

Part 2 – Reflection on Priority Areas

The team provides feedback on each priority area and suggested next steps or new priorities related to their work so far including impacts or outcomes of the stated plan. Teams can use the Continuum of Terms (See Appendix.) when drawing conclusions.

Write a Conclusion/Narrative for Each Priority Area

- ✓ List the school’s Priority Area Goal in the section entitled “Priority Area.”
- ✓ In the section entitled “Action, Impact, and Growth,” summarize the progress made on each of the Priority Areas briefly and concisely, while still using as much relevant detail as possible. Form conclusions about how well the school is implementing the Priority Areas.
- ✓ Use the bullet points from the Action-Impact-Growth framework to write your summary. Use any information gathered through documents, meetings, and observations to draw your conclusions. These three parts can be integrated into one narrative for each Priority Area.
- ✓ In the section entitled “Recommended Next Steps,” please list, in bullet form, the team’s recommended next steps for the school related to that Priority Area. These could include the school’s suggested next steps as well as those recommended by the team.
- ✓ Cite three sources of evidence used to formulate each conclusion (some of the sources listed may not be valid for the Accreditation visit). Check these off, using the radio buttons in the online portal.

Action-Impact-Growth (framework to be used for creating response narratives)

Describe the actions

- What has been done and who was involved?
- What is the status of each action? What is completed, in process, or planned for the future?
- How was progress measured? What evidence was used? How would you rate the success of the actions?

Describe the impact of the actions

- What impact have the completed actions had toward alignment with the Standards for Accreditation?
- What impact have the completed actions had on learning, achievement, and well-being of students?
- What impact do you anticipate actions, which are in progress or planned for the future, will have on alignment with the Standards for Accreditation or student learning, achievement, or well-being?

Describe the opportunities for growth and detail the next steps

- What are the new opportunities for growth based on the actions and impacts to date?
- What are the next steps related to this priority area?

Look-fors in Classrooms and Student Work

Learning	
<p>skills and competencies necessary to attain the school’s vision of the graduate</p> <p>knowledge, understandings, transferable skills, and dispositions necessary for future success</p> <p>dispositions, such as independence, flexible thinking, and persistence</p> <p>disciplinary and interdisciplinary knowledge</p> <p>deep understanding</p> <p>higher-order thinking</p> <p>inquiry</p> <p>application of knowledge and skills to authentic tasks</p>	<p>questioning, analysis, and understanding impacts</p> <p>analysis, synthesis, creativity, making connections, and understanding relationships</p> <p>critical and creative thinking</p> <p>using technology in informed, effective, and ethical ways</p> <p>communicate clearly and creatively</p> <p>construct knowledge</p> <p>create</p> <p>problem-solve</p> <p>share work with an audience</p> <p>collaboration</p>
Teaching	
<p>interdisciplinary learning, project-based learning, and authentic learning experiences</p> <p>strategic differentiating and individualizing</p> <p>purposefully organized group learning</p> <p>connections to prior knowledge across disciplines</p> <p>additional support and alternative strategies</p> <p>organizational, grouping, and tiered intervention strategies</p> <p>learning that is personalized, relevant, and authentic</p> <p>opportunities for students to determine learning outcomes, set goals and reflect upon the results</p> <p>student discourse and reflection on learning</p> <p>student choice, pursuit of personal interests, and opportunities for creative expression</p> <p>opportunities to learn in and out of school</p> <p>experiences that are cognitively challenging</p> <p>a wide range of assessment strategies, including formative, summative assessments, and common assessments</p> <p>specific and measurable criteria for success provided to learners prior to assessments</p>	<p>regular and consistent checks for understanding</p> <p>presentation of learning to authentic audiences</p> <p>multiple and varied opportunities over time to demonstrate learning</p> <p>consistent, systematic, specific, and timely corrective feedback</p> <p>opportunities to revise and improve work</p> <p>teacher feedback as well as peer feedback and self-reflection</p> <p>separate grading/reporting and feedback for work habits and academic skills</p> <p>technology to:</p> <ul style="list-style-type: none"> ○ access, support, document, and supplement learning ○ broaden perspectives locally and globally ○ personalize the pace of learning ○ share work with an audience beyond the school community ○ collaborate digitally to support learning ○ engage in learning beyond the constraints of the school building and school day

Appendix B

Questions to Consider for the School Board

- What is the board’s role in developing the vision of the graduate, 21st century learning expectations, or the skills students should develop by the time they leave high school?
- How does the school provide information to the board regarding its aggregate progress in achieving the vision of the graduate or 21st century learning expectations? How does the board use that information?
- How does the board support teachers and administrators in their efforts to review, revise, and develop the curriculum?
- What is the board’s role in approving the curriculum?
- How do you determine whether or not all students, from the most self-sufficient to those most in need are receiving appropriate instruction?
- How is technology being used to support instruction in the district and how do you support the use of technology?
- How does the board support instructional improvement at the schools and support teachers in improving instruction?
- In what ways does the school board provide the principals with decision-making authority?
- How is the school board involved in the schools?
- Does the school board provide a regular time for teachers to meet to write curriculum, to collaborate about the improvement of instruction, and to review student assessments?
- How does the school board support the schools in providing for all students, including those who are especially at-risk?
- What is your view of the most important support services available at the schools?
- How do the schools reach out to you as parents or community members to involve you in participating on committees or other efforts?
- If you could do something to improve the facilities at the school, what would you do? How would this improve teaching and learning?
- Do you believe that the school is a clean and safe place to learn? If not, where do you see a problem?
- Do the community and governing body provide adequate funding for the school to deliver its programs? If not, what are the inadequacies?
- Sometimes the schools receive grants to begin initiatives or improve particular areas. How is the board able to support funding once the grants are finished?

Appendix C

Questions to Consider for Students

- See questions in Principle 1.1
- How does the school culture support you in understanding that learning from mistakes is an important part of intellectual and personal growth? How does the school culture emphasize trying hard and give you opportunities to revise your work?
- What processes are in place in classrooms that support respectful discourse including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others?
- What opportunities do you have for leadership or participation?
- What opportunities are available if you need academic, social, or emotional assistance?
- How is instruction designed to meet or personalize your needs as a learner?
- How do teachers know you understand?

- Does the School Improvement/Growth Plan inform decision-making in the school based on the school's priorities?

FOUNDATIONAL ELEMENT

4.1a The school has intervention strategies designed to support students.

Questions

- Does the school provide a range of intervention strategies for students? If so, briefly describe these strategies.
- Does the school have a process to identify and refer students who need additional assistance? If so, briefly describe this process.

FOUNDATIONAL ELEMENT

5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.

Questions

- Do the school buildings and facilities ensure a safe, secure, and healthy environment for students and adults?
- Are school buildings and facilities clean and well-maintained?
- Do the school buildings and facilities meet all applicable federal and state laws and are they in compliance with local fire, health, and safety regulations?

Appendix F Foundational Elements Rubric

Use the following criteria to determine whether the school is meeting each of the Foundational Elements in the Standards.

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
MEETS: All criteria of the Foundational Element are evident in the school.		
DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.		
1.1a The school community provides a safe environment.	The school community deliberately builds and maintains a physically safe environment for learners and adults. The school community maintains policies and processes to ensure the safety of learners and adults.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
1.2a The school has a written document describing its core values, beliefs about learning, and vision of the graduate.	The school community has a written document describing its core values, beliefs about learning, and vision of the graduate.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
2.2a There is a written curriculum in a consistent format for all courses in all departments.	The written curriculum includes: <ul style="list-style-type: none"> • units of study with guiding/essential questions, concepts, content, and skills • instructional strategies • assessment practices. 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>
3.1a The school has a current School Improvement/Growth Plan.	The school has a plan that includes school-specific goals and informs decision-making in the school.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px;">DOES NOT MEET</div>

Standard and Foundational Element	Criteria necessary to meet the Foundational Element	Does the school meet the Foundational Element as based on the school's written narrative?
<p>MEETS: All criteria of the Foundational Element are evident in the school.</p>		
<p>DOES NOT MEET: Some criteria of the Foundational Element are not yet evident in the school.</p>		
<p>4.1a The school has intervention strategies designed to support students.</p>	<p>The school provides a range of intervention strategies for students and a process to identify and refer students who need additional assistance.</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">DOES NOT MEET</div>
<p>5.1a The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.</p>	<p>The community and district provide school buildings and facilities that:</p> <ul style="list-style-type: none"> • ensure a safe, secure, and healthy environment • are clean and well maintained • meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. 	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 5px;">MEETS</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">DOES NOT MEET</div>

Appendix G

Principles of Effective Practice

Questions to Consider that May be Related to the Priority Areas

Standard 1: Learning Culture

Principle 1.1 The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.

Potential questions to consider

- How does the school community provide a physically, emotionally, and intellectually safe environment for learners and adults?
- What are some examples of policies and protocols that have been created to define and support respectful treatment of all members of the school community?
- How does the school ensure all learners are known and valued and have equitable access to a full range of school programs and services?
- What systems are in place to identify learning gaps and social disparities and has the school developed programs and initiatives to address these gaps?
- How does the school community ensure individuality among all community members and positive opportunities for extended learning and growth?
- What efforts has the school made to actively emphasize and strengthen understanding of, and commitment to, equity and diversity?

Principle 1.2 The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.

Potential questions to consider

- Describe the manner in which the school engaged in a dynamic, collaborative, and inclusive process informed by current research and best practices to identify, commit to, and regularly review and revise its core values and beliefs about learning.
- Describe how the core values, beliefs about learning, and vision of the graduate are actively reflected in the school culture and drive curriculum, instruction, and assessment in every classroom.
- How does the school community ensure the core values, beliefs about learning, and vision of the graduate promote a commitment to continuous improvement and guide the school's policies, procedures, decisions, and resource allocations?

Principle 1.3 The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and can demonstrate how each student is known, valued, and connected to the school community.

Potential questions to consider

- How is the school community focused on providing a balance of academic/intellectual, physical, social, and civic opportunities to meet the needs of diverse learners?
- What strategies are used to help students to develop the skills necessary to achieve a positive school/life balance?
- Does the school have plans, programs, and services in place to identify and support the social and emotional needs of students?
- How does the school ensure that each student is known by an adult mentor in the school, or through some other formal process, to assist him or her in achieving the school's vision of the graduate?
- How does the school community demonstrate a broad and collective commitment to all areas of learning?
- How does the school community acknowledge the importance of and assist in building each student's readiness to learn and help struggling learners?
- In what ways does the school community demonstrate the value it has for all learners in planning its instructional and assessment practices?

Principle 1.4 The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.

Potential questions to consider

- In what ways does the school community's professional culture embody a spirit of continuous improvement; promote the use of innovative methods to achieve common goals; and demonstrate a commitment to research-based instruction and reflective practice?
- How does the school community demonstrate a growth mindset?
- What strategies or processes create the conditions and trust necessary for the full and active participation of all educators in collaboration and reflection?
- How does the school culture support educators in maintaining expertise in their content area and in content-specific instructional practices?
- How does the school culture emphasize the use of evidence-based research, reflective practice, data, and feedback to improve learners' educational experiences?

Principle 1.5 The school's culture promotes intellectual risk taking and personal and professional growth.

Potential questions to consider

- How is the school community's culture dynamic and vibrant with a shared sense of agency and responsibility?
- How does the school culture ensure and support learners and educators in understanding that learning from mistakes is an important part of intellectual and personal growth?
- What norms and protocols are in place that support respectful discourse including diverse perspectives, experimentation, innovation, and a disposition to listen well and learn from others?

Principle 1.6 The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.

Potential questions to consider

- How does the principal, working with other building leaders, provide instructional leadership that sets high standards for student achievement and fosters a growth mindset?
- How does the school community encourage educators to exercise initiative, innovation, and leadership essential to the improvement of the school and to increase students' engagement in learning?
- What structures or procedures are in place to ensure the school board, superintendent, and principal are collaborative, reflective, and constructive?
- Is the principal given appropriate decision-making authority to lead the school?

Principle 1.7 The school culture fosters civic engagement and social and personal responsibility.

Potential questions to consider

- How does the school's culture encourage social awareness, upstanding behavior, and fair and respectful treatment between and among all members of the school community?
- How does the school ensure that democratic values of agency, civil dialogue, adjusting thinking in the face of new information, equality, and a commitment to the common good to inform the curriculum, characterize classroom behavior, and guide school governance?
- How does the school culture support and encourage learning experiences that connect to or make an impact on the community beyond the school campus?

Standard 2: Student Learning

Principle 2.1 The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.

Potential questions to consider

- How does the school's vision of the graduate include knowledge, understandings, and dispositions necessary for future success? Does the school's vision of the graduate include transferable skills?
- Are the transferable skills defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which target high levels of achievement? How does the school measure individual student progress toward achieving the transferable skills?
- Describe the school's formal process to assess and communicate individual learner and whole-school progress toward achieving the school's vision of the graduate.

- feedback from a variety of sources, including students, other educators, supervisors, families, and the school community?
- How do educators use the examination of evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services?
- In what ways do educators analyze data to identify and respond to inequities in student achievement and has this improved practices?
- How is data and evidence used to improve programs and services, including health, counseling, library/information, and student support services?
- How do educators ensure that grading and assessment practices are aligned with the school's beliefs about learning?

Principle 3.4 Collaborative structures and processes support coordination and implementation of curriculum.

Potential questions to consider

- What collaborative structures and processes are in place to achieve effective curricular coordination within and among each academic area, department, and program in the school?
- What structures and processes are in place to achieve vertical articulation and implementation of the curriculum within the school and with sending schools in the district?
- What structures and processes ensure clear alignment between the written, taught, and learned curriculum?
- How do the collaborative structures and processes support coordination and implementation of the curriculum?

Principle 3.5 School-wide organizational practices are designed to meet the learning needs of each student.

Potential questions to consider

- How are school-wide organizational practices designed to meet the learning needs of each student? Who is involved? What data is used to make decisions about the design?
- How do school-wide organizational practices ensure access to challenging academic experiences for all learners?
- How does the school ensure courses throughout the curriculum are populated with learners reflecting the diversity of the student body?
- How does the school provide and support learning environments and practices that are inclusive?
- How do school-wide organizational practices support opportunities for students to learn with and from students who are different from them, such as heterogeneously grouped courses?
- How are organizational practices examined and adjusted on a regular basis to ensure the needs of each student are being met?

Principle 4.3 All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.

Potential questions to consider

- Do school health services have adequate, certified/licensed personnel and support staff to deliver appropriate health services to students?
- In what ways do school health services include preventative health services and direct intervention services to students?
- How do school health services ensure the use of an appropriate referral process to meet the needs of students in a timely manner?
- In what ways are school health services informed by ongoing student health assessments?
- How do health services ensure the physical and emotional well-being of students is being met?
- Do health services personnel engage in program evaluation or collect feedback to improve services?
- In what other ways does the school align to this Principle?

Principle 4.4 All students receive library/information services that support their learning from adequate, certified/licensed personnel.

Potential questions to consider

- How are library/information personnel and staff actively engaged in the implementation of the school's curriculum and instructional practices to support student learning?
- Describe the range of materials, technologies, and other information services that support the school's curriculum.
- Are library/information services available for students and staff before, during, and after school?
- How are library/information services responsive to students' interests and needs in order to support independent learning? What types of outreach are used to engage students and foster inquiry and deeper learning?
- How does the library/media center or information services area include a physical setting that encourages collaboration among students, opportunities for inquiry, and authentic learning?
- How do library/information services personnel engage in program evaluation or collect feedback to improve services to students and student learning?

Principle 4.5 Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

Potential questions to consider

- How do support services ensure collaboration among all educators, counselors, targeted services, and other support staff in order to achieve success in meeting each identified student's goals?
- How do support services include appropriate and challenging educational experiences for identified students?
- In what ways do support services ensure inclusive learning opportunities and instruction for identified students?

Standard 5: Learning Resources

Principle 5.1 The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.

Potential questions to consider

- How well do the school buildings and facilities ensure a safe, secure, and healthy environment that support the delivery of high-quality programs and services for all students?
- How are the school buildings and facilities adequately sized for the school community, population, and programs and services?
- Do the school buildings and facilities have appropriate spaces to support student learning and the curriculum?
- Are the buildings and facilities kept clean and well maintained?
- Do the buildings and facilities have appropriate mechanical systems that work properly and are up to date?
- Does the building(s) and facilities meet all applicable federal and state laws and are they in compliance with local fire, health, and safety regulations?

Principle 5.2 The school/district provides time and financial resources to enable researched-based instruction, professional growth and the development, implementation, and improvement of school programs and services.

Potential questions to consider

- How is time during the school day organized and does it support research-based instruction, professional collaboration among educators, the learning needs of all students, and student programs and services?
- What time and resources are provided for professional development, evaluation and revision of the curriculum, and improvement of instruction using assessment results and current research?
- What time and resources are dedicated to the development, improvement of school programs and services?

Principle 5.3 The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.

Potential questions to consider

- Describe the range of school programs and services funded and supported by the district's governing body.
- Is there any planning for future programs and services with a plan to secure funding?
- Are there sufficient professional and support staff to ensure appropriate class sizes and teacher load to fully implement the curriculum for all students?
- Is there adequate and dependable funding for equipment and technology and support of those items?
- Is there adequate and dependable funding for instructional materials and supplies to implement the curriculum for all students?
- Is there adequate funding for co-curricular programs and other learning opportunities for students?

Principle 5.4 The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.

Potential questions to consider

- How often does the school/district schedule regular maintenance and repair of the building and facilities?
- How does the school/district ensure safe, secure, and adequate buildings and facilities on their campus through short- and long-term plans?
- What provisions does the school/district make to address projected enrollment changes and staffing needs in relation to the building and facilities?
- Is there a district technology plan to provide sufficient technology for the needs of students and staff short and long term?
- Is there a capital improvement plan to ensure the maintenance of buildings and grounds and future needs for infrastructure improvements if necessary?

Principle 5.5 The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Potential questions to consider

- What protocols, including infrastructure are in place to ensure the safety of students, staff, and visitors in the event of an emergency?
- Is there written documentation that describes responses for various situations?
- Describe the working relationship and emergency protocols between the school and emergency services personnel in the school and in the community
- Does the school have a crisis team that meets regularly to review and revise protocols? Who is included in this group, how often they meet, and what is discussed at meetings?

Appendix H

Principles of Effective Practice Rubric

This continuum is used to determine the school's phase of implementation and alignment to each Principle in the Standard when writing the Self-Reflection and determining any changes to the phase of implementation from the time of the Collaborative Conference to the time of the Accreditation visit.

Not yet Evident	Initiating "Thinking About It"	Developing "Working on It"	Implementing "Living It"	Transforming "Shifting the Paradigm"
Elements of the Principle are not yet evident in the school.	The ideas or concepts in the Principle are being considered by the school community, but not yet in action.	Some elements of the Principle are in place and the school has developed plans and timelines for full implementation.	All elements of the Principle are firmly in place in the school. Organizations or systems have been formed to support and sustain these practices.	The Principle is driving innovative and transformative practices to achieve the school's vision of the graduate.