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

Southwind High School
7900 E Shelby Dr Memphis, Tennessee 38125-3603

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

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Standard 1. Vision and Purpose

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

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

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission
Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

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

Evidence Provided:
Handbooks include vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

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

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

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

Evidence Provided:
Community-based data

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

School/district profile is used during staff meetings

Stakeholders demonstrate knowledge of school/district profile
1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

*Highly Functional*

**Evidence Provided:**
Curriculum demonstrates alignment with vision, mission

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

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

Student report cards demonstrate alignment with vision, mission

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

**Focus Questions:**

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

Southwind High School’s stakeholders successfully establish and communicate its shared purpose and focus for student achievement. Southwind administration, teachers, support staff, parents, students, and community worked collaboratively to evaluate the effectiveness of our school’s vision, mission, and beliefs. Surveys were available on the school website to all parents, students, and community stakeholders to access and make changes to our mission and vision. Information was shared, opinions were aired, and commitments were discussed. A survey was taken to review, revise, and update our mission statement. The committee verified that our previous mission statement was still valid for Southwind High School. As a result of the survey and current goals the mission statement was improved for this year.

With a focus on student achievement, stakeholders, including support staff, teachers, students, parents, and community representatives were involved in a collaborative effort to develop the vision, mission, and belief statements that reflect the goals of Southwind High School. Administrators actively solicit input regarding establishment or amendment of school policy from faculty and staff through a variety of forums.

A change in administrators occurred at Southwind High in the 2008-2009 school year. The school also had a change in student population - from grades 9th, 10th, and 11th to a full four-year school. With great academic success, Southwind High School continues to have high expectations for student achievement.
The mission, vision, and the beliefs of Southwind High School are written in a way that promotes interaction among stakeholders. They are posted in every classroom, hallway, in the office and can also be found on the school website. It will also be published in the teacher’s handbook and student/parent handbook.

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

Southwind High School’s process for developing a profile and systematically maintaining and using the collected data begins with collecting demographic information, which includes racial background, economic status, attendance rates, and parent or guardian demographics. The school profile is maintained and updated as part of the Tennessee School Improvement Plan process.

The profile includes the following information:
1. Student demographic data including racial background, economic status, attendance rates, parent or guardian demographics.
2. School characteristics, including faculty description, curriculum offerings, and school year and school day schedules.
3. Faculty characteristics including gender, ethnicity, age, years experience, educational level, and highly qualified status.
4. Community demographics including economic diversity.
5. Per pupil expenditures

Information describing Southwind High School’s students and their performance is maintained through student records which teachers use to determine skills of students and recommendations for placement into honors’ courses, as well as special needs.

Exceptional Education student needs are addressed through their IEP (Individualized Education Plan). IEP’s are developed based on the individual academic and social needs. The IEP’s are reviewed and revised as needed through involving and collaborating with regular education teachers, special education teachers, the students, their parent(s) or guardian, administrators, and other applicable school system personnel.

Communication between feeder schools enables administrators, counselors, and teachers to ensure that each rising ninth grader has the skills necessary to meet the rigorous academic program for high school.

ESL (English as a Second Language) students’ needs are identified through ELDA tests and Home Language Survey. Each student is placed according to his/her English competence. Language skills of each student are tested annually.

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

The stakeholders at Southwind High School ensures that the school’s vision, mission and goals guide the teaching and learning process by providing in-service and staff development opportunities consistent with our vision and mission. School leaders also encourage all academic departments to align instructional strategies with the school’s vision, mission and goals. The administrators use faculty evaluations and positive motivation to impact student achievement.

Southwind High School’s goals are used and implemented through data analysis of the following: School
Improvement Plan, TCAP writing data, Formative Assessments, Summative Assessments, School Climate Surveys, Parent Surveys, promotion and attendance rates. These goals guide teaching, learning, and the overall climate of the school.

Southwind High School’s stakeholders support faculty efforts to offer varied and meaningful learning experiences, to promote positive student behavior, and to encourage teamwork among faculty for the implementation of strong curriculum and effective instruction.

School administration encourages communication between parents and teachers by the use of parent/teacher conferences, Power School, the school website, and teacher websites, advisory boards, PTSA newsletter, and the Rapid Notice phone service, which is a phone service utilized to communicate/phone all Shelby County School parents and employees.

Any purchases made for instructional resources support specific goals for school improvement and are aligned with the mission of the school.

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?

The mission and purpose of Southwind High School are aligned to current research and best practices to ensure the focus is on improving student learning. As part of the ongoing yearly School Improvement Plan process, internal and external stakeholders reviewed and updated the mission and vision statement. In reviewing this year’s mission statement, surveys were sent out and data collected. Results were compiled and the mission statement was revised.

Southwind High periodically distributes opinion inventories and school climate surveys to all stakeholder: students, teachers, parents, and community members to receive input concerning the quality of education offered at SHS. With results at hand, goals are set that target the school’s needs as well as student achievement, ensuring that the mission statement remains current.

School wide discipline, as well as various programs for at-risk students such as Compass Course Recovery, alternative intervention and education programs, a prevention liaison counselor, after school tutoring, and extra instruction for state mandated assessments are in place at our school.

Professional development goals are identified by the Shelby County Schools' instructional specialists, the SCS director of professional learning, and local school administration. All teachers create a professional learning plan that is based on addressing the district's strategic plan goals and the action plan goals of Southwind High School's TSIPPP. The faculty and staff are charged to participate in district and school approved research-based professional development that is aligned with the mission and belief statements. School administrators also continue professional development, as implemented by the Tennessee Academy for School Leaders; all of the professional learning for school administration is also aligned with the school's mission and belief statements.
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:**

- **Not Evident**
  Little or no evidence exists

- **Emerging**
  Evidence indicates early or preliminary stages of implementation of practice

- **Operational**
  Evidence indicates practices and procedures are actively implemented

- **Highly Functional**
  Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

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

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

*Highly Functional*

Evidence Provided:
Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

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

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

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

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

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 access to legal counsel

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.

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:

Evidence Provided:
Record of student performance data analysis
Student database management system
Student performance data are used during staff meetings
Student performance data are used for extra-curricular planning
Student performance database for formative assessments

2.5 Fosters a learning community:

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:

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

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

Highly Functional

Evidence Provided:
Accreditation team members are representative of stakeholder groups
Calendar, agendas, minutes of stakeholder meetings
Committee members are representative of all stakeholder groups
Parent/community compacts
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:

Highly Functional

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:

Highly Functional

Evidence Provided:
Record of Advisory Committee: calendars, membership, minutes
Stakeholder survey data
Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

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

Highly Functional

Evidence Provided:
Documentation of salary schedules
Handbooks demonstrate staff evaluation system

New staff orientation materials

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-abouts demonstrate review of instructional practices

**Focus Questions:**

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

Southwind High School’s administrators establish policies and procedures within the school that are aligned with Shelby County Board policies for the effective operation of the school. A faculty and staff handbook is updated annually, printed, and given to staff during teacher in-service in August. Additionally, new teachers are provided with supplemental materials that apply specifically to their needs as a first year teacher. During the first week in-service, specific points of the handbook are verbally addressed in faculty, department, and mentoring meetings. Teachers are given a copy of the handbook during in-service. Throughout the school year policies and procedures are communicated through emails, meetings, and memorandums.

During in-service week, the faculty is given information about the roles of the administrative team and their responsibilities. The responsibilities include: academic; behavioral; clerical, and social support. Additionally, the faculty is given information about the roles and responsibilities of department chairs, the Teacher’s Advisory Board, instructional specialist, exemplary teachers, and mentor teachers. Board policies are discussed during the Principal’s Meetings, which are held every 20 days. Administrators distribute the information from these meetings to the Department Chairs and Teacher’s Advisory Council. Information is distributed via the department chairs, advisory council, faculty meetings, email, and memorandums.

The administrators and school board work to ensure that the school is in compliance with all local, state and federal laws, standards, and regulations. SCS policies and mandates are communicated through memorandums and through the Rapid Notice phone system. Stakeholders are also informed of school policies and changes to those policies through the Student Handbook, school website, vice-principal’s blog, and the Rapid Notice phone system. During the second semester, as students are creating their schedules for the following school year, policies are communicated to students and parents about selecting honors courses, earning credits, and new changes to graduation requirements are communicated to parents during an Honors Tea, 8th Grade Parent Night, class meetings, and pamphlets from the Guidance Office.

Parent and student groups meet to initiate change to school policies through the Student Council, BETA Club, and 100 Leading Men of Southwind. These groups address concerns during monthly meetings and present information to their faculty advisor and then to the administration. Parent groups, such as Man Up, meet to address discipline
policies and attend school each morning to help enforce attendance and dress code policies. Formal and Informal meetings with student groups, the PTSA, the Teacher Advisory Council, and department chairs offer many opportunities to discuss school policy, address changes, and the implementation of those policies.

On a daily basis, school wide policies are enforced through active teacher participation and administrative support of teachers. Teachers stand in the hallways to ensure that students are in compliance with the attendance and dress code policies. In the classrooms, teachers comply with SCS grading policies of giving multiple assessments per week, using positive classroom management and giving consistent classroom expectations that match board policy. Discipline is administered according to established rules and procedures and administered through Shelby County Schools' Discipline Policy and local school interventions. Class policies are communicated to stakeholders in written form through parent letters, class syllabi, course discipline policies, and parent student contracts. These are also communicated through PTSA Open Houses, teacher blogs, and the school website.

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

The administration of Southwind High School evaluates the effectiveness of the school and student performance through analyzing school data, open communication with stakeholders, teacher evaluations, and teacher documentation of student performance.

Throughout the year, teachers and administrators analyze TVAAS, Discovery Education, Compass Learning, semester and quarterly exams, and attendance data to monitor student and teacher performance. The information gathered is then communicated to teachers and parents through staff, departmental, and PTSA meetings. Staff meetings are held to share instructional and assessment ideas to meet specific areas of need. New teachers meet with mentors on a weekly basis to improve instructional and classroom management strategies. These meetings also revisit board policy related to teacher attendance, duties, and roles and responsibilities. Departmental meetings are then held to ensure that teachers are pacing correctly, addressing specific areas of need based upon state-mandate testing.

In addition to instructional meetings, teachers are evaluated two to three times a year. These evaluations are both announced and unannounced. Following the administrator evaluation, teachers meet with their evaluator to discuss areas of strength and areas to strengthen. Throughout the year, informal classroom walkthroughs occur continuously. Meetings often follow these drop-ins with instructional specialists, exemplary teachers, or mentors. Instructional specialists, exemplary teachers, and mentors meet regularly with new teachers to ensure teachers are following sound instructional practices, are following curriculum and pacing guides appropriately, and are complying with school and board policies.

All Southwind High School teachers provide quarterly syllabi to students, parents, and administrators. These are posted on teacher blogs and on the school website. Teachers communicate school and classroom expectations to parents and students through email and parent letters. Additionally, throughout the year, administrators monitor teachers’ weekly grades via PowerSchool to ensure that daily assessments are matching student performance on formal assessments. Teachers communicate with parents and administrators about failing students through the school ZAP (Zeros Aren’t Permitted) program. Failing students are given opportunities to make up missing work each quarter. Throughout the quarter, students who repeatedly do not turn in work are monitored, parent-teacher conferences are held, and intervention occurs, if necessary.

ESL teachers provide translated material for our Spanish-speaking population. Additionally, the ESL teachers provide support and modifications for all ELLs.

Southwind High School utilizes the School Improvement Survey to gather opinions of all stakeholders about the
effectiveness of teachers and the quality of education provided by the school. This survey is used to determine the school’s effectiveness in the areas of instruction, learning environment, school safety, parental involvement, and administration. All stakeholders were informed by letter, school website, and phone of how to access the survey.

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

The stakeholders at Southwind High School are provided with many opportunities to hold leadership positions within the school. Teachers serve each year on committees including: Teacher Advisory Council; Parent-Teacher-and Student Association (PTSA); TSIP committees; Master mentors; and department chairs. Parents are involved in leadership roles through participation in the Man Up program and PTSA. Additionally, students are given opportunities for leadership through various club activities, BETA Club, the National Honor Society, The Key Club, 100 Leading Men of Southwind, and the student governance association.

Faculty and staff provide leadership by serving as department chairs, mentors, and serving on various committees. Department Chairs lead monthly meetings, provide their department with pertinent school information and lead the department in vertical alignment, common assessments, and pacing. Additionally, department chairs help development incentive programs within their department to encourage high academic performance and reduce discipline referrals. SHS has five school mentors that give support to first year teachers. Mentor teachers meet regularly with their mentees to provide instructional and behavioral strategies and ideas. They also assist administration with compliance of school wide policies. The Teachers’ Advisory Council provides teachers a voice in writing policy, choosing student representatives, and forming new committees.

Southwind High School started the Man Up program this school year. Fathers volunteer each morning to assist teachers and administration in moving students through the hallways, enforcing the school dress code, and encouraging good behavior. These men have helped participate in creating effective ways to work with the young men in the school and to foster an atmosphere of high expectations for these students.

Students are given many opportunities to take on leadership roles and influence school policy and academic standards. The Student Government Association holds monthly meetings to discuss school policies, encourage student involvement in the school and lead extra-curricular activities. Additionally, 100 Leading Men of Southwind directs charity events and encourages high academic and behavioral standards for the young men of the school.

The faculty and staff of SHS also provide leadership by serving as advisors/sponsors for the many after school clubs including: SGA; Language Clubs; Girl Talk; BETA club, National Honors Society; FCCLA; and Key Club.

Teacher, parents, and community stakeholders participate in fundraisers, school wide events such as the Honors Tea and International Festival, donate time, and help chaperone school dances and sporting events.

Workshops on instructional, technological, and behavioral interventions provide additional opportunities for professional growth and leadership. Designated faculty and staff have received specialized training in areas such as differentiation instruction; school-based leadership; intervention; safety; and national board certification. These individuals aid in the facilitation of workshops and instructional meetings.

Administrators actively solicit input regarding establishing or amending school policy from faculty and staff through a variety of forums. Emails are sent requesting input. Teachers are frequently asked to fill out surveys.
regarding school policy and instruction. Faculty and department meetings are held to discuss and implement policy. Additionally, teachers are provided an opportunity to make requests, give suggestions, and express concerns through a suggestion box in the faculty workroom and the Teacher Advisory Council. The faculty is provided with departmental development plans and continuous professional development opportunities during staff and department meetings, off-site in-services, and a series of online webinars.

Southwind High School strives to meet the community expectations and ensure stakeholder satisfaction. The parent teacher student organization provides for parents a forum to make suggestions and affect change within the school.

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

In order to ensure equity of learning opportunities and support for innovation, Southwind High School teachers recognize the importance of multiple assessment methodologies and understand how to use them effectively. Teachers use data from multiple assessments such as EOC tests, Gateway, ACT, Discovery Education, Formative Assessments, English Language Development Assessment (ELDA) and in-class assessments to plan instruction that will meet the need of every student. Teachers review their students’ test scores and class work to determine individual strengths and weaknesses and make any necessary modifications.

Other opportunities for equity of learning are evident in the following research based instructional practices:

- Differentiated Instruction
- Integrated Technology
- Alternative Assessments
- Mapping
- Integrated Word Walls
- Spanish language resources
- Research-based Intervention Strategies
- Professional Learning opportunities
- Online Webinars
- Extended Day tutoring
- Student Intervention Team Meetings
- Project Wisdom
- ESL
- Functional Skills and Adapted Functional Skills classes
- SHIP and SAIL Intervention Classes

Staff development and in-services give teachers the opportunity to analyze data, correlate the data with instructional strategies and techniques, collaborate with peers on applying innovative instructional strategies and techniques acquired through attendance of workshops and professional development in-services. Departmental meetings provide a forum to discuss the usage of subject-specific instructional strategies.

The needs of students with disabilities are met through adherence to Individualized Education Plans (IEPs) developed for each student. Teachers, parents, administrators, and case managers meet to update student plans and discuss student progress. Specialized classes and programs such as Resource classes, co-teaching classes, and Functional and Adaptive Functional skills classes are provided. Teachers are given training and support on modifying lessons to meet the needs of learners with disabilities.
ESL/ELL students’ needs are identified through placement tests and the Home Language Survey. These students are placed according to their language needs and are tested annually. Additionally, teachers are provided with resources, training, and support for making modifications for these learners.

Each teacher is provided with a laptop and LCD projector and have access to a computer cart, printer, and TV with VCR/DVD player. Teachers are also provided with a variety of technology classes and onsite support from the Technology Specialist. Several math classes have been provided with the Navigator, which is an integrated computer system with student graphing calculators. Math students are provided with graphing calculators.

The library provides access to current print and online resources. In addition, teachers collaborate with the librarian to schedule class time for research projects and instruction on the use of the library resources. Students have access to computers and printers in the library to complete class work, print reports, and complete research projects.

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional” and is substantiated in the responses to the Indicators Rubric.
Standard 3. Teaching and Learning

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

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

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

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

Definitions of Indicators Rubric:

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INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:
Communication of NCLB performance targets
Curriculum pacing guides
Formative assessments: quarterlies, etc.
Graphs, charts, displays of student learning goals
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

Staff meetings highlight discussions of student learning expectations

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

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

Lesson plans that show how students are involved in establishing their own learning goals

Master schedule

Samples of student work

Staff meet to share student work

Student discussion groups

Students affirm their involvement in their own learning

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

Operational

Evidence Provided:

Assessment data

Grade reports
Professional development calendar and topics
Staff can identify research used to align instruction
Staff meet to analyze data and align instruction
Staff meet to review current research
Staff meetings regularly include data analysis
Surveys
Transcripts, certificates

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

Evidence Provided:
Agendas, minutes of staff/grade level/department/program meetings
Lesson plans
Professional development calendar and topics
Professional development plans
Professional learning opportunities focus on best practice instruction
Professional organization membership
Staff meet to share best practices
Staff meetings regularly include discussions about effective instructional design and delivery
Student display of project-based learning opportunities
Student portfolios
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:
Highly Functional

Evidence Provided:
Graduation requirements
Master schedule
Policies that reflect attention to issues of equity
Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

*Highly Functional*

**Evidence Provided:**
Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

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

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

*Highly Functional*

**Evidence Provided:**
Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

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

Transition policies

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

*Highly Functional*

**Evidence Provided:**
After-school programs

Community-based programs

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

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

*Highly Functional*

Evidence Provided:
Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

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

Policies for student behavior, remediation, due process, appeals

Reward system for positive behavior

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

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
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
Facilities map indicating technology services/lab
Staff affirm that technology supports their curriculum and instructional programs
Students and staff affirm that technology is embedded within the teaching and learning process
Technology staff/services demonstrate their involvement in support of student achievement

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?

Southwind High School ensures that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning through the use of the State of Tennessee course level standards. Standards are identified within Shelby County Schools curriculum guides that are provided on the district website. All teachers are required to submit and distribute course syllabi per quarter. Syllabi includes, but are not limited to, grade level and course expectations, SPIs (Student Performance Indicator), strategies, activities and assessments (through testing, writing and hands on activities). Departmental meetings allow teachers to review and discuss the scope and sequence for each content-area subject. Teachers use a variety of research-based instructional strategies while following the mandated curriculum provided by the State of Tennessee Department of Education. Teachers use standardized tests, customized tests and formative assessments to measure student and school performance. Teachers and administrators analyze data from TCAP, TCAP Writing Assessment, EOC and Gateway to determine areas of strength and weakness. The Department of Exceptional Children Secretary, DEC case managers, parents, administrators, teachers, guidance counselors, and any authorized outside agency collaborate to develop Individualize Educational Plans (IEPs) for students.

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

Southwind High School ensures the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students through a variety of means and programmed strategies. Teachers practice research-based strategies in all content areas through writing across the curriculum in the form of 5-paragraph essays each quarter. Teachers’ use modified and differentiated curricula and quarterly syllabi to meet the needs of all students. Classrooms within our building are set up to display SPIs, unit and performance objectives, quality student work, daily bell assignments, classroom rules and guidelines and Vision and Mission statement of the school. All teachers include in their course syllabi their email address and educational blog website. Southwind High School also implemented the Freshman Academy. Teachers offer after school tutoring sessions as well as make-up days.

Teachers and administrators use formal and informal evaluation methods outlined by the Shelby County and the
State of Tennessee to ensure the continuous improvement of all teachers and staff. Individual teachers attend content specific conferences and professional development courses throughout the year. Attending teachers return with new ideas and methods to share with colleagues during departmental meetings.

Technology is used in the classroom through internet-based research projects, video presentations, power-point presentations as well as virtual field trips, which allows a variety of practices to facilitate learning and engage students. Teachers implement various types of student projects that require students to research and develop ideas using higher order of thinking skills and present those finding using a variety of technological means.

Exceptional Education teachers develop portfolios for functional skills and adapted functional skills students. Individualized educational plans for Exceptional Education are developed by special education teachers as outlined by the State of Tennessee in collaboration with regular education teachers, administrators, parents and students. Teachers follow the modifications provided on IEPs and 504 documents to ensure the special needs students may develop to their highest potential.

Each new teacher is assigned a mentor for the first year. The mentor teacher meets informally with the new teachers as needed to discuss lesson plans, parental involvement, classroom management techniques, technology in the classroom and hands-ons learning activities. The library offers a collection of print materials at all reading levels, as well as Spanish language resources and audiovisual resources. To improve standardized test scores and provide more opportunities for academic success, students attend tutoring session after-school. The school offers numerous real-world experiences and content activity-based programs for students to thrive and apply their skills learned in the classroom through the incorporation of guest speakers and field trips. Students also have the opportunity to participate in a variety of clubs and their competitions.

Southwind High School offers SHIP(Southwind High Intervention Program), SAIL(Southwind Aggression Intervention & Learning ) and the ZAP(Zeroes Aren't Permitted) programs to allow students to become accountable for they’re educational needs. These programs are set for students that may work better in a supervised study area while giving them the opportunity to make up work. Functional and Adapted Functional Skills students are involved in Community Based Instruction once a month to exercise skills in socialization and on the job training.

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

Southwind High School implements the State of Tennessee Department of Education curriculum for all subjects, which is based on expectations for student learning that provides opportunities for all students to acquire requisite knowledge and skills. Teachers are observed using proven research-based instructional practices that actively engage students in the learning process. Teachers prepare quarterly syllabi, which are correlated to the state standards ensuring individual instructional strategies and techniques, comprehensive, and designed to thoroughly prepare students for additional success. Syllabi reflect opportunities for students to apply their knowledge and to align their skills to real-world situations. These quarterly syllabi are given to each student as well as accessed online through the teachers’ educational blog website. All non-tenured teachers participate in three formal observations each year. Administrators and the administrative team also use the walk-through assessment to monitor classroom instruction with tenured and non-tenured teachers. Teachers teach five, fifty-five minute classes with a fifty-five minute planning period each day.

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

Southwind High School provides access to comprehensive information, instructional technology and media
services through accessing equipment that is available for instructional use in the library. Equipment includes classroom computer carts, television/DVD/VCR units, digital cameras, LCD projectors, overhead projectors and video cameras. The school has wireless internet which can be accessed in the library as well as in the classroom. The math department has access to graphing calculators. The science department utilizes CPS units (clickers), which allow the students to input assessment answers by using a remote control. The CPS unit scores and interprets the students’ input and allows the teacher to identify individual strengths and weaknesses. The library offers current periodicals, reference materials, and an up-to-date reference section, books and audio-visual materials related to a variety of subjects. The school’s library subscribes to magazines, newspaper and daily, weekly and monthly periodicals covering subjects taught in classes. The library is open daily and offers extended hours on Tuesdays and Thursdays. The school utilizes community leaders, businesspersons, guest speakers and programs presented by many outside entities to expand students’ access to information from outside the standard academic environment. The school employs faculty from diverse backgrounds with widely varying experiences, which serve as excellent sources of additional information for the student body, providing many opportunities to enhance both instruction and remediation by employing differentiated techniques and other effective classroom strategies. Southwind High School also provided numerous opportunities for students to take electives in technology based fields as well as cross-curriculum opportunities in technology, between technology and other subject areas.

**Overall Assessment:**

**Highly Functional:** The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.
Standard 4. Documenting and Using Results

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

  *Highly Functional*

Evidence Provided:

All stakeholders are knowledgeable about 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

Special database for career preparation, special education, bilingual education programs

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

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

*Highly Functional*

**Evidence Provided:**

- Calendar of assessment activities
- Data graphs, charts display student performance expectations
- Examples of student work are prominently displayed
- Online assessment system
- Policies outline administration of multiple assessments and their purpose
- 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:**

*Highly Functional*

**Evidence Provided:**

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

Staff demonstrate the use of data when planning instruction, through vertical and horizontal articulation.

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:
*Highly Functional*

Evidence Provided:
Data from community/business

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness.

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

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.

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

Evidence Provided:
Reports that outline comparable data analysis - across schools, districts, states, nationally.

4.7 Demonstrates verifiable growth in student performance:
*Operational*

Evidence Provided:
Data reports disaggregate student performance growth.

Data reports include behavioral and environmental data.

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

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

Evidence Provided:

Highly Functional

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?

Southwind High School uses several assessment methods to provide information regarding the levels of knowledge that students master. The state and school mandated assessment tools offer reliable, valid, and bias free measurements of student performance. Administrators, department chairs, and counselors disaggregate data to determine which groups have demonstrated improvement and those still in need of enhancing their skills. Based on this data, classroom teachers are able to improve their teaching to meet the needs of students, increasing student performance. Assessment data are aligned with state standards in terms of rigor, content, and format. Disaggregated and assessment data include the following: Bell work, Think link (Discovery Education), Gateway, EOC, ACT, Nine Weeks Test, Semester Exams, the ACT and ACT PLAN Test, performance assessments, and the 30 and above club.

A) Teachers use daily bell work checks to monitor student progress and learning.
B) A series of think link/discovery learning tests are given in English I and Algebra I classes to determine which students are mastering state-mandated skills and which students are in need of individualized instruction (tutoring) as the year progresses.
C) Gateway and EOC assessments are given near the end of each school year.
D) The ACT Plan test is given to sophomores to provide base-line scores for the ACT in which students take as juniors.
E) Teacher-created nine weeks test and semester exams are based on the curriculum guide standards that are covered during the assessment period.
F) Common semester exams are given based on state performance indicators.
G) The ACT PLAN is given to students who choose to take it before taking the ACT to determine their level of skills as related to the state and national average scores.
H) Performance assessments are hands-on evaluations in the career and technical, fine arts, and business education departments.
I) Southwind High School has 30 and above club for students scoring 30 or above on the ACT or 30 in one of the four tested subcategories. The 30 and above club will be used to monitor the number of high achieving students on the ACT and to provide activities to continuously increase their critical thinking skills.
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?

Overall assessment results are communicated to all stakeholders in a timely and relevant way. Student progress reports are sent home every four and a half weeks for parents to view, sign, and return. Report cards are sent home two weeks following each of the first three nine weeks and are mailed home at the end of the school year. Parents are invited to schedule conferences through guidance to discuss any concerns they may have regarding their child’s grades or at any other time the need arises. Teachers and administrators must attend faculty meetings to report on and receive information about student achievement. Department meetings foster collaboration between teachers: Common syllabi and assessments are developed. Teachers compare data and identify strategies to enhance student strengths and improve weaknesses.

School-wide data is reported using newsletters at the end of each year and the school report card at the beginning of the next school year from the previous year. Test scores and score report sheets are sent home as they become available for EOC, ACT, ACT Plan, PSAT, and Gateway. If parents have questions or need clarity for such score reports, they can notify the grade level counselors or administration. The Southwind High School webpage provides a link to the Department of Education website where stakeholders can retrieve the School AYP Summary, the School Profile, the School Report Card, academic achievement, and student discipline. PowerTeacher, an online grade book system, is used by the Shelby County School District. Through the use of Powerteacher parents and students have confidential access to missing work, late assignments, number of tardies, student grades, days in attendance, and teacher comments. Powerteacher is updated with a minimum of two grades per week, individual teachers can generate progress reports from it, and parents can view grades online. Shelby County Schools require teachers to record no less than eighteen grades during a nine-week grading period.

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

Curriculum and instruction are data driven. Southwind High School compares data from year to year, such as Algebra I Gateway, to monitor student achievement and to determine how students will perform in the next class. Faculty members who teach the same subject from year to year are able to contrast student performance as a group. Results of assessments help teachers and principals to identify strengths and weaknesses. Assessment results help teachers to plan intervention strategies to help struggling students and enrichment strategies to increase the higher order thinking skills of others. Teachers reflect on their teaching practices for the upcoming year using the previous year’s results. Lesson plans and teacher-created tests are written using the State Performance Indicators and Course Level Expectations. The students are tested according to the SPI’s and CLE’s in the curriculum guides.

Administrators and teachers use Powerteacher, an online tool, to maintain a complete student record system. The grading system used is mandated by the state and grades are weighted throughout each department. Powerteacher is updated with a minimum of two grades per week, individual teachers can generate progress reports from it, and parents can view grades online. Shelby County Schools require teachers to record no less than eighteen grades during a nine-week grading period. Teachers turn in a hard copy of grades printed from Powerteacher and lessons plans at the end of each semester. Daily attendance and conduct is recorded in Powerteacher as well.

4. How are teachers trained to understand and use data in the classroom?
Teachers at Southwind High School participate in multiple professional development opportunities on both the school and district levels. Currently, teachers must obtain a total of 18 PD flex hours. Professional Development is offered in the traditional method and in on-demand webinars. Professional development is a part of scheduled faculty meetings. Best practices are shared between presenters and teachers to enhance student performance. Teachers learn to use best practices and data breakdowns to help meet the needs of students in the classroom. These data analysis help teachers plan for remediation, intervention, tutoring, develop higher-order thinking skills in the students, and content rigor. Each teacher must sign in and the sheet is retrieved and filed by the principal. Teachers analyze nine-week assessments, semester exams, and lesson plans with the students needs in mind. The Southwind High Faculty collaborates within departments to ensure student success. Data from Power School is shared concerning behavior issues that have resulted in suspensions. Teachers and staff determine how a situation can be redirected through analysis of prior events. Alternative solutions were then developed and discussed with teacher leadership teams as to best practices for implementation. Paraprofessionals, teachers, and administrators attend Nonviolent Crisis Intervention training at various times throughout the school year as another tool in the process of implementing alternative methods to assist students in making good choices.

The district AYP specialist provides Southwind High School with a summary table of data that details whether or not benchmarks are met. If benchmarks are not met, AYP is not obtained.

Administration shares TCAP data from feeder schools during faculty meetings. This data helps teachers to plan effectively for incoming freshmen.

**Overall Assessment:**

**Highly Functional:** The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.
Standard 5. Resource and Support Systems

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

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

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

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

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INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:
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

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

Highly Functional

Evidence Provided:
Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Policies regarding NCLB highly qualified teachers

Professional learning opportunities

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

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

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

Highly Functional

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

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

*Highly Functional*

Evidence Provided:
Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

Policies regarding NCLB highly qualified teachers

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

*Operational*

Evidence Provided:
Annual budget

Facilities plan

Facilities protection documentation: insurance, amortization

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

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

Space is adequate and appropriate to support student learning

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

Refund policies

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

Highly Functional

Evidence Provided:
- All facilities on school/district property are maintained
- Calendar of safety drills: fire, tornado, emergency crisis
- Facilities maintenance reports and plans
- HAZMAT (hazardous materials): policies and training
- Policies and processes regarding safety
- Policies and processes related to student/staff injury
- Policies regarding dispensing prescription medications
- School/District environment is clean and safe
- Staff are involved in developing and implementing safety policies
- Stakeholder survey data supporting safety
- 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

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

Highly Functional
Evidence Provided:
Alternative Education Program
Community based programs
Curriculum for Career Preparation
Enrollment data
Guidance and Counseling Department
Master schedule indicates availability of career preparation
Orientation to Career Preparation programs
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:
Highly Functional

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
Stakeholder survey data supporting special needs programs
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

**Focus Questions:**

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

Southwind High School’s recruitment of new staff is established by the Shelby County School district and is based on professional requirements. SCS Human Resources Department verifies prospective employees’ experience and credentials; Human Resources as well as Southwind High School’s administration interviews the most qualified candidates. Once hired, all instructional and counseling staff must attend Shelby County School’s district wide new teacher orientation. New teacher orientation practices are continued through the teacher mentorship program, where all first year teachers are assigned a seasoned mentor teacher. Also, master mentors offer guidance and instructional support to all new teachers, which allows them the opportunity to learn and to implement best instructional and classroom management practices. All master mentors receive a small stipend from the district for their participation in this program.

Southwind High School’s staff members are required to obtain professional development hours, and professional development training can be received during designated in-service days, before and after school, during the summer, and through online webinars. All staff members have to keep a professional development plan, which indicates how their professional learning goals meet district and school goals for student achievement. Also, a record of each staff member’s professional development hours are logged on My Learning Plan. Staff members can view their hours by going to Shelby County Schools’ website and logging on to My Learning Plan. Once logged on, staff members can view professional development trainings they have attended, hours completed, and additional trainings offered by the district.

In addition, Southwind High School also provides professional development that is unique to our staff such as technology, safety training, and harassment. The school curriculum technology trainer provides all teachers training on the latest innovations in educational technology and online resources that enhance classroom instruction. As a result, teachers have used technology and online resources that would best benefit instructional practices and student achievement. Also, teachers are required to attend mandatory safety trainings through out the school year as required by the school district. Teachers must attend sessions on the school safety plan, blood borne pathogens, H1N1 planning, and OSHA regulations. For student related issues, teachers are also required to attend trainings on reporting child abuse, recognizing and reporting student bullying, and on teen suicide prevention. All of these sessions are presented to the faculty through the prevention liaison counselor. In addition, the Shelby County Sheriff’s Office has given teachers professional presentations on gang activity and prevention. All of these professional development and training sessions make our faculty keen on issues that affect the school’s safe, orderly learning environment.

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?**

Southwind High School’s leadership allocates resources for educational programs that will impact students’ progress and the school’s vision by purchasing End Of Course (EOC) Coach Practice Books, ACT preparation books, and Think Link tests. Southwind High School has received the Exxon Mobile Grant for two consecutive years to purchase new learning materials for the school’s math and science programs. Funded by the Exxon...
Mobil Corporation, the ExxonMobil Educational Alliance grant program is designed to provide Exxon retailers like Ms. McKnight an opportunity to invest in the future of their community through educational grants to neighborhood schools. In addition, the school also received funding from the school’s PTSA organization to purchase calculators for our math department.

Southwind High School also conducts fundraising activities to purchase the necessary materials for student achievement. Each November the school hosts the Student and Faculty Turkey Bowl, which is a student teacher basketball game. The student body purchased tickets, and proceeds from this friendly competition generated funds necessary to purchase the A+ ACT computer program and Think Link tests. In addition, the school holds pep rallies five times a year to procure funds to assist in the purchase of instructional technology and materials that will ensure student achievement.

In order to guarantee that the handling of all financial resources is done in an ethical manner, school administration has procedures in place to demonstrate fiscal responsibility. First, the school employs a full time financial secretary who manages all school financial accounts and handles all financial transactions. As a result, the financial secretary provides the principal with all financial bank statements and checks to be signed for school business. All teachers are required by school policy to turn in all funds to the financial secretary at the close of the school day. Also, the school administration takes all funds for bank deposit to the bank daily to be deposited into the school accounts. To ensure fiscal responsibility, all financial transactions are monitored and audited twice in March and April each year by an accounting outside firm selected by the school district. As well, the financial secretary sends monthly financial reports to the district chief financial officer’s for auditing and review purposes.

Next, teacher sponsors of student organizations report collected funds through the usage of a daily cash receipt activity report form; in addition, the teacher sponsors are also given purchase order requisitions to complete when they are spending funds from school accounts. All forms are duplicate forms, so that the financial secretary and sponsors have proof of turning in documents. All purchase order requisitions are signed by the principal that authorize the financial secretary to disperse the available funds in the particular school organization’s account; after the funds have been dispersed, the financial secretary sends a notice to the sponsor about the transaction. The financial secretary also acts on behalf of the principal by sending monthly statements to all school sponsors of all account activity. In order to protect the school’s financial interest, the school uses an outside business service provider to collect fees for bad checks presented to the school for payment. The funds are secured by this vender, and wired to the school’s bank account. All of these measures ensure that Southwind High School uses best business practices to maintain financial integrity.

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

The leadership of Southwind High School ensures a safe and orderly environment for all students and staff through a plethora of initiatives. First, full-time school resource officers from the Shelby County Sheriff’s Department are on campus during school hours and during after school events. If a teacher or administrator suspects that a crime has occurred on the school campus that places the safety of any member of the school community in a precarious position, a report is made to the deputies to determine whether further legal action should be taken. Moreover the school works closely with the SRO’s to discuss strategies to ensure safety during the school day and athletic and extra curricular events. Also, the school is provided a school nurse through the Shelby County Health Department to provide medical assistance to the student population of the school.

To further ensure a safe and orderly environment, the school has developed and implemented a Crisis Emergency Response Team Plan. This plan clearly outlines the procedures all school community members should follow to ensure student safety in the event of a minor or catastrophic event on school property. Each classroom is equipped with a “Crisis Emergency Response Team” kit to use during the event of an emergency or hazardous situation. All staff members are required to attend CERT training and Blood and Airborne Pathogens training to ensure that
each staff member is adequately prepared to respond in the event of a crisis situation. Also, in each classroom, evacuation maps and drill procedures are posted in all classrooms. Southwind High School has routine fire and lockdown drills and is in compliance with all fire and safety codes. Finally, all teachers are required to stand outside their classroom door during class change to supervise student behavior and to observe and report events that may compromise the school’s safety.

Southwind High School provides all administrators and necessary support staff with the communication resources to ensure a safe, orderly school environment. Administrators, secretaries, and some teachers use two way radios to communicate with each other in an effective and timely manner to guarantee safe student arrivals and dismissals to school and to notify all administrators of student safety issues in the building. The building is also equipped with a school wide intercom system that connect classrooms to the main office and principals office to communicate announcements and instructions in case of an emergency. All visitors must sign in and out in the main office. Upon signing in all parents / visitors must present valid state identification, which is scanned using Raptor V-Soft System to identify potential threats to the school campus. The clerical staff in the main office runs the visitor’s driver’s license through the Raptor V-Soft System; if the visitor’s identification alerts that there are warrants for a person’s arrest or the visitor is a registered sex offender, the system automatically alerts law enforcement and school personnel of their presence by calling all administrators’ cellular devices. Any visitor who leaves the main office must have appropriate identification and wear a visitor’s badge with their picture ID.

Southwind High School also utilizes the Man Up program, which consists of volunteer parent stakeholders who are fathers of Southwind High School’s students. The members of the Man Up program monitor students during morning arrival to enforce dress code and ensure school safety. They are also present during after school events to provide additional safety.

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?

Southwind High School’s professional school counseling department addresses students’ academic and personal needs by providing individual and collaborative services to each student. Southwind High School has four full-time grade level counselors, a full-time college and career counselor, and a full-time prevention counselor. Our grade level counselors conduct classroom guidance in areas such as promoting academic success, college and career awareness, test taking and studying tips, promoting personal and social skills, and decision-making skills. Counselors and administrators meet with students to discuss academic expectations, discipline procedures, and school policy during grade level assemblies at the beginning of each semester. Our college and career counselor organizes the college and career fairs at Southwind High School, and meets with students to discuss available scholarships and college information.

The counseling department meets with students individually by referrals, student requests, and after reviewing students’ grades/academic progress, and on an as needed basis. Teachers utilize our academic intervention program Zeros Aren’t Permissible (ZAP) to identify students who may need additional instructional help and/or tutoring. The prevention counselor provides conflict resolution to our students, which reduces the number of student suspensions, and provides linkage and referrals to outside services. The prevention counselor also works closely with the counseling staff to identify possible behavior problems, and has weekly group sessions with at-risk students who are currently in our behavior intervention programs, Southwind High Intervention Program (SHIP). Professional guidance counselors can also refer students to community, in patient, and out patient mental facilities for emotional issues that cannot be addressed within the school.

Counselors communicate on a continuous basis with parents to address any academic or personal concerns. Parent Teacher conferences are coordinated and scheduled by the grade level counselors. Southwind High School’s counselors and Department of Exceptional Children ensure that all special needs students are enrolled in the
appropriate courses. Southwind High School also offers an array of Honors and Advanced Placement courses for our gifted students.

Overall Assessment:

**Highly Functional:** The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.
Standard 6. Stakeholder Communications and Relationships

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:
Agendas, minutes, calendar of parent meetings
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
Stakeholder survey data

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

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

Evidence Provided:
Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

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

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

Evidence Provided:
Advisory Committee

Calendar, agendas, minutes, committee membership

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

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

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

Evidence Provided:
Brochures, pamphlets

Online calendar, schedule, and news/updates

Parent -teacher conferences
Parents and students are involved in developing individualized learning plans for students

Parents and students are involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

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

*Highly Functional*

**Evidence Provided:**

Parent - Teacher Conferences

**Policies regarding reporting schedule**

**Focus Questions:**

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

The leadership of Southwind High School ensures the school’s responsiveness to community expectations and stakeholder satisfaction in a variety of approaches. School leaders value parental and community input on issues that affect the climate of the school.

This idea is evident in the school administration’s partnership with the local parent, teacher, and student organization. Southwind’s Parent Teacher Organization has monthly meetings to discuss the alliance between school and home. As a result of this organization’s diligence, they have held events for the student body, supported the teachers and staff, and have created organizations to ensure a safe learning environment. First, the Southwind High School PTSA has held several events for the community to promote healthy choices for the student population. Since 2008, the PTSA has held a career fair for students, where they have invited community employers and various professional career people to speak with students about opportunities in law, health care, entrepreneurship, and corporate business ventures. In addition, they have also held a health fair for students to promote good nutrition and health practices for students. Most recently, the PTSA worked with the community to assist the current senior class’ effort to invite First Lady Michelle Obama to speak at the school’s first commencement exercise in May 2010. This grassroots movement connected the students with community and local leaders, their parents, and school faculty and staff to create and implement the campaign: “Dear Mrs. Obama.” The PTSA also works to establish programs to support the school’s teachers. Since the school’s inception in 2007, the PTSA has always prepared lunch for the teachers during in-service week, and they have also assisted in giving special treats to teachers during National Education Week. Most importantly, the PTSA donated money to support our academic programs by purchasing calculators for Algebra I instruction. Finally, the school administration has worked with the PTSA to address parental involvement in creating a safe, orderly school environment. In the fall of 2009, fathers, grandfathers, and male guardians of students at SHS have also formed a committee called “Man Up” that supports the mission and vision of the school by volunteering their time to increase male presence in the school. The men of Man Up are utilized to assist student arrival to school in the morning in order to move students along to class. As well, the school administration utilizes these men to
monitor students and visitors at athletic events. As a result of this committee, the school has witnessed a drop in the number of negative acts at athletic events. The presence of parents is always encouraged and welcomed at Southwind.

To foster a relationship with our feeder schools, administration works diligently with middle school principals and staff to ensure a smooth transition from middle school to high school. This process begins with eighth grade registration. During the fall of each year, the vice principal communicates with the middle school principals at Lowrance Elementary and Highland Oaks Middle School to establish dates and procedures for the registration process. Once the process is completed, the future ninth grade professional counselor prepares documents for registering eighth grade students. During the second semester of each school year, SHS counselors and administrators visit feeder schools to speak to students about high school expectations and to preregister for the upcoming year. During February each year, eighth grade parents and students are invited to the school’s annual Eighth Grade Parent Informational session. At this session, eighth grade parents and students are given the opportunity to learn the expectations of high school, enjoy performances from student organizations, and learn about the various curricular and extracurricular activities at SHS. Additionally, in August of each year, SHS offers a Freshman Orientation program to incoming ninth graders to discuss future academic concerns and to prepare students for the transition into high school. During the summer of 2007 and 2008, Southwind High School hosted a summer transition program for future Freshmen students. The students were given expectations and a look at the rigors of the high school curriculum. During these two summer transition programs, teachers and counselors were available to assist the students.

Southwind High School also supports community members who come to the school to speak to students in large or small group settings on careers, social issues, or for assemblies; as a result, the school has hosted several professionals who work in a variety of capacities in the metro Memphis Shelby County region. The school also invites community bureaucracies to speak to students on safety issues. The Southwind’s “Student’s Against Destructive Decisions” student organization invited deputies from the Shelby County Sheriff’s office to speak to students about drug awareness. Additionally, stakeholders from the following organizations and companies have visited Southwind to speak to the student body:

Girls Scouts of America
Shelby County Sheriff’s Department Explorer Program
State of Tennessee Department of Children’s Services
Intercom Radio
Art Institutes
Methodist Hospital
National Guard
WMCTV Action News 5
WREG TV Channel 3
Lenny’s LLC
Helena Chemical
College Bound of Memphis
Iberia Bank
March of Dimes
Office of Minority Health
Urban Child Institute
The Art Institute of Nashville
Tougaloo College

Southwind has had college-fairs that were successful due to the support of community leaders. Colleges and universities from across the metro, state, and southeast region attended to give students important information.
about admission requirements and expectations. Many teachers have invited stakeholders to speak to their students from a variety of backgrounds.

Two formal parent/teacher conferences are held each school year. School leaders strive to make sure that parents are made privy to these conferences by utilizing the Rapid Response phone call system that creates calls to all parents about various concerns. Conference dates and times are also available on the school website. Counselors on a consistent basis schedule parent, teacher, and administrator conferences as requested by the parent or when the counselor/teacher sees an academic or social concern. Behavioral and academic contracts are discussed and signed during the conferences to foster high expectations for the students.

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

The school’s leadership has established various learning communities to foster the mission and vision of the school. The Ninth Grade Academy is a small learning community that was created to assist the transition from middle school to high school. Students take all of their core classes on one wing of the school building and venture out only for their electives courses. Ninth Grade Academy teachers collaborate on a weekly basis to develop interventions that serve to assist struggling students and to implement strategies to promote student success.

Under the direction of the administration, Southwind High School’s academic teams are developed by departmental content area and meet consistently to discuss new trends in their respective academic areas. In addition, Southwind’s teacher advisory committee collaborates to discuss teacher concerns and issues regarding student behavior and issues affecting pedagogical practices in the classroom. The collaboration has resulted in new school policies and mandates.

Southwind High School’s leadership team works to support all teachers with the implementation of effective classroom management strategies and instructional techniques to facilitate classroom management based on research-based strategies. Teachers have been trained on Marzano’s strategies, which are used as a guide for teacher lesson plans. Professional development sessions have been offered to the staff on the correct use of effective classroom instruction and management. Additionally, teachers have been trained on effective classroom management strategies. To increase open communication within the faculty, teacher-mentoring committees have been designated for on-going communication between veteran and novice teachers.

Southwind’s administrators meet regularly to discuss the behavioral needs of students. School leaders deal appropriately and effectively with discipline and attendance issues that may detract from the learning process. Disciplinary referrals and excessive absences are handled in a prompt and appropriate manner, as established by policies. Administrators attend regular sessions to learn how to effectively handle disciplinary issues that may occur.

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

Several avenues are utilized to effectively communicate with stakeholders about school initiatives. Administrators at Southwind have an open door policy and are readily available when stakeholders and parents have needs or concerns. The student handbook is developed and distributed to inform stakeholders of the policies and procedures of the school. Parents are urged to read the entire document and to purchase agenda books during registration, which contains the rules and regulations of the school.

The school uses the latest in twenty first century technologies to meet the needs of the school’s stakeholders.
school’s website provides current activities and links to many areas that would be of interest to stakeholders. It includes a list of extracurricular activities and a calendar of events that are related to academics, athletics, and the arts. The website also has a link to the school’s curriculum catalog so that parents will be able to see the rigor and relevance of various courses. The school uses the Rapid Response Notification system which allows the principal to record and send automated calls, emails, and text messages about school announcements to all parents, students, faculty, and staff.

The school also utilizes communication to report student achievement progress. Parents monitor their child’s academics and behavior in order to continuously keep abreast of student progress via PowerSchool, Shelby County’s online student data management system that includes student attendance, student discipline, and student academic progress. Student midterm progress reports and nine weeks report cards are sent home to parents as another method of communication. The school uses two procedures to report student disciplinary issues. First, teachers complete a written referral to the grade level administrator. Once the administrator issues a consequence, he or she enters the discipline information on PowerSchool. After the information is entered, parents can access the discipline information via the PowerSchool parent portal and through phone communication. Most importantly, teachers receive individual printouts from PowerSchool that communicates the discipline rendered to students for unacceptable behavior. Teachers, counselors, and administrators also email parents regularly to promote immediate contact and feedback. Standardized test results are made available to stakeholders via the school’s website with links to the school report card provided. Additionally, teachers and administrators keep parent call logs to document all communication between the teacher/administrator and the parent/guardian.

**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:

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

INDICATORS: In fulfillment of this standard, the school:

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

Operational

Evidence Provided:
Continuous/School/District Improvement Plan
Information/Data system
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

Parent compact

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:
Highly Functional

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:
Highly Functional

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:**
- Information/Data system
- Newsletters, brochures
- Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

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

**Operational**

**Evidence Provided:**
- Information/Data system
- Postsecondary engagement: employment, college

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

**Focus Questions:**

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

Southwind High School stakeholders believe that in order to sustain a school culture that emphasizes continuous improvement, there must be collaboration with all stakeholders, teacher and parental involvement, and respect/support for all ideas. Subsequently, all stakeholders collaborate both formally and informally to provide a diverse learning community with high quality instruction geared toward the achievement of our student body. As a result of our commitment to this process, our school has met and exceeded AYP goals for the past two years in attendance and achievement. In addition, we have continued to revise and update our school improvement plan for the past two years.

In order to reach all students effectively with sound educational practices, Southwind High School's general education teachers demonstrate collegiality in several ways for the benefit of the school community. The teachers utilize the PowerSchool software family (PowerSchool and PowerTeacher) to inform parents and students about their daily achievement in academics, attendance, and discipline. In addition, subject area teachers meet to plan and to develop common semester exams. With this process, teachers utilize district and state curriculum guides and standards to create a semester examination for all students in a particular content area to ensure that they
master the same course objectives. This information is later utilized to determine which objectives students need remediation for the next semester or school year to better improve instruction. Southwind High School teachers also participate in and/or maintain, as appropriate, Discovery Education Test Results, Compass Learning Data, S-Team Meetings, Department of Exceptional Children Program Reviews, Support Team Collaborations, and Individual Education and Behavioral Plans.

In an effort to determine our strengths and weaknesses, we analyzed the instructional and organizational effectiveness of our school. Using the information gathered, the school has determined our strengths and limitations with the purpose of identifying strategies for improving our instructional program. Strategies for improvement and enhancement will build upon our strengths.

The teaching staff has copies of the district curriculum and pacing guides, as well as access to the Shelby County Schools and Tennessee State Department of Education publication. All teachers are encouraged to access these documents to ensure a more effective instructional program. In addition, teachers are required to maintain lesson plans throughout the quarter and semester that includes all state standards, and must include all pacing information that are detailed in district pacing guides. In order to meet this goal, standards and the curriculum are reviewed, discussed, and individually personalized, during faculty meetings, departmental meetings, and school sponsored professional development. System level support is provided for teachers in workshops and training sessions on designated in-service days, during school (substitutes provided as needed), and is attended by a departmental representative who provides the information to members of individual departments or the entire teaching faculty as appropriate.

Monitoring is accomplished through formal evaluations as outlined by the State of Tennessee Department of Education Framework for Evaluation and Professional Growth; classroom walkthroughs for informal evaluations; discussions and review of results of formative assessments (Discovery Education and Practice End-of-Course/Gateway Tests) that are formally tied to the state standards required to be taught each nine weeks and semester; course syllabi that are given to students each nine-week grading period; and student achievement and academic progress (student grades) are monitored by the vice principal weekly to determine student mastery of district and state standards. Additional concerns and issues are addressed in individual conferences, additional training, and/or the assignment of mentor teachers.

The alignment of our data and our goals is evidenced by the instructional analysis of available student records. Prior test data is reviewed to gain a level of understanding of strengths and weaknesses or learning gaps of students in state mandated testing and national college readiness exams (i.e. American College Test and Scholastic Aptitude Test). When a student has a history of excessive absences, failures, or continuous academic or social difficulties are noted, staff members meet with the student and parents to determine the best plan for this student with consideration of all available staff, system, and physical resources. Appropriate staff members monitor the students who experience these difficulties. Examples of the monitoring and coordination are the usage of weekly progress reports, email and phone contact between staff and students’ parents, academic, attendance, and disciplinary reports from PowerSchool, Student Intervention Team documents, and the Individual Education Program. As a part of this practice and process, each teacher incorporates his or her assessment of the student(s) to determine the appropriate placement and pacing. School and district practice test results, Discovery Education results, and End of Course and Gateway scores are also used to determine strengths and weaknesses for all students.

In order to keep teachers abreast of current information and programs, open communication is handled through email, Internet blogs, and faculty and departmental meetings. The stakeholders of Southwind High School believe that staff development is important, and is provided for teachers to address specific areas of weakness in the curriculum. As a result, the stakeholders firmly believe that respect and support of our teachers are vital to the school community, and that creating and maintaining a positive communication climate are key factors in
collegiality and effective collaboration. To meet this goal, teachers are given a significant collaboration with school communication through the Teacher Advisory Committee; this group meets with the principal and vice principal bi-weekly to discuss issues and concerns that affect student achievement. In addition, the staff is very open and willing to assist each other when problems arise. As a result, teachers meet formally in departmental and content area meetings and informally to discuss ways to ensure that all students are successful in meeting all teacher, school, district and state mandated goals and standards.

All stakeholders are made aware of student achievement and instructional effectiveness through letters to parents, honor student assemblies, community and PTSA newsletters, the school website, and the school profile.

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?

A multi-level system of accountability is used to ensure that the improvement goals reflect student-learning needs and are aligned with the vision and purpose of the school.

School wide
The administrative team analyzes data to identify gains or losses in academic content areas and AYP status. The results are used to set school-wide improvement goals. Goals are student focused and written in measurable forms. The administrative team works to provide understanding and solicit commitment from all stakeholders. In addition, district instructional supervisors assist by providing professional development and curriculum advisement for administration and teachers to address all identified gaps in student learning.

Content Department Level
Teachers share a responsibility in the decision-making process by working in department meetings to ensure that their work and focus address the main priority of the school: student learning and achievement. In these settings, teachers meet to plan and design common semester examinations and to collaborate on issues that affect student achievement. The departmental meetings are also used to allow teachers to discuss other issues and concerns with their department chairs; the department chairs later bring these issues together to discuss at school leadership team meetings. These meetings are held four times yearly.

Individual Teachers
Teachers analyze their individual effect on student achievement through their usage of individual TVAAS data, Discovery Education results, teacher-created assessments, and the usage of state and district Subject Performance Indicators (SPI’s). Each teacher individualizes lesson plans that are based upon student needs from informal and formal assessment, and district and state curriculum guides. In addition, teachers provide at least two or more grading assessments per week to assist students in determining their success in mastering SPI’s and state and district standards.

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?

The school leadership team of Southwind High School and Shelby County Schools has established practices and requirements to ensure that school personnel are provided with professional development and technical assistance to implement interventions and achieve improvement goals. These goals are met through the following initiatives:

Professional development opportunities are aimed at increasing student achievement, content information, classroom management, classroom technology, and literacy. The professional development opportunities are initiated through the district director for professional learning. Teachers may sign up for professional development opportunities through My Learning Plan, an on-line professional catalog of professional development activities for
Shelby County Schools. During the school year, teachers must earn a district mandate of 18 hours of professional development and learning. These professional development opportunities are arranged in two formats: live seminars and learning sessions and/or live or recorded webinars on content and pedagogical subjects. In order to receive credit for the sessions, the teachers have to present professional learning transcripts from My Learning Plan, that serves as documentation of their participation in the mandatory district 18 hours of professional development to the school principal and to the district in order to be paid for these hours.

When professional development occurs at the school level, the administration relies upon the expertise and skills of the faculty to lead these sessions. These trainings are held during faculty meetings and during teacher in-service days at the beginning of the school year. As well, faculty meetings are held once monthly to ensure faculty and staff involvement in decision-making and to communicate pertinent information to meeting school improvement goals. Department meetings are held to afford reciprocal communication between faculty and administration concerning school improvement. Through the teacher mentorship program, opportunities are provided for non-tenured teachers to observe their professional teacher colleagues to observe the professional development strategies in action, to enhance their abilities as teachers, to acquaint them with new technologies and programs, and to expose them to various classroom management techniques.

Also, teachers of the Department of Exceptional Children work closely with regular education teachers to develop and implement Individualized Education Plans (IEP’s) to address the needs of special needs students as well as gifted students.

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

The administration and staff are committed to an annual review of our School Improvement Plan each August and December to determine its merit and to provide recommendations about the components and content that should be retained, altered, or eliminated. The following data is used continuously to assess our annual progress:

- Formal and Informal Evaluations of the teaching faculty’s involvement to implement all portions of the school improvement plan.
- Analysis of all formal assessment data (End of Course/Gateway Exams, TCAP Writing Data, ACT PLAN results, and ACT results) to determine areas of strength and areas in need of strengthening
- Analysis of School Climate surveys
- Analysis of the State School Report Card
- Analysis of Adequate Yearly Progress Data as provided by the State Board of Education

Determinations and recommendations will be made to the faculty, staff, and stakeholders by the end of the first nine weeks of each school year, with agreed-upon adjustments to follow immediately.

The review process has been implemented for the 2009-2010 school year.
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?*

Southwind High School places a strong emphasis on data driven instruction that is research based and supportive of best practices in teaching. Ongoing assessments are implemented to differentiate and individualize instruction. A variety of communication tools are utilized to promote multiple opportunities for stakeholder and community involvement. There is a school-wide adherence to district, state, and federal guidelines in implementing daily classroom instruction. Multiple opportunities are provided to enhance professional development as well as the implementation of the latest technology. Also, as reflected in our mission and vision statement, our school is committed to providing a safe and orderly environment. The overall trends demonstrate an emphasis of Southwind High to provide for and nurture every aspect of a child’s development in an effort to value, challenge, and educate all of our students.

*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?*

Southwind High utilizes a variety of tools to provide communication to stakeholders. Data driven instruction is implemented to meet the needs of all students by using a variety of teaching strategies. The school provides a safe and orderly environment and also shared responsibility for school improvement among administration and staff. Moreover, our school administration, faculty, and staff have shown that student achievement and excellence is our number one priority.

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

There are five major challenges that Southwind High School must answer in order to demonstrate growth; all of these challenges are listed in our action plan goals in Component Four of our TSIPP document. First, we must address our students who score proficient and advanced on the Algebra I Gateway/End of Course assessment. Although we have made AYP for the last two years in mathematics, the updated Algebra I assessment could cause our proficient and advanced scores to drop; and we noticed a drop in scores between the 2007-2008 and 2008-2009 school years. So, it is our challenge to use the most effective researched-based strategies and effectively use technology to enhance the Algebra I curriculum. Next, we must address our school’s total ACT composite score. Although we have a 30+ Club in place, we have found that our high achieving students are motivated to score high on these tests. However, our focus should now turn to all students to have them make a score of at least a composite score of 18. As a result, our composite score should show immense gains to match district, state, and national scores. Also, it is our desire to decrease the number of suspensions, especially among African American males. It is our desire to use innovative strategies and techniques to affirm student behavior, while still using fair, firm, and consistent discipline policies to discourage unacceptable behavior. Our next issue is making sure that we raise our attendance rate. For this challenge, we will continue to work on our attendance rate to ensure that we continue to meet or exceed the state benchmark of 93%. Finally, our school community needs more technological
resources to improve our instructional practices and to provide our students with a world-class education. We plan to implement more technology to enhance our current instructional practices.

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

Southwind High School will continue to analyze the information gained from our self-assessment to improve our areas of greatest challenge that are documented in our School Improvement Plan. We will strive to engage our stakeholders and improve techniques of effective communication in order to value, challenge, and educate all students to ensure that every student possess the knowledge, skills, and character to create a successful and responsible life. We will do this by building safe, caring, challenging, and diverse learning environments, and by cultivating parental and community partnerships and inspiring life-long learning.
Standards Assessment Report Summary

<table>
<thead>
<tr>
<th>Standards &amp; Indicators</th>
<th>Not Evident</th>
<th>Emerging</th>
<th>Operational</th>
<th>Highly Functional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Vision and Purpose</td>
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<tr>
<td>1.1 Establishes a vision for the school in collaboration with its stakeholders</td>
<td>✓</td>
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<tr>
<td>1.2 Communicates the vision and purpose to build stakeholder understanding and support</td>
<td>✓</td>
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<tr>
<td>1.3 Identifies goals to advance the vision</td>
<td>✓</td>
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<tr>
<td>1.4 Develops and continuously maintains a profile of the school, its students, and the community</td>
<td>✓</td>
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<tr>
<td>1.5 Ensures that the school’s vision and purpose guide the teaching and learning process</td>
<td>✓</td>
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<tr>
<td>1.6 Reviews its vision and purpose systematically and revises them when appropriate</td>
<td>✓</td>
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<tr>
<td>2. Governance and Leadership</td>
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<tr>
<td>2.1 Establishes policies and procedures that provide for the effective operation of the school</td>
<td>✓</td>
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<tr>
<td>2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school</td>
<td>✓</td>
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<tr>
<td>2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations</td>
<td>✓</td>
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<tr>
<td>2.4 Employs a system that provides for analysis and review of student performance and school effectiveness</td>
<td>✓</td>
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<tr>
<td>2.5 Fosters a learning community</td>
<td>✓</td>
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<tr>
<td>2.6 Provides teachers and students opportunities to lead</td>
<td>✓</td>
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<tr>
<td>2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership</td>
<td>✓</td>
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<tr>
<td>2.8 Controls curricular and extracurricular activities that are sponsored by the school</td>
<td>✓</td>
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<tr>
<td>2.9 Responds to community expectations and stakeholder satisfaction</td>
<td>✓</td>
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<tr>
<td>2.10 Implements an evaluation system that provides for the professional growth of all personnel</td>
<td>✓</td>
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<tr>
<td>3. Teaching and Learning</td>
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<tr>
<td>3.1 Develops and implements curriculum based on clearly defined expectations for student learning</td>
<td>✓</td>
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<tr>
<td>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</td>
<td>✓</td>
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<tr>
<td>3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices</td>
<td>✓</td>
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<tr>
<td>3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice</td>
<td>✓</td>
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<tr>
<td>3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity</td>
<td>✓</td>
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<tr>
<td>3.6 Allocates and protects instructional time to support student learning</td>
<td>✓</td>
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<tr>
<td>3.7 Provides for articulation and alignment between and among all levels of schools</td>
<td>✓</td>
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<tr>
<td>3.8 Implements interventions to help students meet expectations for student learning</td>
<td>✓</td>
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<tr>
<td>3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning</td>
<td>✓</td>
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<tr>
<td>3.10 Provides comprehensive information and media services that support the curricular and instructional programs</td>
<td>✓</td>
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<tr>
<td>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</td>
<td>✓</td>
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<tr>
<td>4. Documenting and Using Results</td>
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<tr>
<td>4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free</td>
<td>✓</td>
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<tr>
<td>4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning</td>
<td>✓</td>
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<tr>
<td>4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes</td>
<td>✓</td>
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<tr>
<td>4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance</td>
<td>✓</td>
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<tr>
<td>4.5 Communicates the results of student performance and school effectiveness to all stakeholders</td>
<td>✓</td>
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<tr>
<td>4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness</td>
<td>✓</td>
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<tr>
<td>4.7 Demonstrates verifiable growth in student performance</td>
<td>✓</td>
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<tr>
<td>4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations</td>
<td>✓</td>
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</tbody>
</table>

**5. Resource and Support Systems**

| 5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities | ✓  |
| 5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience) | ✓  |
| 5.3 Ensures that all staff participate in a continuous program of professional development | ✓  |
| 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school | ✓  |
| 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement | ✓  |
| 5.6 Monitors all financial transactions through a recognized, regularly audited accounting system | ✓  |
| 5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants | ✓  |
| 5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders | ✓  |
| 5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning | ✓  |
| 5.10 Provides appropriate support for students with special needs | ✓  |

**6. Stakeholder Communications and Relationships**

| 6.1 Fosters collaboration with community stakeholders to support student learning | ✓  |
| 6.2 Has formal channels to listen to and communicate with stakeholders | ✓  |
| 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school | ✓  |
| 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders | ✓  |
| 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders | ✓  |

**7. Commitment to Continuous Improvement**

| 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results) | ✓  |
| 7.2 Engages stakeholders in the processes of continuous improvement | ✓  |
| 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning | ✓  |
| 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals | ✓  |
| 7.5 Monitors and communicates the results of improvement efforts to stakeholders | ✓  |
| 7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement | ✓  |