2.A.1 Staff Participates in Learning Teams			✓	
Benchmark B - Content and Pedagogy				
III.2.B.1 Uses Best Practices			✓	
III.2.B.3 Induction/Mentoring/Coaching			✓	
Benchmark C - Alignment				
III.2.C.1 Aligned			✓	
III.2.C.2 Job-Embedded			✓	
III.2.C.3 Results-Driven			✓	
Strand IV - School and Community Relations				
Standard 1 - Parent/Family Involvement				
Benchmark A - Communication				
IV.1.A.2 Diversity				✓
Benchmark B - Engagement				
IV.1.B.2 Extended Learning Opportunities				✓
IV.1.B.3 Decision-Making			✓	
Standard 2 - Community Involvement				
Benchmark A - Communication				
IV.2.A.2 Diversity			✓	
Benchmark B - Engagement				
IV.2.B.3 Community Agencies			✓	
Strand V - Data and Information Management				
Standard 1 - Data Management				
Benchmark A - Data Generation, Identification and Collection				
V.1.A.2 Systematic			✓	
V.1.A.4 Multiple Sources			✓	
Benchmark C - Data Support				
V.1.C.1 Process			✓	
Standard 2 - Information Management				
Benchmark A - Analysis and Interpretation				
V.2.A.1 Analysis			✓	
V.2.A.2 Dialog About Meaning			✓	

Report - Summary: Continued.....

Key Characteristics	Getting Started	Partially Implemented	Implemented	Exemplary
Benchmark B - Applications				
V.2.B.1 Dissemination			✓	
V.2.B.2 Data-Driven Decision Making			✓	