



# LAWRENCE HIGH SCHOOL

## *Standards Assessment Report*

### **Introduction & Purpose of Report**

Welcome to the AdvancED Standards Assessment 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. 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) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled “considering the 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 is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. 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 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 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?”

### **Completion and Submission of the Report**

This Standards Assessment Report is to be completed by the school six weeks to six months prior to hosting a Quality Assurance Review (QAR) visit. It is strongly recommended that a wide and broad cross-section of the school community participate in completing this report. The completed report is submitted to AdvancED for use by the QAR team.

### **Directions for Completing the Report**

Please read the section entitled “considering the evidence” to see examples of evidence for each standard, including both practices and artifacts. Indicate the option which most accurately reflects the progress your school has made toward meeting the standards and indicators. Answer the focus questions related to the Quality School Indicators for each standard. Indicate the option which most accurately reflects the school’s overall assessment of meeting the standard.

## Vision & 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.

### Considering the Evidence

Please examine the school’s practices and/or processes that may be used as evidence to support the school’s responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### 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		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
1.1	Establishes a vision for the school in collaboration with its stakeholders		X		
1.2	Communicates the vision and purpose to build stakeholder understanding and support		X		
1.3	Identifies goals to advance the vision		X		
1.4	Develops and continuously maintains a profile of the school, its students, and the community			X	
1.5	Ensures that the school’s vision and purpose guide the teaching and learning process		X		
1.6	Reviews its vision and purpose systematically and revises them when appropriate		X		

## 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

## Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school's implementation of the research-based practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

1. **What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders? (1.1 and 1.2)**

### **Mission, Vision, and Values – Process Summary**

During the August, 2006 Back-to-School inservice, the Lawrence High School faculty and staff began the process of developing new mission, vision, and values statements. Lawrence High School Associate Principal Matt Brungardt began with a power-point presentation that reviewed Rick DuFour, Peter Senge, Michael Fullan, and Jim Collins related to these areas. The presentation also included a summary of NCA guidelines on the mission and a study by Karen Seashore-Lewis and Matthew Miles. The Lawrence High School administration has invested a great amount of time in the process of developing new mission, vision, and value statements. The time was invested because research in both education and business indicated the importance of being mission-driven.

After this brief presentation, the faculty was asked to individually write mission, vision, and value statements for the school. Then, the faculty did a "1, 3, 5, 7 wagon wheel exercise" where the individual mission statements were combined and blended into one statement. At the end of this exercise, the faculty in groups produced six possible mission statements for the school. A representative from each of these groups was provided the opportunity to talk about the mission statement the group produced. Then, the faculty was asked to turn to their neighbor and discuss the positives and negatives of each statement. After this, the faculty did a "first to five" exercise to narrow the six possible mission statements to three possible mission statements. A group of three faculty members took these three statements and combined them into one mission statement for the school. This mission statement was then presented to the faculty and they were allowed to make suggestions and changes.

After the faculty developed a mission statement, they began to work on vision and belief statements. All of the vision and belief statements that were proposed by individual faculty members were compiled into one list of vision statements and one list of beliefs. Then, the faculty was divided into two groups, one in the band room and one

in the choir room, to reach consensus on four or five statements in each of the categories. After consensus was reached, the statements submitted by the two groups were combined into one document and the faculty was given the opportunity to make suggestions and changes to these statements.

All three of these documents were combined into one document which was reviewed by the faculty in a meeting, reviewed by the English Department, and then posted on the school's e-mail site for faculty feedback.

The administration plans to have the faculty review the document at least once a year to assess how Lawrence High School is doing. The plan is to divide the faculty into groups of eight to ten staff members and have them discuss what a school with our mission, vision, and value statements looks, feels, and sounds like. Then, the faculty will assess if this is what Lawrence High looks, feels, and sounds like. After this is done, the plan is to have each group report out to the other faculty groups.

*{The school's mission statement is available at: <http://lhs.usd497.org>}*

**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? (1.4)**

Lawrence High School has developed and continuously maintained a profile of the school, its students, and the community since the late 1980s. We have now organized it by the standards and our current profile is used by our faculty to select goals and interventions for our students. It is available in brochure format for students, parents, and community members. This past cycle, we developed an NCA team whose sole task was to develop and maintain the school's profile. It includes information about our demographics (students, faculty, and community), instructional programming, student achievement data, and stakeholder perceptions.

**3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process? (1.3 and 1.5)**

Lawrence High School identifies goals each cycle to advance the vision. This is coordinated through a shared process by the faculty. It begins with an environmental scan of what our students can expect in the world they will be entering – the skills they'll need, the job market predictions and the study of the profile data – followed by identifying both the areas of improvement and the essence of the goals.

We ensure that the school's vision and purpose guide the teaching and learning process by looking at all of our disaggregated groups to determine the strategies that we will use to address the goals for implementation with all students and then smaller groups of students who are not meeting mastery levels of performance. These strategies are then monitored through data analysis and adjusted as needed. *{Copies of our school improvement plan are available at <http://lhs.usd497.org>.}* Copies of our student assistance plans to identify students who are at risk and then address their needs are available onsite. These are aligned with our MTSS programs.

The Board of Education keeps the vision and purpose in the forefront during their decision making. They have approved the purchase of several resources for our reading goal,

such as new software for students who are flagged on the state assessment, as well as the Measure of Academic Progress (MAP) assessment to better track student progress in math and reading.

**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? (1.6)**

Lawrence High School reviews its vision and purpose when we recycle or when the need arises. Subtle revisions were made after the environmental scan was completed and we reviewed our student achievement data and graduate surveys. During weekly administrative meetings, the administrative/mental health team reviews the goals. As part of the goals discussion, the team discusses observations they have made of staff and students implementing these goals into their activities. The Student Support Teams also meet weekly and discuss the needs of students in alignment with the Pyramid of Interventions. Common departmental assessments provide constructive feedback in developing the curriculum and targeting students' instructional needs. Professional Learning Communities meet regularly to evaluate interventions, monitor progress, and guide staff and students toward the vision and mission.

**Examples of Evidence for Standard 1: Vision and Purpose**

**Practices**

- Involvement by parents, staff, students, and community members in formation and/or processing of the vision, purpose, and goals (1.1)
- Indication by parents, staff, students, and community members that they are familiar with the vision, purpose, and goals (1.2)
- Wide distribution of the vision and purpose statements and goals throughout the school community (1.2)
- Leadership actions that develop commitment to the vision, and indications that stakeholders enthusiastically embrace the vision (1.2)
- Linkage established in curriculum guides and teacher lesson plans to the stated vision, purpose, and goals of the school (1.3)
- Current and trend data relating to student achievement and engagement, student characteristics, and relevant community information are available to stakeholders(1.4)
- Faculty familiarity with appropriate data regarding student achievement and engagement, student characteristics, and relevant community information (1.4)
- Stakeholder reports of how the allocation of resources within the school reflect the stated vision, purpose, and goals (1.5)
- Knowledge by stakeholders of discussion regarding vision, purpose, and goals (1.6)
- Perception among stakeholders regarding the contemporary nature of the vision, purpose, and goals (1.6)
- Perceptions among the stakeholders regarding the extent to which the articulated vision, purpose, and goals characterize the operation of the school (1.6)

## Artifacts

- Vision and/or purpose statement
- List of beliefs and/or core values
- Surveys/evaluation instruments and results
- Stakeholder perception data
- Minutes of school board and/or stakeholder groups
- Written policies/procedures of stakeholder involvement in development of vision, purpose and goals
- School profile
- Newsletters containing information about vision and purpose
- Other

### **Overall Assessment for Standard 1: Vision and Purpose**

Emerging

The school has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The school is developing expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and school effectiveness but the process is not fully in place. The school's vision has some influence on allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "emerging" and is substantiated in the responses to the Indicators Rubric.

## Governance & 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.

### Considering the Evidence

Please examine the school’s practices and/or processes that may be used as evidence to support the school’s responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### 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		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:</b>					
2.1	Establishes policies and procedures that provide for the effective operation of the school			X	
2.2	Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			X	
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations			X	
<b>In fulfillment of this standard, the school has leadership that:</b>					
2.4	Employs a system that provides for analysis and review of student performance and school effectiveness			X	
2.5	Fosters a learning community			X	
2.6	Provides teachers and students opportunities to lead			X	
2.7	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			X	

2.8	Controls curricular and extracurricular activities that are sponsored by the school				X
2.9	Responds to community expectations and stakeholder satisfaction			X	
2.10	Implements an evaluation system that provides for the professional growth of all personnel			X	

### Definitions of Indicator Rubric

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

### Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric.

**1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school? (2.1, 2.2, 2.3 and 2.8)**

USD 497 school board policy establishes the basis for all school improvement activities. The procedures for putting policy into practice are developed at the building level. Lawrence High School utilizes the Professional Learning Community (PLC) model to this end. PLC’s vary in size and scope, but are drawn primarily along departmental lines. Lawrence High School Departmental PLC’s have been focused on developing Power Standards for each course. The Power Standards are key concepts that the teachers have agreed must be incorporated into the course. After developing Power Standards, the PLC’s began the task of developing common assessments. The common assessments are given across all courses and are based on the Power Standards. After the Common Assessments are administered, the departments discuss the results.

Professional development time, known as Late Arrival, exists at the high school level in order to give the faculty time to collaborate. Faculty meetings are held every month. Large group staff development occurs at least once per quarter, usually at the end of the grading period. School improvement efforts are communicated via stakeholder meetings (faculty meetings, Site Council, department chair meetings) and also by monthly school newsletters and semi-annual district newsletters. The district email service, First Class, is an effective communication tool, as is the district website (see the district website at <http://www.usd497.org>). The district website provides comprehensive school improvement information, curriculum and instruction, assessment and student interventions, district-provided services and news, BOE meeting agendas, minutes, and board policy handbooks.

**2. What process does the school's leadership use to evaluate school effectiveness and student performance? (2.4 and 2.10)**

School effectiveness is evaluated in two ways. Student performance is evaluated by means of local (quarterly and unit) assessments and standardized (ACT, MAP, and Kansas) assessments. Assessment data is reviewed and analyzed by department and large group PLC's, student support team members, counselors and administrators, and district specialists. Assessment data is reported to stakeholders via the KSDE building report card, school newsletter and district news releases. Staff surveys also serve an important purpose. The organizational health profile, administered annually, provides a snapshot of the effectiveness of our efforts in the areas of goal focus, communication, morale, resource utilization and problem-solving skills. An annual survey of our collective commitment to the school vision also provides insight into our school improvement efforts. Student surveys are given when students graduate to determine their perception of school effectiveness. The Kansas Communities that Care Survey is given to students in all grades in January of each year to assess their perceptions of the school's effectiveness in meeting their academic needs.

**3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process? (2.5, 2.6, and 2.7)**

Opportunities to contribute to the decision-making process at Lawrence High School abound. PLC's provide the avenue, both intra- and inter-departmentally (Reading, Math, SST, and department chairs). Late Arrival provides time for staff to meet almost weekly. LEAP (school business partners), Booster Club, and Site Council provide leadership opportunities for community members. The LHS administration provides the opportunity for faculty and staff to discuss issues with administrators in a neutral, non-judgmental setting, during a monthly open meeting.

Students are given a vehicle to provide input and feedback to issues of concern via Student Council. Their opinions are also gathered (along with teachers' and parents') via the LHS Site Council.

**4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation? (2.4, 2.5, 2.7, 2.8, and 2.9)**

Our school has a Student Intervention Team (SIT) that identifies any student who is struggling academically, behaviorally, or emotionally. The team processes the concerns and makes decisions about their individual needs. Initial interventions are put into place and the student's progress is then closely monitored. The school has hired social workers who tend to the emotional needs of the students. The school social work staff does home visits and works with truant students. This system includes data from MAP and state assessments. Both are aligned to the state standards and results are disaggregated by gender, ethnicity, and socio-economic status. These results are reviewed by individual teachers directly impacted by them within days, and instructional decisions are made immediately. Full faculty review is done quarterly.

Staff is invited to refer students for whom they may have a concern to the SIT and also to the Student Success Team, which meets weekly. Through the Pyramid of Interventions, students receive academic support necessary for success. Students may also enroll in a Directed Studies class, which will provide additional academic support.

## Examples of Evidence for Standard 2: Governance and Leadership

### Practices

- Understanding among stakeholders of the specific and general policies and procedures established within the school (2.1 and 2.2)
- Indications of compliance with local, state, and federal laws (2.3)
- A variety of ways of reporting on student achievement (2.4)
- An evaluation of instructional and organizational effectiveness (2.4)
- Evidence of successful student transitions (2.4)
- Affirmation from stakeholders that leadership support for innovation and equity is taking place (2.5)
- Professional development activities that reflect support for innovation and equity (2.5)
- Student placement that provides for appropriate inclusion of students with special needs (2.5 and 2.7)
- The degree of engagement by stakeholders in providing for student learning activities (e.g. helping to develop schedules, team work, placement decisions, and course development) (2.4, 2.5, 2.6, and 2.7)
- Access to learning opportunities that is equitable for all students (2.5, 2.6, 2.7, and 2.8)
- Child study or advocacy team activities and the Individualized Education Plans (IEP) process (2.5, 2.7, and 2.9)
- Meaningful leadership roles assigned throughout the school community (2.6 and 2.7)
- Accomplishments of subordinate leaders within the school community (2.6 and 2.7)
- Teacher involvement in mentoring of new staff (2.6 and 2.7)
- The engagement and recognition of student leadership in various ways throughout the school community (2.6 and 2.7)
- Understanding among the stakeholders of the decision-making procedures within the school (2.7 and 2.8)
- Leadership opportunities provided by parent and community groups to school operations (2.7 and 2.9)
- Decision-making process regarding student participation and equity in school activities as well as level of participation and assigned leadership roles (2.8)
- Avenues for two-way communication for stakeholders (2.9)
- Connection between the evaluation system and professional growth of staff (2.10)

### Artifacts

- Board policy manual
- Staff and/or student handbooks
- Student achievement information system
- Professional development program
- Personnel evaluation system

- Calendar of stakeholder meetings
- Agendas/minutes of stakeholder meetings regarding student performance and school effectiveness

## **Overall Assessment for Standard 2: Governance and Leadership**

### Operational

The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

## Teaching & 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.

### Considering the Evidence

Please examine the school's practices and/or processes that may be used as evidence to support the school's responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### 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		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
3.1	Develops and implements curriculum based on clearly defined expectations for student learning			X	
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		X		
3.3	Gathers, analyzes, and uses data and research in making curricular and instructional choices			X	
3.4	Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice			X	
3.5	Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			X	
3.6	Allocates and protects instructional time to support student learning			X	

3.7	Provides for articulation and alignment between and among all levels of schools		X		
3.8	Implements interventions to help students meet expectations for student learning		X		
3.9	Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning		X		
3.10	Provides comprehensive information and media services that support the curricular and instructional programs			X	
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			X	

### Definitions of Indicator Rubric

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

### Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

**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? (3.1 and 3.7)**

All curricula in the Lawrence Public Schools is set by the district and aligned according to state standards. During the past five years, Lawrence High School faculty have worked to structure and implement a school improvement plan that meets district, NCA/AdvancED, state and federal guidelines.

- First, using state and local standards, all departments identified essential knowledge and skills for each course that students are expected to learn.
- The departments then wrote Power Standards that would ensure all current standards for each course would have endurance, leverage and be essential for the next level of instruction.
- Quarterly common assessments for each course were also developed. The district relies heavily on assessment data obtained from MAP Test. These assessments, in

addition to the state assessments in reading and math, are used by faculty to determine the viability of our school improvement goals.

- Regarding accountability, assessment scores are published by the state department of education in the annual school building report card ([http://online.ksde.org/rcard/building.aspx?org\\_no=D0497&bldg\\_no=8218](http://online.ksde.org/rcard/building.aspx?org_no=D0497&bldg_no=8218)).

These scores are used to compare schools of like purpose, and also give our faculty a clearer picture of the success or failure of our school improvement interventions.

Individual departments score and collaborate about quarterly assessment scores.

## 2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students? (3.3, 3.4, and 3.5)

The Lawrence Public School District offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. Programs and services at the district and building level support the learning needs of students at all levels through our MTSS. The six-trait writing model is used across the district to help students improve their writing skills. Differentiated instructional techniques have been introduced to staff in order to address the learning needs of students.

At-risk students are identified and supported through the Pyramid of Interventions, the Student Support Team, the Student Intervention Team, after-school tutoring, mandatory seminar tutoring, and social work support.

Special education support is provided in the least restrictive environment and according to the Individual Education Plan (IEP) for those students. The special education services are primarily facilitated through integration in general education classrooms with paraeducator support. Services for speech, hearing, vision, and physical therapy are provided, with community resources used as appropriate. A wide range of academic support is also offered through the functional education program and the newly implemented Breakfast Club, a life-skills class for students who have an IEP. In addition to special education programs, opportunities are provided for intramural and interscholastic activity programs, hot lunch and breakfast programs, art, physical education, and vocal and instrumental music.

Faculty members may engage in data analysis monthly and make recommendations for changes based upon this data during PLC and departmental meetings. Information regarding student achievement is shared weekly at Student Success Team meetings and Administrative/Mental Health Team meetings. This information is utilized to monitor student progress and provide immediate feedback regarding the success of selected strategies and interventions.

Through the development of a school improvement plan, faculty members designed and continue to use instructional strategies, innovations, and activities that are research-based and reflective of best practice. These improvement plans are reviewed each semester to monitor the effectiveness of the selected interventions, and modifications are made as needed. *{They can be viewed at <http://lhs.usd497.org>.}* However, a summary of the process for developing this plan follows.

The goals, “All students will improve expository reading skills across the curriculum” and “All students will improve problem-solving skills across the curriculum”, were determined after a thorough analysis of our profile data with specific emphasis on our lowest indicators.

**Selection of Interventions** – Some of the strategies from the previous cycle were kept, so research was conducted during Year One of the cycle to find new ones to enhance them. The intent was to find interventions that would also work with both goals, if possible. Consistent emphasis across the curriculum in the use of graphic organizers and vocabulary development would provide students with a greater understanding of our interventions. Language Arts textbooks were adopted during Year One that supported the targeted areas. Staff development activities were facilitated to bring all staff to the desired levels of expertise for successful implementation. The staff flagged students who needed additional time for work completion. These students were required to go to their Math, English or other core subject teachers during seminar period, and/or attend after-school tutoring. Student progress was monitored weekly and changes in instructional needs could be accommodated through the student support team. For students scoring below the “Meets Standards” performance level on the state assessments, there were additional opportunities for assistance. Additional help with class work was provided during seminar two days each week. Students needing additional assistance in math or reading could be enrolled in a Math Lab or supported reading class. All strategies utilized for remediation are structured with the goal to allow the student to return to general level classes upon demonstration of increased academic performance.

**3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum? (3.3, 3.6, 3.8, 3.9, and 3.10)**

Professional learning opportunities were facilitated on the use of both graphic organizers and the problem solving model (using diagrams, looking for a pattern, making organized lists, and using logical reasoning) and were provided by teachers within the building. A selection of graphic organizers was compiled by the reading committee as a teaching resource. Each department also generated a list of vocabulary aligned to state standards/assessments. Department chairs gave concrete examples of ways to integrate the selected interventions in all curricular areas. The staff also participated in the *Effective Teaching Tools Training* based upon the research of Robert Marzano and learned specific strategies to meet the needs of lower achieving students. ***{Staff development plans can be viewed at <http://lhs.usd497.org>.}*** The school improvement plans were reviewed each semester by faculty members to monitor the effectiveness of the selected interventions. The updated plan was provided to members of the external visiting team. Modifications were also made.

Faculty and staff members allocate and protect instructional time to support student learning. The interventions selected for improving student achievement are researched based and are clearly communicated to the students. All faculty members participate to whatever degree is appropriate for their curricular area. Successful teaching strategies are shared during the monthly departmental and PLC meetings and then quarterly during professional development opportunities.

Administrators support classroom instruction through frequent classroom visits, assisting with the development of individual growth plans, and providing relevant feedback to teachers.

Lawrence High School students begin the school year learning about the many strategies that will allow them to be more successful in educational and interpersonal areas. Sophomore students are introduced to the academic culture of our school through

participation in the Link Crew activities the day before school officially convenes for them. Students are then assigned to a Link Crew seminar for the entire school year. This promotes a sense of community and provides support for both interpersonal and academic skills. Providing a safe learning environment for all students is a district priority.

Twenty-first century learning needs of students are a primary concern for faculty members. In addition to multiple opportunities for engagement in “real life” projects, a wide variety of technology is available for both students and teachers. In the classroom, teachers have access to CPS (Classroom Performance System), Smartboards, data projectors, televisions, personal computer workstations, laptop carts, and many other electronic tools that enhance daily classroom instruction.

#### **4. How does the school provide every student access to comprehensive information, instructional technology, and media services? (3.2, 3.5, and 3.11)**

Lawrence High School 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 apply their learning. Active engagement is critical to the learning process. Teachers include real life projects whenever possible. Students are offered varying ways of demonstrating knowledge involving multiple intelligence strategies in addition to more traditional paper/pencil methods. Technology is often utilized as an instructional aid as well as by the students to demonstrate learning.

USD 497 maintains up-to-date resources for technology. All students have access to a number of multimedia learning tools, including computers, laptops, scanners, digital cameras, movie cameras, video cameras, CD burners, and color printers. These multimedia resources also include software such as HyperStudio, PhotoStudio, internet access, Avid Cinema, Power Point, Print Shop and additional software bundles.

Communication is also a district priority. In addition to the district website ([www.usd497.org](http://www.usd497.org)), LHS has its own website that allows students to remain informed about what is happening (<http://lhs.usd497.org>). Parents may access homework assignments and grades through the Skyward link on either website. Teachers also have the First Class email system to facilitate communication with parents, students, colleagues, and others both within and outside of the district.

The media center houses hardbound copies of reading material labeled by lexiles to support varying instructional levels. A computer lab is available to accommodate the computer-based credit recovery program that supports student learning. A Mandarin Chinese language learning lab also supports distance learning for a number of students. Students and staff have access to a wide variety of software and hardware that supports teaching and learning.

## Examples of Evidence for Standard 3: Teaching and Learning

### Practices

- Steps taken within the school to link student learning to a set of standards (3.1)
- Student engagement in the classroom and use of classroom strategies that encourage active involvement of students in their own learning (3.2)
- Indication that students understand their own gifts and interests which results in informed approaches to academic and career planning (3.3)
- Faculty research and use of data on the effectiveness of improvement strategies (3.3 and 3.4)
- The degree of teacher engagement in innovative approaches to learning (3.4)
- Ability of the faculty to support selected instructional strategies (3.4)
- Willingness of the school leadership to support the investigation of strategies for improved instruction (3.4)
- The degree to which students of all performance levels are included in strategies for improvement (3.4 and 3.5)
- Differentiated instruction provided to students with specific needs (3.6)
- Various means employed to protect student learning time (3.6)
- The engagement of faculty from the next level in transition activities (3.7)
- Continuing efforts within the school to articulate learning both horizontally and vertically (3.7)
- Ways in which the school provides for the re-teaching of students who have not met expectations (3.8)
- A variety of learning opportunities provided to students (3.8)
- Teachers and administrators can articulate how implementation of the curriculum is monitored.(3.8)
- Indication that school climate is important and is used to help guide school decisions (3.9)
- Instructional activities include support and interaction with information and media services(3.10)
- Indication that students and staff have access to instructional technology (3.11)

### Artifacts

- Master schedule
- Curriculum guides
- Instructional guides, including curriculum mapping and/or scope and sequence charts
- Instructions for alignment of lesson plans to learning expectations for students
- Calendars for curriculum renewal or review
- Agendas/minutes of grade-level and/or department meetings
- Agendas/minutes of articulation or transition meetings between schools
- Articulation or transition agreements with other agencies
- Master schedule
- Pilots or practices based on research

- Program and/or project descriptions
- Evaluation criteria for innovation
- Stakeholder perception data
- Comprehensive library materials collection
- Circulation data for media materials
- Policy for utilizing library
- Instructional technology plan
- Student achievement results from formative and summative assessments
- School discipline plan
- Other
- Overall Assessment for Standard 3: Teaching and Learning

Operational

The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of “operational” and is substantiated in the responses to the Indicators Rubric.

## Documenting & 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.

### Considering the Evidence

Please examine the school’s practices and/or processes that may be used as evidence to support the school’s responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### 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		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
4.1	Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			X	
4.2	Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			X	
4.3	Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			X	
4.4	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance		X		
4.5	Communicates the results of student performance and school effectiveness to all stakeholders				X
4.6	Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness		X		

4.7	Demonstrates verifiable growth in student performance			X	
4.8	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				X

### Definitions of Indicator Rubric

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

### Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric.

**1. How is the assessment system currently used in your school to analyze changes in student performance? (4.1, 4.2, 4.3, 4.4, and 4.7)**

Two goals were selected for this cycle of improvement. Learning strategies for reading and math were research-based and implemented across the curriculum. A summary of student achievement for both reading and math are included in the addendum being sent to the QAR Team prior to the visit. Local and standardized assessments are used both together and independently to analyze changes in student performance. Measures of Academic Progress (MAP) and Kansas State Reading and Mathematics assessments provided years of comparable data to assess student performance.

Both the MAP reading and math scores reflect consistency and maintenance of progress between the fall of 2007 (when the MAP test was implemented throughout the district) and the fall of 2008 (the most current comparable testing data). For sophomore students who took the MAP reading test, the median score in 2007 was 230; in 2008, it was 231. This slight increase was not considered significant; however, it proves consistency in score achievement. The MAP math median scores showed a similar gain. Sophomores in the fall of 2007 had a median score of 239. In the fall of 2008, the median score was 241. Again, the slight gain reflects consistency.

In regard to the Scholastic Reading Inventory, the nationally-normed test used for progress monitoring in the Developmental Reading/Literacy Workshop class, students who participated for the entire year showed above-average growth in two of the three years. In 2006-07, the average year enrollment growth was 126.37 Lexiles; in 2007-08 it was 91.5; in 2008-09 it was 118.8. It is important to note that average students would typically grow about 100 Lexiles a year, whereas research reflects that struggling readers typically show less than average growth without intervention, thereby increasing the achievement gap. The

Reading Committee's goal was that all students will improve their reading comprehension across the curriculum. In order to achieve that goal, the committee developed three strategies/interventions. The first was Implementation of the DR-TA, the second was Implementation of Vocabulary Graphic Organizers, and the third was Meeting Individual Needs.

The committee felt that Intervention #1, *Implementation of the DR-TA*, was a very effective, research-based, flexible teaching strategy that could easily be adapted to work cross-curricular and even extend to a writing assignment that supports writing across the curriculum. In addition to providing initial and follow-up training on the DR-TA process, we offered the original DR-TA form on the building-wide T-drive for all staff. After reviewing reading assessment data in 2008, teacher Keri Lauxman also created an additional form of the DR-TA with more explicit scaffolding for teachers and students, which the Reading Committee also uploaded to the T-drive to address target areas as noted by student performance on the 2008 Kansas State Reading Assessment. Staff buy-in and participation with this strategy is very high. Teachers noted that by second semester, students were very familiar with the DR-TA format and process, saying that they had seen the form in different classes. The strategy gave students a way to track their thinking throughout the reading process. Teachers found it easy to adapt to a variety of texts, including expository, persuasive, technical, narrative, and graphic. Overall, the strategy has proven to be effective for students at LHS.

Intervention #2, *Implementation of Vocabulary Graphic Organizers*, was another research-based intervention chosen because of its applicability across the curriculum. In addition to initial training, teachers were given a booklet with blank and completed graphic organizers. After reviewing the quality of vocabulary graphic organizers turned in during previous years, staff was given numerous opportunities to improve their content area vocabulary instruction with professional development workshops offered specifically on vocabulary development. A building website was created by Susan Micka which included vocabulary instruction and a list of websites for additional vocabulary graphic organizers beyond what the staff was given in the initial packet. Teachers noted that when the vocabulary graphic organizers were implemented faithfully, student retention of concepts was very high throughout the semester. The variety of graphic organizers provided gave many examples for seamless integration into content areas. These organizers were easily differentiated to address different learning styles. Success of these organizers was substantiated by three years of high scores on the Kansas State Reading Assessment in the area of word comprehension through the use of context. Although the assessment data seems strong in this area, the quality of the graphic organizers seemed to indicate that it was not as faithfully implemented as was the DR-TA. While some teachers had quality graphic organizers which focused on key content area vocabulary, many graphic organizers did not meet the criteria. The Reading Committee felt this was an indication of a lack of explicit inservice on this topic. The committee assumed that since graphic organizers had been part of previous cycle plans, more time was needed to focus on the DR-TA process rather than on vocabulary instruction. In hindsight, this lack of explicit inservice instruction kept this strategy from being as successful as it could have been. In addition, while the DR-TA forms were readily available on the T-drive, copyright laws prevented posting many other graphic organizers in a similar fashion. Easy access to those examples may have been another factor limiting the success of this intervention. The committee feels that given the potential instructional power for this strategy, the school should keep this strategy, but offer as much explicit teacher training on the strategy as was given to the DR-TA process.

Intervention #3, *Meeting Individual Needs*, was another research-based intervention utilized to meet the needs of struggling readers. This included the design of the Developmental Reading/Literacy Workshop course as an add-on, Tier 2 intervention rather than a pull-out class. Assessment data drove student selection, class lesson plans, and individual instruction. Upon reviewing the effectiveness of the class, progress monitoring of students increased from once a quarter at the beginning of the cycle to nearly every two weeks using a variety of assessments during the 2008-2009 school year. In addition, as new research was found about the lack of effectiveness of pull-out programs, such as the Communication Skills class listed above, that aspect of the program was eliminated during the 2008-2009 school year. These students are now fully included in the general Language Arts curriculum. This program has shown phenomenal growth for students. On average, students involved in the Developmental Reading class grew 80+ Lexiles a semester during the 2007-08 school year. Students who were involved in the program for the entire year averaged an over 100-Lexile growth. Average student growth would be around 50 Lexiles a semester. Research has shown that struggling readers typically do not show any growth in their reading in the regular curriculum. The weaknesses of this intervention can be seen when looking at the state reading assessment scores for some of these students. Very few achieved “meets standards” when measured by the Kansas State Reading Assessment in their junior year. In addition, parents could elect to refuse these reading services for their students.

Overall, Lawrence High School students are improving their reading comprehension, as measured by the Kansas State Reading Assessment. Prior to 2006, the State Reading Assessment was in a multi-mark format. Beginning in 2006, the format changed to multiple choice responses. Data for Lawrence High School from 2006 to 2009 offers four years of comparable data, even though there were difficulties in getting students tested in the 2007-08 school year.

Though many Lawrence High students must continue to strive to meet AYP in reading, there has been a dramatic increase from 2008 to 2009 in reading scores. Students who received free/reduced meals and Hispanic students improved significantly in their performance. White students also showed an increase in students meeting standards or above. Students with disabilities continued to not meet the target goals on the assessment. At Lawrence High, 47.5% of students with disabilities met standards, as compared to 58.9% of students with disabilities across the state of Kansas. In the areas of “approaching standards” and “academic warning”, 21.8% of white students were in these categories, compared to 42.9 to 57.2% of all other racial subgroups.

The Reading Committee has determined that all present interventions should be continued, with strategies and inservice activities consistently focused on school-wide improvements. Future steps should focus on using data and current research to continue the success of reading interventions and to assess any needed changes or improvements. Specifically, the Reading Committee should work in conjunction with the Special Education staff in the building to find the best instructional practices to meet the instructional needs of students with disabilities in the general education curriculum. The committee also needs to find ways to incorporate standards-based instruction into the reading strategies to support content area teachers in backward planning reading instruction in their classroom. KCA formatives can also be used by the staff in order to adjust instruction to meet the reading standards. Classroom teachers may also need the committee’s support in finding ways to use online/computer text during instruction. The committee also wants to explore the ability to talk to Free State High School, as well as other high schools with a similar population who are showing success with their students on the reading standards. Finally, the committee

wants to explore research-based, effective uses of seminar time for test preparation, including eliminating test anxiety and implementing effective test-taking strategies.

Lawrence High was recognized as a 2008 Kansas Standard of Excellence school for math school wide. Additional assessment information may be viewed on the building report card at [www.ksde.org](http://www.ksde.org) and at the district website, [www.usd497.org](http://www.usd497.org).

**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? (4.3, 4.5, and 4.6)**

MAP, state assessment, and criterion-referenced test results are shared with students immediately and they are using this information to set personal goals. Teachers are adapting instruction in an ongoing manner. Parents have access to student progress through Skyward, the student database website, but the formal data results are mailed home as soon as the results are available officially. School-wide data is posted on the KSDE website under our building report card and on our district website. Assessment data is also reported at school board meetings, as well as shared with staff at in-services, PLC collaboration, and faculty meetings. In the fall of 2008, the district conducted a data review at the school.

**3. How are data used to understand and improve overall school effectiveness? (4.4, 4.6, and 4.8)**

Student performance data is primarily used to measure individual and group student progress, to implement effective instructional techniques, and to compare our students' achievement among district, state, and national peers. Individual items on state assessments are examined to assess overall student learning needs.

We have numerous quality assurance measures, such as student achievement data, staff development evaluations, stakeholder satisfaction surveys, anecdotal data from stakeholders, as well as attendance and discipline data. These are monitored regularly to assess the impact on student achievement.

**4. How are teachers trained to understand and use data in the classroom? (4.3 and 4.6)**

The full faculty received Level One MAP training from district and MAP program trainers. Key individuals went to Levels Two and Three and then taught the rest of the staff. Red, White, & Blue data analysis was used to analyze state assessment data. In faculty meetings, school wide data is illustrated and discussed. Numerous formative tests are used at each grade level and discussed within departments, generally facilitated by department chairpersons. Instructional coaches help facilitate discussions associated with using data to drive classroom instruction during PLC and departmental meetings, as well as work with individual teachers to implement effective strategies for student support in the classroom. Departmental chairpersons meet monthly to ensure that there is alignment of curriculum and instruction. District and building mentors support new teachers in data analysis.

## **Examples of Evidence for Standard 4: Documenting and Using Results**

### **Practices**

- Evaluation of student progress using a variety of assessments. (4.1 and 4.2)
- The degree to which the school has a school-wide focus on assessment and ongoing analysis and use of data (4.1, 4.2, 4.3, and 4.4)
- Efforts by the school to determine gaps between achievement goals and improvement expectations (4.2)
- A variety of ways to provide training on data analysis for individuals and groups of teachers (4.3)
- Reports by teachers about how data analysis, including analysis of assessment results, has been used to assist them in improving instruction for individual students or has altered instruction within their classes or throughout the school (4.3)
- A school-wide process of ongoing data analysis and use of data to improve student performance (4.3)
- Disaggregation of assessment data to reflect relevant groups in the school or community (4.4)
- A variety of ways that assessment data are communicated throughout the school community (4.5)
- The degree to which students can articulate expectations for their performance and their performance status (4.5)
- A variety of assessments that are directed both toward student achievement and organizational effectiveness (4.6)
- The inclusion of data analysis topics in the agenda of professional development activities (4.6)
- A comparative analysis of student achievement among similar schools (4.6)
- The collection and analysis of multi-year trend data regarding student achievement and school effectiveness (4.6)
- Teacher reports about efforts to keep them informed regarding trend and comparison data (4.6)
- Student achievement data reflects growth in student performance (4.7)

### **Artifacts**

- Student performance information system
- Comprehensive set of assessments
- Student achievement data
- Trend data
- Comparative data using schools of like purpose and demographics
- Student portfolios
- Agendas/minutes of stakeholders meetings for data analysis and use of data
- Policy and/or procedure to monitor overall student performance
- Verifiable growth in student performance
- Other

## Overall Assessment for Standard 4: Documenting and Using Results

Operational

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

## Resource & 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 members who 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.

### Considering the Evidence

Please examine the school's practices and/or processes that may be used as evidence to support the school's responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### 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		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
5.1	Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				X
5.2	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)			X	
5.3	Ensures that all staff participate in a continuous program of professional development				X
5.4	Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school		X		
5.5	Budgets sufficient resources to support its educational programs and to implement its plans for improvement	X			
5.6	Monitors all financial transactions through a recognized, regularly audited accounting system				X
5.7	Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			X	

5.8	Possesses a written security and crisis management plan with appropriate training for stakeholders			X	
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			X	
5.10	Provides appropriate support for students with special needs			X	

### Definitions of Indicator Rubric

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

### Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric.

- 1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff? (5.1, 5.2, 5.3, 5.4)**

Our district recruits, employs, and mentors qualified professional staff members that are capable of fulfilling assigned roles and responsibilities. District-level administrators are in charge of recruiting new staff. The district hosts a number of paraeducator fairs during the summer to recruit competent support staff. Open certified and classified positions are advertised on the district website, and the online application site is easy to navigate. Our salary schedule is competitive with other districts in our region, and our benefits package is also a strong recruiting tool.

At the local site, the focus is on acquisition of highly qualified teachers, highly competent support staff, skill development and growth, constructive evaluation, and retention. All teachers assigned to core classes are highly qualified. Our media center has two certified media center specialists. Our average student-to-teacher ratio is approximately 15:1, and we have a large number of paraeducators who also provide academic and clerical assistance to students and staff.

Formal and informal evaluations are conducted by administrators in accordance with the Master Agreement between teachers and the district Board of Education. Through this process, teachers establish goals and individual growth plans. These are co-monitored for up to three years electronically through MyLearningPlan.com. Teachers are also evaluated based on performance and classroom effectiveness. Each year, teachers also evaluate the

building administrators through an Organizational Health Survey. This instrument provides relevant feedback on the work climate and organizational effectiveness.

Our mentoring program is facilitated at the building level for teachers new to our building. This includes a beginning-of-the-year orientation, monthly meetings for all new teachers, and meetings as needed between mentors and mentees. Departmental collaboration time has greatly facilitated the support of new teachers. Under the district mentorship program, teachers who are new to the profession maintain a mentor assignment into their second year, but attend quarterly meetings at the district level.

We have a district wide professional development plan on file with the state, building level plans in place that are aligned to our school improvement plan, and individual plans on file for each staff member. These are each reviewed for progress each year and updates are made as needed.

**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? (5.5 and 5.6)**

The budget is allocated relative to those programs prioritized in our strategic planning process and is coordinated with our district improvement plan. Departmental chairpersons are allowed to submit requisitions for academic supports, based on their departmental budgets. We have used At-Risk funding to help implement our after-school tutoring program, and can send you a report. This past year, we also used as-risk funds to offer students a summer school program. Budget status is reviewed frequently with department chairpersons, the Site Council, and district administration. All funds are audited each year.

**3. How does the leadership ensure a safe and orderly environment for students and staff? (5.7 and 5.8)**

Our site, facilities, services, and equipment are maintained to provide an environment that is safe and orderly for all occupants. The premises are inspected by the fire marshal annually and are approved as meeting all fire codes. Facilities are inspected on an ongoing basis by maintenance employees and there is a system for teachers to report any needed repairs. There are also procedures that are posted and practiced with regular drills for fire, tornado, and lockdowns. Each classroom has a safety evacuation map posted beside the door. The school district updates and provides a building-relevant Safety and Security Manual to also be posted in each classroom. It outlines the appropriate protocol for any school emergency which may occur. School security officers and a School Resource Officer from the Lawrence Police Department monitor the school grounds and screen all visitors to the building. Adult staff supervision is also in place in the hallways and in the cafeteria during mealtimes. Discipline data is monitored and policies are adjusted as needed. Harassment on every level and bullying (both personal and cyber) are addressed in the student planners, as well as on posters throughout the building.

**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? (5.9 and 5.10)**

Each student has access to guidance services on an as-needed basis for their overall well being. All students are assigned to an administrator/counselor team as determined by the first initial of their last name, but any student may visit with any counselor, administrator, social worker, or mental health worker they wish to help them deal with personal and school issues. Counselors and mental health workers have had training in grief/crisis therapy for any major catastrophes that come up.

Career counseling is also provided. Many students take the Career Cruising interest inventory. Students also have an opportunity during the school year to take the ASVAB test. These programs help students select career-relevant courses at the high school and post-high school levels. Students may take classes at the University of Kansas and at Johnson County Community College while still enrolled at Lawrence High School. The scheduling of this coursework is done with parents in conferences.

Lawrence High has facilitated a supportive system for our at-risk students. We have identified through weekly student support team meetings our most at-risk students and have assigned a team member to make regular contact with the student and their parents. For students who fall under the truancy reporting guidelines, support is also in place through a truancy coordinator who visits with the student and family and appears at all court proceedings to provide school-related information to the hearing officer and bring back to the school the hearing determination. In this way, the pre-truancy, truancy, and post-release procedures and communications are handled in a uniform, streamlined manner.

To better support students educationally, the Student Support Team reviews teacher referrals. A plan of intervention is devised for each student who has been referred. These interventions are put into place, and any student still struggling is brought back to the team. At that point, students may be assessed for the possibility of special education referral, or a 504 Plan may be written and monitored. A Behavior Specialist will observe the student in the classroom, visit with the student individually, and then make recommendations to the team based on the observations and student feedback.

Students who do not have IEPs may enroll in Directed Studies in order to receive daily academic support. The Directed Studies teacher will work with the student's other teachers and provide consistent communication with parents to develop an effective support plan for the student. Students who need additional daily instruction in mathematics may also enroll in the Math Lab course to receive targeted instruction from a math teacher, in conjunction with their general math class.

Our special education services are reserved for students who have or are eligible for an IEP. All of these students are mainstreamed into general education classes throughout the school day. Most of these students also have one class period of Integrated Studies with a special education teacher. This period provides support and enhancement of the general education curriculum in a small setting. Services also include paraeducator support for many students in general education courses. Students who are more intellectually challenged move from a self-contained setting into other classrooms and programs inside and out of the building during each school day.

## Examples of Evidence for Standard 5: Resource and Support Systems

### Practices

- Trends in staff recruitment and resignation (5.1)
- Level of staff preparation in specific content area of assignment (5.1 and 5.2)
- Staff that are certified or licensed by the state (5.1)
- Level of pedagogical preparation for assigned responsibilities (5.1 and 5.2)
- Engagement of new and veteran staff in mentoring programs (5.1 and 5.3)
- Experiential background of staff relative to assigned responsibilities (5.1 and 5.3)
- Evaluation of staff that includes focus on best practice (5.3)
- The extent to which staff are involved in personal plans of professional development (5.3)
- The engagement of all school employees in appropriate professional growth (5.3)
- A variety of ways in which staff are evaluated in their areas of responsibility (5.3)
- Indication that class size is conducive to student learning (5.4)
- Alignment of resource allocation to educational programs and school improvement plan requirements (5.5)
- Degree of satisfaction among stakeholders regarding resource allocation for educational programs and school improvement (5.5)
- Indication that staff are knowledgeable that policies and procedures (audits) are in place to safeguard financial transactions from fraudulent practices (5.6)
- Indications in perception data of concern for a safe and orderly environment (5.7)
- Indication that facilities are regularly inspected and maintained (5.7)
- Plans for continual updating of facilities (5.7)
- Nature of discipline infractions (5.7)
- Budget allocation for maintenance and facility development (5.7)
- Regular updates to evacuation and crisis management plans (5.8)
- Depth of assignment of counselors within the building (5.9)
- Perception data regarding student feeling of acceptance within the school and readiness for success at the next level(5.9)
- Student planning for transition to the next level (5.9 and 5.10)
- Degree of consultative assistance available to teachers (5.9 and 5.10)
- Planning and implementation of inclusion plans for students with special needs (5.10)

### Artifacts

- Documentation of teacher credentials, including certification, licensure, highly qualified status, or baccalaureate degree in area of assignment
- Master schedule
- Handbook description of staff induction and professional development expectations

- Professional development plan and/or opportunities
- Data regarding teacher retention and recruitment
- Data regarding other staff retention and recruitment
- Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
- Data or reports of student disciplinary violations
- Agendas/minutes of staff meetings
- Evaluation system for new and continuing staff
- Annual budget
- Long range facility plans
- Facility maintenance history
- Financial audits
- Stakeholder perceptions
- Discipline plan
- Transportation policy/plan
- Crisis management plan
- Building evacuation plan
- Career planning programs
- Advisory programs for students
- Student referral process
- Inclusion policy for students with special needs
- Violations and/or citations from state agencies
- Other

### **Overall Assessment for Standard 5: Resource and Support Systems**

Operational                      The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of “operational” and is substantiated in the responses to the Indicators Rubric.

## Stakeholder Communications & 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.

### Considering the Evidence

Please examine the school’s practices and/or processes that may be used as evidence to support the school’s responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### 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		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
6.1	Fosters collaboration with community stakeholders to support student learning			X	
6.2	Has formal channels to listen to and communicate with stakeholders			X	
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the school		X		
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders			X	
6.5	Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders			X	

## Definitions of Indicator 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

## Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

### 1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction? (6.1, 6.2)

The school communicates with parents via our monthly newsletter, our school and district websites, local TV channels, the local newspaper, and may send out whole-group messages through our district School Messenger phone communication system. Email is used by many teachers to communicate with our parents on an individual basis. Open House is held within the first few weeks of a new school year. Parent-teacher conferences are held in the fall and the spring to facilitate communication with parents. Our Site Council is composed of parents, community members, and business members who serve in an advisory capacity for our school improvement efforts.

We survey our teachers and students each year to get feedback on how effective we are with school improvement, safety issues, classroom procedures, and communicating our care for their academic success in general. The survey results are shared with faculty members and district administration. These results are used to review and improve our regular school procedures and our school improvement plan.

### 2. How does the school's leadership foster a learning community? (6.3)

Decision making is facilitated through a shared leadership process. Teachers are consistently asked for their input. They serve on committees that address school goals and areas of school improvement. They propose plans to address school wide issues. These plans are also presented to the Site Council for feedback and then to the school board for final approval, if appropriate. Interventions are chosen that meet the needs of our students (determined through data analysis), and these interventions are research based. Teachers are then provided staff development opportunities to support their use of the interventions. Collaboration time is used to monitor the interventions, and adaptations are made as needed.

**3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness? (6.4 and 6.5)**

An Open House is held at the beginning of each school year to share the expectations for student learning and goals for improvement with all stakeholders. Parents are invited to meet with each of their student's teachers and listen to a presentation about the class. Sophomore parents are invited to come to Sophomore Orientation where they learn about features of Lawrence High that are specific to sophomore students. Incoming sophomores and their parents are invited to visit during the spring semester of their ninth grade year to learn about the curriculum and activities offered at Lawrence High in planning for the completion of their upcoming sophomore class schedule.

Parents receive five-week progress grade reports about their student's performance, followed by quarterly and then semester grade cards. Parent-teacher conferences are held twice each year (in the fall and the spring semesters), and parents have constant access to students' progress (attendance, homework, and grades) through the Skyward student information database system. Many teachers regularly email to parents student grade updates.

Assessment scores, district reports, and local newspaper reports of students' achievement on national assessments such as the ACT and the SAT are available for parents and stakeholders to review throughout the school year.

**Examples of Evidence for Standard 6: Stakeholder Communications & Relationships**

**Practices**

- Perception data from stakeholders regarding their feeling of affiliation with the school and being well-informed regarding school issues and events (6.1)
- A variety of methods in which the school communicates with stakeholders (6.1 and 6.2)
- The use of focus groups to process issues (6.1 and 6.2)
- A formal process for stakeholders to present a grievance (6.2)
- Degree of parent access to school web-site and e-mail system (6.2)
- The inclusion of dialog with stakeholders in the communications process (6.2 and 6.5)
- Evidence that the school responds to stakeholder input (6.2 and 6.3)
- The range of engagement by stakeholders in the work of the school (6.3)
- Individuals and groups representative of the community that participate in the work of the school (6.3)
- Awareness among stakeholders of the opportunities for engagement in the work of the school (6.3)
- A wide variety of forums at which expectations for students and for school improvement are presented (6.4)
- Parent and student knowledge of expectations regarding student behavior and learning and of school improvement initiatives (6.4)
- A variety of avenues to connect with parents (6.5)
- Degree to which stakeholders feel well informed regarding student achievement and school effectiveness (6.5)
- Examples of "two-way" communication between stakeholders and the school (6.5)

### Artifacts

- Stakeholder group surveys
- Stakeholder perceptions
- Agendas/minutes of stakeholder meetings
- Stakeholder membership on decision-making committees
- Stakeholder participation in co-teaching opportunities or special programs
- Schedules of parent conferences
- Student progress reports
- Reports to the community about the school and its students
- Presentations to stakeholder groups
- Media reports on the school
- Course selection and/or student planning guides
- Student orientation programs
- Communication plan
- School and/or teacher web sites
- Newsletters
- Letters
- Emails
- Automated phone messages
- Access to online reporting of student achievement results
- Other

### **Overall Assessment for Standard 6: Stakeholder Communication & Relationships**

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.

## 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.

### Considering the Evidence

Please examine the school’s practices and/or processes that may be used as evidence to support the school’s responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### 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		Not Evident	Emerging	Operational	Highly Functional
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)			X	
7.2	Engages stakeholders in the processes of continuous improvement			X	
7.3	Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning		X		
7.4	Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			X	

7.5	Monitors and communicates the results of improvement efforts to stakeholders			X	
7.6	Evaluates and documents the effectiveness and impact of its continuous process of improvement			X	

### Definitions of Indicator 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

### Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school’s implementation of the practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school’s self-assessment on the indicators rubric.

- 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? (7.1 and 7.2)**

We first developed our profile and presented staff with building-relevant data and research information to determine our vision. Using that data, we reviewed our mission and selected goals. We then developed our school improvement plan and a results-based staff development plan to address reading and mathematics achievement, and began the implementation of strategies. We monitored implementation and analyzed data, making adjustments throughout the process. We have hosted two chair visits and two team visits thus far in this cycle.

Our faculty has remained highly involved throughout this process. They are involved in decision making at all levels, and are the driving force behind the implementation. The math department worked hard to formulate common assessments and coordinate course sequencing so that students were learning and being assessed on the same material during the same time. Student test data provided valuable feedback related to teaching and re-teaching. Common reading strategies, such as graphic organizers and curricular vocabulary, were implemented across the curriculum to reinforce effective learning skills in every class. In response to these school wide efforts, math proficiency has increased markedly and reading proficiency is improving.

Parents and community members are provided information about the process through reports presented to the board, website postings, and newsletter articles. Students have access to the same information and are directly involved in the learning process. Parents, community members, and students contribute to the decision making process by

providing feedback through both formal and informal routes of communication. Several parents and community members also serve in an advisory capacity on the Site Council.

**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? (7.3)**

Our school improvement plans are intentionally aligned with the vision and purpose of the school and expectations for student learning during the planning phases. Feedback is regularly gathered from PLC's and other staff teams to assess our effectiveness toward achieving our vision and purpose.

**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? (7.4)**

Both our district and our school provide professional development for school personnel to help them implement improvement strategies to achieve student learning goals. District-level and building-level training is generally facilitated through initial workshops to introduce the strategy, model it, and then practice using it; with some type of follow up for their effectiveness throughout the school year. Learning Coaches offer optimum support in providing in-building training and follow-up. The Professional Learning Community model supports staff with designated late-start days meeting times, monitoring, and collaboration on how well the interventions are working. This collaboration is driven by data from both student achievement results and faculty implementation of initiatives and strategies. Faculty members analyze the data and make recommendations for adjustments, as needed. Faculty meetings, department meetings, and professional development meetings may also include the sharing of successful strategies.

**4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders? (7.5 and 7.6)**

Consistent review of school wide academic achievement goals has been a priority during this five-year cycle. Collaboration time and professional development activities have been routinely focused on our building improvement goals for reading and mathematics. Consequently, the achievement gap appears to be closing for students with low socio-economic status and for students in other historically low-performing subgroups. Targeted efforts were made to implement strategies (particularly within the Math Department) that would meet the needs of these students. Students were given multiple opportunities to learn and show knowledge acquisition in both the classroom and in small group settings. Additional assistance was available and often mandatory during seminar and math lab. Special education students have also received additional support during their Integrated Studies class each day. This continues to be a subgroup that struggles to meet AYP in reading and math, so the development of effective strategies for this group will be necessary as we move into a new cycle.

Summaries of this process are presented to the board each semester to keep them apprised of our progress. *{This information is also posted on our website (<http://lhs.usd497.org> and [www.usd497.org](http://www.usd497.org)).* This is also included in data presented in Standard 4.

Each semester during in-service time, our faculty evaluates and documents the effectiveness and impact of our continuous process of improvement. The timeline below documents our school improvement activities:

2005 - 06	Select External Visiting Team Chairperson Update Profile/work on goal selection Staff assignments to goal teams First Chair Visit
2006 – 07	School improvement plan written First Team Visit Revised SIP submitted to KNCA office for review Begin implementation of SIP; make revisions as needed. Conduct staff development as needed.
2007 – 08	Continue plan implementation and staff development Continue data collection and analysis to determine success of interventions; modify SIP as necessary
2008 - 09	Continue plan implementation and staff development Continue data collection and analysis
2009 - 10	Host QAR Visit Begin planning for next cycle of school improvement

## **Examples of Evidence for Standard 7: Commitment to Continuous Improvement**

### **Practices**

- The degree to which staff have analyzed student results in the context of school improvement plan interventions and programs (7.1)
- A broad range of involvement by stakeholder groups in the design, management, and delivery of the school improvement plan (7.2)
- Alignment of the school improvement goals with needs identified in the profile and supported by data analysis (7.3)
- Professional development activities are aligned with and a part of the school improvement plan (7.4)
- Indication that individual professional staff development plans are related to the goals of the school improvement plan (7.4)
- Reports from staff regarding the impact of professional development activities upon their ability to implement school improvement strategies (7.4)

- Reported/observed changes in teacher behaviors as a result of professional development activities delivered in support of the school improvement plan (7.4)
- A variety of baseline and interval data to describe progress toward the goals (7.5)
- The extent to which the improvement agenda has been widely discussed among stakeholders (7.5)
- A variety of communication techniques used to inform stakeholders regarding school improvement efforts and successes (7.5)
- A continuous review process to ensure ongoing monitoring and adjustment of the improvement plan (7.5 and 7.6)
- A rigorous data analysis process to evaluate the degree of success in goal attainment (7.6)
- Success demonstrated in reaching goals of the school improvement plan (7.6)

### **Artifacts**

- Description of school improvement process
- School profile information
- A school improvement plan that focus upon increased student achievement
- A plan that includes components that provide specific goals, a set of appropriate assessments, a set of interventions expected to cause student growth to occur, and a plan for ensuring that the staff have the skills to implement the plan
- Student performance and achievement data
- Agendas/minutes of meetings regarding school improvement activities and results
- Professional development plans
- Evaluation data on impact of interventions
- Communications to stakeholders regarding school improvement activities and results
- Other

### **Overall Assessment for Standard 7: Commitment to Continuous Improvement**

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***

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

We are continually reviewing data and modifying instruction and are consistently improving in using data to guide academic decisions. Staff is becoming more committed to differentiating instruction to help lower performing students understand subject matter and improve classroom performance. Parents and community regularly receive information about the school and student performance, and are invited to participate in the Site Council and support the school in many ways.

- 2. 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?**

- Faculty members are involved in every aspect and are committed to the process.
- Our increased capacity to handle data has allowed us to be better able to provide customized learning opportunities for students via our MTSS programming.
- We have increased technology available to us that allows us to better meet the needs of students & communicate student progress to parents.
- We do a nice job sharing information using many mediums with all stakeholders.
- We are very focused on doing well on the state assessments and so we are much more aware of and teaching the state standards.
- Our staff development is very focused on our school improvement efforts.

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

- Involving stakeholders at the decision making level. We get input from them, but they are almost always just advisory to us, not directly involved.
- Our greatest challenge seems to be involving our community in the school improvement process. Most students and parents understand what is going on in our school, but we do not always convey this to the broader community.
- We need to continue to monitor student data closely to make sure there's little disparity between sub-groups. As the AYP bar goes up, it's more difficult to stay above it.
- Contending with budgetary constraints will be a definite challenge.

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

We will continue to evaluate and implement data within our curriculum that will provide direction for necessary changes. These changes could include curriculum instruction and evaluation techniques. Now knowing our weakness is community involvement, we plan to make this a priority in the future. With the increased emphasis on 21<sup>st</sup> Century skills, incorporating performance assessments and staying on top of instructional technology will be essential. Finally, we'll need to be very creative with current funding and seek out funding

enhancements. As we begin our new cycle, we will be reviewing and updating our Pyramid of Interventions.

### Promising Practices

1. Name of Peer-to-Peer Practice\*

2. Primary Contact Name\*

3. School Name\*

4. Submission Date

5. Description of this practice: Briefly describe what you were trying to accomplish; how it was implemented; and what evidence you have that it worked.\*

6. Reason for practice: Describe the problem(s) or need(s) you addressed with this practice.\*

7. Subject Area(s): Choose all the areas to which this practice applies.\*

- |  |   |
|--|---|
| <input type="checkbox"/> Not Applicable                              | <input type="checkbox"/> Science                    |
| <input type="checkbox"/> Interdisciplinary                           | <input type="checkbox"/> Social Studies/History     |
| <input type="checkbox"/> Schoolwide                                  | <input type="checkbox"/> Health/Physical Education  |
| <input type="checkbox"/> Reading (English/Language Arts)             | <input type="checkbox"/> World/Foreign Languages    |
| <input type="checkbox"/> Writing (English/Language Arts)             | <input type="checkbox"/> Career/Technical Education |
| <input type="checkbox"/> English/Language Arts - Other               | <input type="checkbox"/> Fine Arts                  |
| <input type="checkbox"/> Mathematics                                 | <input type="checkbox"/> Extracurricular            |
| <input type="checkbox"/> Other (Please Specify) <input type="text"/> |   |

8. Grade level(s) of the students targeted for this practice. Choose all the grade levels that apply.\*

- |   |                            |                                       |
|---|----------------------------|---------------------------------------|
| <input type="checkbox"/> Not Applicable | <input type="checkbox"/> 3 | <input type="checkbox"/> 9            |
| <input type="checkbox"/> All Students   | <input type="checkbox"/> 4 | <input type="checkbox"/> 10           |
| <input type="checkbox"/> PreK           | <input type="checkbox"/> 5 | <input type="checkbox"/> 11           |
| <input type="checkbox"/> K              | <input type="checkbox"/> 6 | <input type="checkbox"/> 12           |
| <input type="checkbox"/> 1              | <input type="checkbox"/> 7 | <input type="checkbox"/> 13 or higher |
| <input type="checkbox"/> 2              | <input type="checkbox"/> 8 |                                       |

9. Group(s) of students targeted for this practice. Choose all groups that apply.\*

- Not Applicable
- All Students
- Specific Ethnic Group
- Free or Reduced Lunch
- IEP or Special Education
- LEP or Limited English

- Advanced
- Other (Please Specify)

10. Group(s) of adults targeted for this practice. Choose all groups that apply.\*

- Not Applicable
- Administrators and Supervisors
- Classroom Teachers
- Professional Support Staff
- Aides
- Secretarial and Clerical Staff
- Other (Please Specify)
- Custodial and Maintenance Staff
- Food Services Staff
- Security Staff
- Parents
- Community Members

11. Choose the length of time this practice was implemented.\*

- Less than 1 school year
- 1 - 3 school years
- 4 - 6 school years
- More than 6 school years

12. Resources: Briefly describe the essential human, material, and financial resources needed to implement this practice.\*

13. Research: Identify any research you are aware of that supports this practice.

14. Conclusion: Describe your next steps in implementing this practice.\*

15. Contact Information: Please provide primary and secondary contact information so that other practitioners may contact you.

**School Name**

**School Web Address**

**Primary Contact Information**

Name   
 Phone Number\*   
 E-mail Address\*

**Secondary Contact Information**

Name\*   
 Phone Number\*   
 E-mail Address\*

## Appendices

## Appendix A: Lawrence High Mission, Vision, & Values Statement

### Mission Statement:

The Lawrence High School Community will educate all students and empower them to be responsible citizens and life-long learners in a changing world.

### Vision Statements:

The teachers at Lawrence High School will ...

- positively influence all students' lives by having high expectations for all students.
- be fair, respectful, caring, and student-centered.
- provide a quality education, foster creativity, and develop student interests and skills.
- hold all students to high standards of learning and teach students how to become successful, knowledgeable citizens.

Lawrence High School will be a place where...

- all students and staff work together to develop a school that is characterized by high morale and enthusiasm.
- discipline and innovation are utilized in the pursuit of excellence.
- all students can explore their dreams and develop goals for the future.
- all students are valued and respected.
- the school environment is safe and orderly and expectations are made clear by teachers and administrators.
- the staff are positive, energetic, creative, and knowledgeable.
- the school community strives to reach students by leading through example.

### Belief Statements

We believe all students can learn; therefore...

- we will provide multiple opportunities for learning and assessment.
- we will provide a supportive environment in which all students can learn.
- the curriculum must be challenging and relevant, while providing the students with the skills to be successful after high school.
- all students must be held to high standards and given appropriate opportunities to reach their highest potential.
- each student should have access to an enriching, stimulating curriculum.

We believe the prime purpose of Lawrence High School is learning; therefore...

- we will create an environment in which all students feel safe and know the expectations for the school.
- the focus of staff will be to deliver content in a clear, meaningful manner and provide assessments that evaluate the material that has been taught and assigned.
- all students will be taught to be active learners.
- all students will have every opportunity in academics, athletics, and activities.
- each student should have the opportunity to grow in knowledge and self esteem.
- teachers must model and instill life long learning.
- all students should graduate with the knowledge and abilities to be successful in the post-secondary world.
- all students will take responsibility for their actions and choices.