



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Burriss Laboratory School

Ball St Univ 2000 Univ Ave Muncie, Indiana 47306-1062

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review (QAR). The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the

practices/processes implemented?"

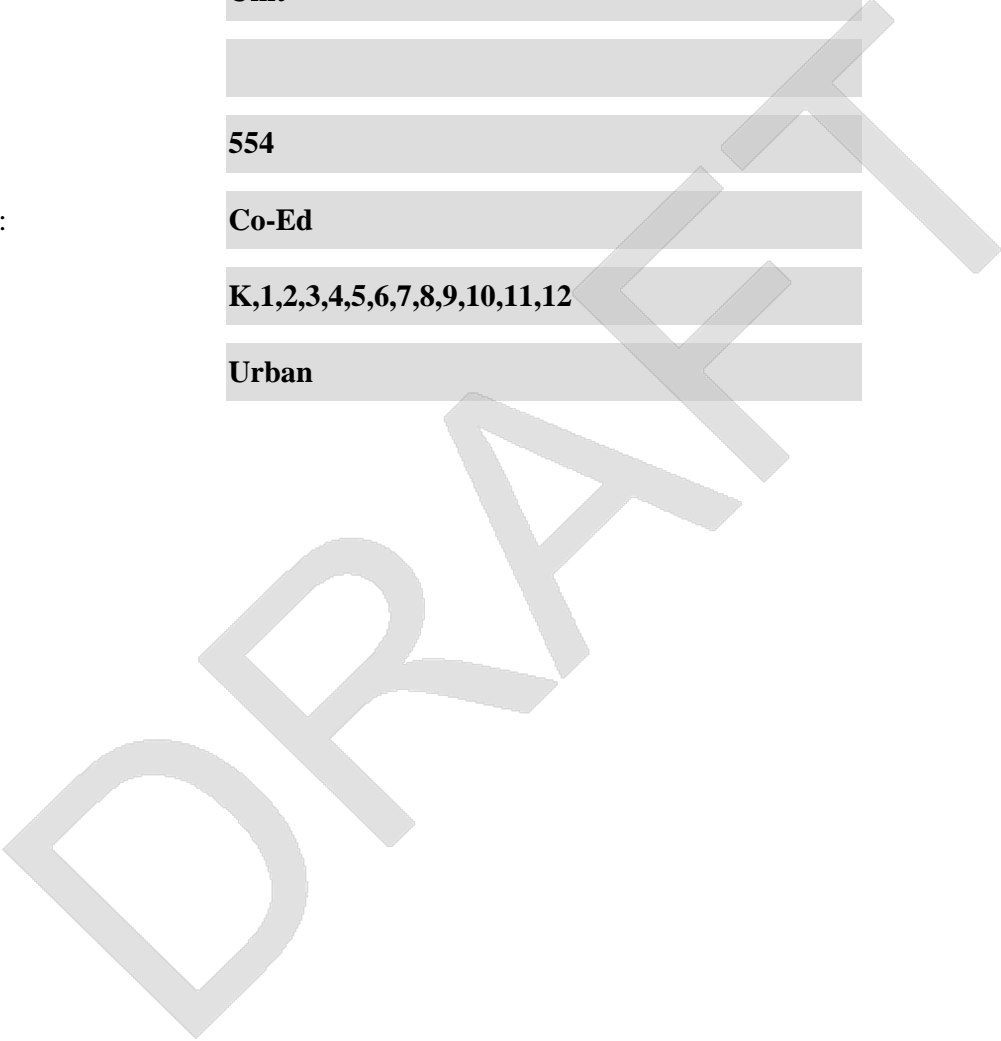
The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

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Demographics

Public/Non-public:	Public
School Type:	Unit
Charter School:	
Enrollment:	554
Gender at School:	Co-Ed
Grade(s):	K,1,2,3,4,5,6,7,8,9,10,11,12
Location Type:	Urban



Standard 1. Vision and Purpose

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Operational

Evidence Provided:

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

Operational

Evidence Provided:

1.3 Identifies goals to advance the vision:

Operational

Evidence Provided:

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

Highly Functional

Evidence Provided:

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

Emerging

Evidence Provided:

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

Highly Functional

Evidence Provided:

Focus Questions:

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

The faculty developed the vision statement in conjunction with the administration, students, and parents. It is well communicated to stakeholders through the school web site. The school NCA goal is posted in all classrooms. The school vision and mission statements are published in the student handbook and the student planners. The vision statement is included in the parent/student information disseminated at registration and shared with pre-service teachers at the beginning of their tenure. The vision is reviewed by the school improvement committee, but needs to be revisited at the first meeting of every school year to determine its relevance each and every year. New faculty has this vision shared with them in formal training. The vision statement is included in the guidelines for committee operation and is considered in deliberation.

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?

All state requirements regarding this type of reporting are met and are available to all stakeholders through a link on the school's web site. The school updates its profile on the IDOE Revise and Review report annually. The faculty and student profile is also updated annually. The community profile is updated at the start of each NCA school assessment period. The student profile information provides a breakdown of the racial ethnic and social economic status of students as well as information on the percentage of high ability and special needs student in the school. The student profile also provides information from the ISTEP+, NWEA, End of Course Assessments and PLAN, PSAT, ACT and SAT results.

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

The administrative team, along with the faculty committees, monitors the teaching and learning process through their assigned duties as outlined in the faculty handbook. Progress in meeting the school's vision, mission, and goals are considered as a part of the teacher assessment process. The administration, school committees and faculty also review teacher merit documents, curriculum maps, and student and pre-service evaluations in determining school effectiveness in achieving its vision, mission and goals. The administration facilitates an

orientation for new teachers in which the vision, purpose, and beliefs of the school along with general expectations are explained.

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?

Through the NCA process, we continually maintain a current vision and purpose that aligns with the school's expectations for student learning and school effectiveness. School committees have reviewed AdvancEd standards and the committees have provided suggestions for improvement based on the standards. The school committees meet on an on-going basis to oversee school effectiveness and make recommendations for improvement. Committee reports are shared at the monthly K-12 faculty meetings.

Overall Assessment:

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

Standard 2. Governance and Leadership

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

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

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

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

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

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

Highly Functional

Evidence Provided:

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Operational

Evidence Provided:

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Evidence Provided:

INDICATORS: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Operational

Evidence Provided:

2.5 Fosters a learning community:

Highly Functional

Evidence Provided:

2.6 Provides teachers and students opportunities to lead:

Highly Functional

Evidence Provided:

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

Highly Functional

Evidence Provided:

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

Highly Functional

Evidence Provided:

2.9 Responds to community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

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

Operational

Evidence Provided:

Focus Questions:

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

Much of the decision making structure of the school is overseen by formal committees. The faculty handbook delineates the make-up and role of committees. Our faculty just recently went through a lengthy process of

updating the faculty handbook. A voluntary faculty handbook committee developed the handbook. Each section of the handbook and the handbook as a whole was voted on and approved by the K-12 faculty in 2008. The faculty must approve any changes to the faculty handbook. Burriss has eight standing K-12 committees and several grade level and ad hoc committees. Faculty members are elected to serve on the Principal's Advisory Committee and the Faculty Welfare committee. Service on all other committees is voluntary. Parents and students have representation on the School Improvement Committee and the K-12 Curriculum committee. The committees meet monthly and meet more often if needed.

Monthly faculty meetings are held after school and all faculty are asked to attend. Monthly meetings are held at each grade level, elementary, middle school, and high school, and a K-12 faculty meeting is held each month. Faculty members chair the grade level meetings and the principal chairs the K-12 meeting. K-12 meetings include reports from each school committee and each grade level so the entire school is aware of what is happening within the school decision-making structure. The principal or assistant principal attends Monthly PTSO meetings and grade level Student Council meetings to provide updates, answer questions, and hear concerns of parents and students. Extensive communication happens between faculty members through the use of our e-mail system. Burriss has a student handbook listing all policies and procedures, which all students receive at the beginning of the year. Parents can also find information about our policies and procedures on our website, our school calendar Dynacal, and our newsletter Owl Hoots. The newsletter is published every two months and is also mailed to all parents.

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

The school's leadership analyzes and reviews with faculty test scores from both ISTEP and NWEA results across all grade levels. The NWEA assessments are administered in the Fall and Spring to students in grades K-11 in the areas of Math and Reading. The NWEA assessment in Language Arts is administered to K-11 students each January. The administration also reviews grade level specific assessments such as the Indiana Reading Assessment, state required End of Course Assessments in Algebra, English and Biology, PLAN test results (grade 10), PSAT results (grade 11), SAT results (grade 11 and 12), and ACT results (grade 12). Other information reviewed includes student and faculty attendance, the number of student referrals and suspensions, graduation rates, number of students pursuing the Core 40 with Academic Honors, and the acceptance rate to post-secondary institutions. Additionally, the curriculum committee is involved in an ongoing review of the school curriculum. The faculty evaluation process includes, observations by administrators and/or peers, student evaluation of classes (middle school and high school), and self-assessment based on a formal evaluation process. The school meets Indiana PL221 and AYP standards and is accredited by NCA.

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

Faculty members serve on and chair the various school committees. Monthly faculty meetings allow for faculty input and the exchange of information. Elementary, middle school and high school faculty meetings also give faculty the opportunity to make decisions and share ideas. Students and parents are also given the opportunity to serve on some committees. There is strong parental involvement in our Parent Teacher Student Organization (PTSO), and parents are consulted in making decisions. The PTSO does a variety of things throughout the year to provide leadership to our school. In the past year our Faculty Welfare Committee took on the task of planning and organizing our professional development. Teachers were consulted as to their wants and needs and faculty members were given the chance to lead the professional development sessions. This year members of this committee have been working to improve our faculty evaluation system. Faculty members are asked to serve as sponsors of school clubs and to provide leadership in extra-curricular activities. Our school has student councils for all levels – elementary, middle school, and high school – and students involved are encouraged to make many decisions and provide leadership in a variety of ways.

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

The school's role as a department of Ball State University requires faculty to remain up to date in knowledge of best practice and their ability to model best practice for pre-service teachers. Burris faculty enter a Merit Pay Document each year to indicate their professional development activities, how they model best practice in their teaching, and what service or leadership they have provided to the school, university, a professional organization and the community. The university provides free professional development for all instructors. All faculty members are eligible to receive free tuition for undergraduate classes and reduced tuition for graduate classes. Burris faculty have been extended the opportunity to take university credit classes directed toward serving high ability and special needs students at little or no cost to themselves. Opportunities to attend and to present at a variety of conferences are made available to all faculty members. School reimbursement for some of the expenses is provided. Burris' May Term allows high school faculty to develop innovative and enriched curriculum. There is an administrative assistant who is responsible for overseeing assessment, and programs and grants for high ability, at-risk and Limited English Proficient students. The school has recently received Workforce Development grants to implement a Technical Honors Diploma track for students interested in journalism, photography, and telecommunications.

Overall Assessment:

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

Standard 3. Teaching and Learning

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Evidence Provided:

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:
Highly Functional

Evidence Provided:

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

Operational

Evidence Provided:

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

Operational

Evidence Provided:

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

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

Operational

Evidence Provided:

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

Highly Functional

Evidence Provided:

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

Operational

Evidence Provided:

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

Operational

Evidence Provided:

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Operational

Evidence Provided:

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

All faculty members are required to develop a curriculum map for his/her classes. Indiana State Standards are the backbone of these maps and teachers are encouraged to teach beyond the standards. Teachers meet in departmental groups and analyze the curriculum maps to make sure that all areas are included. The K-12 curriculum committee approves new courses to be offered and oversees the curriculum improvement and curriculum alignment process. Release time has been provided for grade level groups to meet to develop curriculum, projects, and programs and compete curriculum maps. ISTEP+, NWEA, End of Course Assessments and others are considered when curriculum is developed.

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

Faculty members are encouraged to take coursework that teaches them how to utilize instructional strategies, innovations, and activities that help all of our diverse school population succeed. Faculty members attend conferences where they are able to learn the latest innovations in teaching strategies. A Merit Pay Document assembled by the majority of the Burriss faculty includes individual's professional development and innovations in teaching. The school is constantly seeking grant money and has received several grants that allow our students opportunities to achieve in our world today. These grants include, but are not limited to, 1) a grant for teaching the Chinese language; 2) a grant that allows the Ball State University Art Museum to combine efforts with Burriss faculty and students to find ways to develop visual thinking strategies; 3) a grant for a partnership with Ball State University for a Sports Administration Club, and 4) a grant to implement a Technical honors track program at the school, among other grants.

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

Teachers are afforded opportunities to attend local, state and national conferences. The school uses university foundation funds, grants, and donations from alumni to support professional development. Burriss Lab School teachers may take classes at Ball State University free of charge or for a reduced fee. Ball State University and the school technology coordinator offer technology and other workshops that provide Burriss teachers with new skills. Professional development release days are offered to faculty throughout the year.

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

Burriss has five computer labs as well as five rolling carts of laptop computers that are accessible to all faculty and students. We have an open access library available to our students and faculty. Burriss Lab School is a part of the BSU wireless campus network. The school subscribes to various Internet services, and offers an in-house TV studio and up to date Technology studio. Students also have access to an extensive amount of Ball State's resources including libraries, museums, and computer labs.

Overall Assessment:

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

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Standard 4. Documenting and Using Results

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Operational

Evidence Provided:

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

Operational

Evidence Provided:

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

Operational

Evidence Provided:

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Emerging

Evidence Provided:

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

Highly Functional

Evidence Provided:

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

Operational

Evidence Provided:

4.7 Demonstrates verifiable growth in student performance:

Operational

Evidence Provided:

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

Highly Functional

Evidence Provided:

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

Our assessment system includes ISTEP, NWEA, student report cards, and parent-teacher conferences and other national, state and local assessments. Letter grades are not used in the elementary level. Elementary teachers use a non-traditional reporting system that indicates whether students are exceeding expectations, meeting expectations, or progressing toward expectations. Middle and high school students have a traditional grading system that is accessible on PowerSchool for faculty, students and parents. Faculty can access a student's grades from every class, not just their own, to see if the student struggles in other classes. ISTEP and NWEA trend data is analyzed for individuals and for grade level cohort groups to determine continuous student academic growth. The achievement results for cohort groups is broken down to sub-categories to show how the same groups of students are performing in specific areas of math and language arts from year to year.

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?

Middle school and high school teachers at Burriss are required to enter grades in PowerSchool in a timely manner. These grades are available for administrators, parents, teachers, students, and any other stakeholders with a password. Cumulative grades are automatically updated each time a teacher enters new grades. The NWEA assessments are administered in the Fall and Spring to students in grades K-11 in the areas of Math and Reading. The NWEA assessment in Language Arts) is administered to K-11 students each January. NWEA assessment results are available immediately after the students have completed the test. The test results are shared with teachers and mailed home to parents. ISTEP results are available in a timely manner so that teachers and parents can communicate about concerns and interventions needed. Elementary teachers hold parent-teacher conferences in the fall and spring, and report cards are distributed in January and May. Middle school and high school report cards are mailed home at the end of each nine-week grading period.

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

The school gave a specific test of Critical Thinking Skills to determine student progress related to the school improvement goal. Burriss administration and teachers review NWEA and ISTEP test results to determine individual student needs. Reviewing test scores helps teachers and administrators make decisions for acceleration and flexible grouping in individual classrooms and across classrooms and grade levels so that each student is given the opportunity to receive instruction at an appropriate level. ISTEP, NWEA and other data are reviewed regularly. Summer workshops are provided for teachers to review current and trend data and discuss the impact current data may have on instruction. Paid time has been provided for teachers to meet in groups in the summer to develop and revise curriculum maps and to share classroom practices. ISTEP data is reviewed when making decisions related to textbook adoption. A K-12 mathematics coordinator works with teachers across grade levels to use data to improve math instruction. All seventh graders are given the Hannah-Orleans Algebra readiness test and scores, along with teacher recommendations, determine whether the student will enter Algebra as a middle school student or wait until high school.

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

There has been some training for faculty on using NWEA results, but it needs to be on-going so that new teachers can receive the training. Several faculty members attended a conference on interpreting NWEA scores. Discussion is held in grade-level meetings about understanding and using data results. Summer workshops are held for teachers to review ISTEP and NWEA data. Elementary teachers have been working with a BSU professor, Dr. Ruth Jones, on implementing diagnostic and remediation tools related to using student performance data with a Response To Intervention (RTI) program. BSU students are assisting in benchmarking students in elementary classrooms. Many teachers have attended conferences and workshops on Response to Intervention. Administrators and the School Improvement Committee chair have attended several AdvancED workshops on using data as a part of continuous school improvement.

Overall Assessment:

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

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Standard 5. Resource and Support Systems

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:

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

Highly Functional

Evidence Provided:

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

Operational

Evidence Provided:

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

Highly Functional

Evidence Provided:

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

Operational

Evidence Provided:

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

Highly Functional

Evidence Provided:

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

Operational

Evidence Provided:

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

Operational

Evidence Provided:

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

Highly Functional

Evidence Provided:

5.10 Provides appropriate support for students with special needs:

Highly Functional

Evidence Provided:

Focus Questions:

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

Burris adheres to the Ball State University employment policy including affirmative action and equal opportunity guidelines for recruitment of staff. Teachers, administrators, and support staff must meet the minimum qualifications for their respective positions. An experienced faculty member mentors faculty members new to

Burris. New teachers meet regularly with administration and their mentors. Professional development opportunities for all staff are available through university training programs. Additional professional development activities are planned by a faculty committee and scheduled several times per year. Evaluation of faculty is being addressed through changes to the teacher evaluation process. A new classroom observation form has been developed and a standards-based assessment system is being reviewed. Faculty retention has historically been an issue due to low teacher salaries at Burris. However, there was no teacher turnover last year.

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?

Burris receives its funding through university allocation. Because these funds are always in short supply, the principal is continually working with Ball State University to have more input into budget decisions. Grants are regularly sought to supplement all areas of Burris programming. Many new safeguards for financial transactions have recently been applied which will help ensure that our school satisfies requirements of the State Board of Accounts. Ninety-six percent of the Burris budget is spent on salaries and benefits. Increases in teacher and staff salary are merit-based. A Contract Faculty Merit Pay Committee and Tenured Faculty Merit Pay Committee review teacher merit pay documents and determine the distribution of salary increases.

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

A Burris crisis management plan is in place and is overseen by an appointed committee. Burris employs a full time nurse who consults with both faculty and parents. Regular custodial and maintenance efforts help ensure that the school runs in a safe and orderly fashion. Although the university maintains a clean and safe place for students and staff, the crumbling condition of the gymnasium wall is a concern at this time. Burris faculty members maintain high expectations for student behavior in the school environment. A lack of supervision in hallways before and after school remains a concern. After school supervision of students on the playground continues to be a problem. Consistent school-wide discipline is a concern. Disciplinary policies are in place and are articulated in the student handbook. Teacher enforcement of these policies is not always consistent and teachers do not always feel supported by the administration. Feedback from administrators to teachers concerning actions taken after a student referral is submitted is limited.

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?

Burris employs several full-time professionals to ensure that each student's needs are met. These include; a coordinator for at-risk students, two full-time K-12 counselors with one counselor specializing in meeting the needs of high ability students, two counseling interns from BSU, a Section 504 coordinator, two special education teachers and six special education aides, a school nurse. A student services committee also meets regularly to discuss the needs of at-risk students.

Overall Assessment:

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

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Standard 6. Stakeholder Communications and Relationships

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

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

Operational

Evidence Provided:

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

Emerging

Evidence Provided:

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

Operational

Evidence Provided:

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

Operational

Evidence Provided:

Focus Questions:

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

The community and stakeholders are able to communicate their expectations through a link on our website. The school leadership frequently monitors information on the website to stay current with the needs of the community and stakeholders. Parents have been surveyed for their satisfaction levels through the Ball State InQuisit system. Former graduates of Burris are surveyed to see if their education provided them with the skills and knowledge that they need to succeed in life.

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

Our school leadership comes from a combination of administrators, teachers and staff working with a clearly defined committee structure. These committees engage faculty and staff in a learning community where everyone is responsible for the success of the school and its students. Committees oversee a variety of activities such as a The Research Committee that approves research projects to be carried out at Burris; the Curriculum Committee that oversees curriculum and alignment; the Scholarship Committee that nominates students for various community-wide scholarships and awards; the Faculty Welfare Committee that oversees components of the faculty handbook including teacher evaluation and professional development; the Social Committee that promote camaraderie and a positive work environment; and the Principal's Advisory Committee that meets with the principal on a monthly basis to discuss issues of general concern to the school.

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

Resources available to parents include email access to teachers, parent-teacher conferences, newsletters from the school and from individual classroom teachers, the school website, PowerSchool, a school operated public television station, the local newspaper, parent meetings during Coffee with the Principal, individual teacher websites, and reports mailed home related to ISTEP and NWEA testing. In addition, the school and PTSO use parent group email notification.

Overall Assessment:

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

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Standard 7. Commitment to Continuous Improvement

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Highly Functional

Evidence Provided:

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Highly Functional

Evidence Provided:

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

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

Operational

Evidence Provided:

Focus Questions:

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

The school has assessed student performance in critical thinking and is working with specialists from Ball State University, the BSU Museum of Art and classroom teachers to improve and assess student critical thinking skills. Teachers collaborate to align curriculum by grade level and department. This is achieved through summer workshops, regularly scheduled faculty meetings and release time for teacher collaboration. Alignment of curriculum ensures standards are being addressed in the classroom and that students are efficiently transitioning between grades. Student testing data from ISTEP and NWEA are collected and analyzed to document student improvement and instructional effectiveness. Performance data is shared with teachers in faculty and grade level meetings to plan appropriate interventions designed to increase student achievement. High school and middle school student course evaluations are collected and analyzed each semester to document teacher instructional practices and student perceptions of teacher effectiveness. Pre-service college students are asked to evaluate their elementary education practicum experiences at Burris Lab School. Portfolios for high-ability students are being developed to document student improvement. High-ability planning sheets are collected every nine weeks, indicating differentiation practices and effective development of each high-ability student. A General Education Intervention Committee is in place to identify and implement strategies to ensure student success. The K-12 curriculum committee is involved in an on-going review of the school curriculum. Administrators, teachers, parents, students, and representatives from BSU Teachers College serve on this committee. The School Improvement Committee reviews school trend data and makes recommendations for enhancing overall school improvement. Wide ranges of stakeholders serve on this committee. Parents and graduates are surveyed regarding their perception of the effectiveness of the school.

Burris Laboratory School students maintain a high level of academic performance as a result of these

collaborative efforts and interventions. Burris Lab School has been an Indiana Four Star school for each of the past 5 years. Burris was designated a National Blue Ribbon School in 2007 for the high achievement of its students. U.S News and World Report recognized the school as a Silver Medal School in December 2009. This recognition places Burris High School in the top 2.5 percent of the 21,768 public high schools reviewed for this report.

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?

Student performance data is analyzed and used to determine gaps in learning and achievement. The school goal of increasing critical thinking is aligned with the school's vision and purpose. Improvement in critical thinking was measured and used to evaluate the school's progress to increase students' critical thinking skills. Professional development and release time has been provided to increase faculty knowledge of methods for addressing critical thinking in the classroom curriculum. A school resource library with resources for teaching critical thinking is being developed.

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?

Faculty members are elected to a committee charged with outlining professional development needs. The committee collects evaluations of each professional development day and uses that feedback to plan and improve activities. Some faculty members were trained in Socratic seminars to develop their skills in teaching critical thinking. University Computing Services and the Burris technology coordinator provide on-going professional development on using technology as a part of curriculum. Summer workshops and paid curriculum development days support faculty development of curriculum and interventions for school improvement

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

A school committee structure is in place to evaluate and ensure implementation of our school improvement plan. Each committee represents K-12 faculty, along with students and parents, and holds regularly scheduled meetings. The administrative team monitors the work of committees and oversees the implementation of the school improvement plan. School leadership identifies and supports professional development. The administrative team facilitates teacher release time. Burris' improvement plan is communicated to stakeholders on the school website, and through communication with the PTSO. The school's improvement goal is also posted in each classroom.

Overall Assessment:

Operational: The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

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Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

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

Burris Lab School is unique due to its close ties to Ball State University. The school reflects university practice in its structure for decision-making and curricular practices. A well-defined committee structure is responsible for much of the everyday functioning of the school. Teachers exercise a high degree of independence in determining their curriculum, instruction, and assessment practices. A high-quality professional faculty holds high expectations for student learning. A wide variety of curricular approaches are used to meet the needs of all learners. The school uses multiple assessments to determine student achievement. Assessment results are reviewed by and shared with faculty at department meetings and summer workshops. The small-school, family atmosphere makes for a positive school climate. Parents support and work cooperatively with the school.

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?

Burris has many strengths. A highly qualified, committed and caring faculty sets high expectations for students and provides quality instruction and models best practice for pre-service teachers at Ball State University. The faculty benefit from a variety of professional development opportunities offered through the university and is able to regularly attend workshops and conferences. The school climate is positive and focuses on student learning. Quality curriculum and instruction at all levels results in high student performance on many assessments and has resulted in the school being nationally recognized for student achievement. Shared decision making creates a school culture that is responsive to the needs of students and faculty. Parental involvement and support is encouraged. The size of this K-12 school allows for smaller class sizes and assures all students are known. Thus, each student receives a more individualized education. The school-wide focus on problem solving and critical thinking, as well as on communication, collaboration, and a well-rounded education prepares all students for success in later life.

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

Although Burris is a small school, the school has a very diverse student population. The school attracts a mix of high ability and special needs students. The school is a full inclusion school and this presents challenges for teachers to develop a differentiated curriculum that meets the needs of all learners. The school's role as a K-12 public school and university based laboratory school causes some difficulties in developing a unified vision. As a K-12 school, the school must focus on preparing students to be academically and personally successful. As a laboratory school, the school must focus on its role as a part of the Ball State University Teachers College. Preparing pre-service teachers, participating in the university decision-making structure, and meeting expectations for modeling curriculum, conducting research, and presenting at state and national conferences puts an added stress on faculty. The dual role of the school complicates efforts to have a single clearly defined vision shared by all stakeholders. The school does have a vision for making each student successful, however, there are not specific

goal statements tied to the vision.

The school conducts multiple assessments annually. The administration and faculty analyzes and shares results of these assessments. The analysis is not systematic and continuous. The level of expertise and comfort for using data in decision-making is continually developing at Burriss Laboratory School. As with all schools, there is little time for administrators and teachers to analyze data and to use this data to guide instructional decisions and curriculum development. Although the school enjoys widespread parent support and has an active and high-achieving student body, communication with stakeholders and including stakeholders in decision-making continues to be a challenge.

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

The seven standards have provided lenses through which to view school improvement. Reviewing the standards have shown that the school vision, leadership, analyzing and using data, instructional practices, and stakeholder involvement all contribute to a well-functioning school. Our review shows that we need to continue to improve our expertise in data analysis and use the information gained as apart of the overall school improvement effort. Sharing information with stakeholders and including all stakeholders in the decision-making process is another area where improvement may be possible. The school needs to continue its work on defining a shared vision and setting goals for how to achieve that vision. Burriss Laboratory is a high-functioning school. The school needs to finds ways to share its successes with the larger community and make an effort to learn from the successful practices of other similar institutions.

Standards Assessment Report Summary

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

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness			✓	
4.7 Demonstrates verifiable growth in student performance			✓	
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
5. Resource and Support Systems				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				✓
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Ensures that all staff participate in a continuous program of professional development			✓	
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school				✓
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system				✓
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			✓	
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders			✓	
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning				✓
5.10 Provides appropriate support for students with special needs				✓
6. Stakeholder Communications and Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Has formal channels to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school		✓		
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders			✓	
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)				✓
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				✓
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				✓
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	