



Ed YES! Report

Rogers City High School

Rogers City Area Schools

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Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0. When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

School Systems Review

Introduction

The School Systems Review is a self-assessment tool to help schools develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the School Improvement Framework 2.0.

When used with its companion, the District Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

Strand I: Teaching for Learning

The school focuses on quality teaching and learning for all students. It implements essential, aligned curriculum, ensures it is taught effectively, and uses multiple assessments to monitor student learning, and guide instructional decisions.

Overall Rating: 2.0

Standard 1: Curriculum

Indicator A: Alignment

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The written curriculum references Michigan's standards as adopted by the State Board of Education.
<input checked="" type="checkbox"/>	The school's enacted curriculum is aligned to the district's intended curriculum to ensure vertical and horizontal alignment by grade levels and courses.
<input type="checkbox"/>	Curriculum documents include guidelines for accommodations and modifications for all learners.
<input type="checkbox"/>	A systematic and documented process is used to collaboratively review the written curriculum for alignment to state standards and district curriculum.

Evidences	
<input type="checkbox"/>	Grade level/department/learning community meeting minutes reflect discussions regarding status of alignment
<input checked="" type="checkbox"/>	Lesson plans reference state standards and alignment to district's curriculum
<input checked="" type="checkbox"/>	Classroom observation data references state standards and alignment to district's curriculum
<input type="checkbox"/>	Classroom observations of learning objectives (objectives are posted and followed)
<input type="checkbox"/>	Surveys of Enacted Curriculum
<input type="checkbox"/>	Use of curriculum management software is documented
<input checked="" type="checkbox"/>	Curriculum maps contain specific information regarding what is taught and where it is taught
<input type="checkbox"/>	Pacing guides are aligned to the district curriculum and include detailed information useful in daily instructional practice
<input type="checkbox"/>	Personal Curriculum documents for students
<input type="checkbox"/>	Curriculum audit documentation
<input type="checkbox"/>	Other: _____

Indicator B: Coherence

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Curriculum is clearly communicated to all stakeholders in a manner they can understand
<input checked="" type="checkbox"/>	All educators have a deep and shared understanding of the standards they are to teach and how they connect to other grades/subjects
<input checked="" type="checkbox"/>	Student learning outcomes are well defined, monitored, and measured
<input checked="" type="checkbox"/>	Instructional staff develops and implements lessons based on the curriculum; these lessons reflect high expectations for all students.
<input type="checkbox"/>	Instructional staff engages in regular discussions of student learning expectations both horizontally (with colleagues in their grades or subjects) and vertically (across grades.)

Evidences	
<input type="checkbox"/>	Lesson/unit plans reflect common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
<input checked="" type="checkbox"/>	Newsletters, on-line communication, displays of student work/portfolios, social media, brochures of grade level/subject curriculum content
<input type="checkbox"/>	Standards-based/standards-referenced report cards
<input type="checkbox"/>	Surveys and/or interviews with all staff
<input checked="" type="checkbox"/>	Classroom observations, walk-throughs
<input type="checkbox"/>	Surveys and/or interviews with students, parents, community members
<input type="checkbox"/>	Surveys of Enacted Curriculum
<input type="checkbox"/>	Grade level/department/learning community meeting minutes reflecting common outcomes, student learning expectations, connections and inter-relationships in the curriculum documents
<input type="checkbox"/>	Pacing guides are organized with detailed information useful in daily instructional practice
<input type="checkbox"/>	Other: _____

Standard 2: Instruction

Indicator C: Instructional Design

Rating: Partial Implementation

Characteristics

- Instruction is collaboratively planned to align to the district's written curriculum
- Instruction is designed to align with student learning needs that have been identified through the use of universal screening/formative assessment
- Instruction is designed to incorporate appropriate formative and summative assessments, research-based practices and rigorous thinking.
- Instruction is designed to meet the learning needs of all students.
- Instruction is designed to utilize multiple resources, appropriate technology integration, and areas of student interest to enhance instruction.

Evidences

- Meeting agenda/minutes of grade level/content area team meetings that indicate instructional alignment activities
- Student goal setting practices
- Data collection process to screen and monitor student achievement (universal screener informs instructional design – classroom, grade level, building)
- Common lesson plan template
- Lesson plans that include formative and summative assessments, depth of knowledge, and technology integration
- Lesson plans that include instructional modifications for students based on their needs and interests
- Evidence of differentiated instruction in Tier I based on student needs
- Intervention schedule for students
- Teacher schedules/school calendars show collaborative planning/meeting times
- Samples of student work that demonstrate rigorous thinking and high expectations for student achievement
- Other: _____

Indicator D: Effective Instructional Practices

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
<input checked="" type="checkbox"/>	Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
<input type="checkbox"/>	Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
<input checked="" type="checkbox"/>	Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
<input checked="" type="checkbox"/>	A system of interventions is in place for all students, including developing and advanced students.
<input checked="" type="checkbox"/>	Instruction integrates appropriate technology in order to enhance delivery and engage students.

Evidences	
<input type="checkbox"/>	Student engagement surveys
<input checked="" type="checkbox"/>	Walk-through or observation data regarding engagement, evidence of learning, effective instruction, use of research-based strategies, effective questioning, student work, artifacts of real-world application, evidence of cognitive rigor, clarity of learning targets, explicit vocabulary instruction, flexible grouping, technology integration
<input type="checkbox"/>	Observational protocols that monitor implementation of instructional practices across the school
<input checked="" type="checkbox"/>	Universal screener data is used to assess student strengths and challenges to drive instructional decisions
<input type="checkbox"/>	Professional learning community minutes/agendas reflecting use of data to drive instructional decisions
<input checked="" type="checkbox"/>	School Improvement Plan reflects the implemented research-based instructional strategies
<input checked="" type="checkbox"/>	Staffing and scheduling demonstrate implementation of a multi-tiered system of support
<input type="checkbox"/>	Teacher/student artifacts that demonstrate differentiated lessons and assignments
<input type="checkbox"/>	Surveys of Enacted Curriculum (particularly use of depth-of-knowledge data)
<input type="checkbox"/>	Modifications made to unit/lesson plans based on assessment data and student needs
<input type="checkbox"/>	Other: _____

Indicator E: Learning Environment

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	The school culture is one of high academic expectations for all.
<input checked="" type="checkbox"/>	High expectations for students are accompanied with appropriate academic and social-emotional support structures and safe environments that encourage positive risk-taking.
<input checked="" type="checkbox"/>	Classroom management, use of space, procedures, and scheduling ensure the maximum amount of time for learning.
<input checked="" type="checkbox"/>	School and classroom behavioral expectations are communicated to staff, students and families and are enforced consistently to support student success.

Evidences	
<input checked="" type="checkbox"/>	Student goal setting
<input checked="" type="checkbox"/>	Walkthrough or observation data regarding engagement, classroom management, effective classroom/school procedures, evidence of high expectations for all students, positive interactions between teacher/student and student/student
<input checked="" type="checkbox"/>	Student, staff and parent perception surveys (e.g. NCA surveys, climate surveys, Michigan Profile for Healthy Youth (MiPHY))
<input checked="" type="checkbox"/>	Staff professional learning on topics that enhance the learning environment (e.g., school culture and climate, student engagement and connectedness)
<input type="checkbox"/>	Partnerships with community agencies are documented via agreement forms, goals, meeting minutes, lesson plans that include service learning, etc. (e.g. mental health, homeless shelters, domestic assault shelters, businesses)
<input type="checkbox"/>	Meeting agendas/minutes that reflect discussions and decisions regarding the learning environment
<input checked="" type="checkbox"/>	School handbook reflects behavioral expectations for all students and is up to date with current law
<input checked="" type="checkbox"/>	Positive Behavioral expectations and learning inspirations are posted throughout the school
<input checked="" type="checkbox"/>	Multi-tiered system of support (process, structures, data collection/use, and interventions for learning and behavior)
<input type="checkbox"/>	Data walls in classrooms and/or department/grade level areas
<input type="checkbox"/>	Other: _____

Indicator F: Reflection

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Educators collaborate to review, reflect on, and refine their instructional practice based on multiple assessments, such as formative and/or benchmark assessments, observations, and student work.
<input checked="" type="checkbox"/>	Educators reflect on the effectiveness of the instructional design, appropriateness of resources, and use of research-based strategies and make necessary modifications.
<input type="checkbox"/>	Feedback from adults and students is solicited and reflected upon in order to improve the learning environment to support student success

Evidences	
<input checked="" type="checkbox"/>	Professional Learning Community/Grade Level/Content Area meeting agendas, meeting minutes that document the decisions made from reflective conversations
<input type="checkbox"/>	Teachers record themselves teaching and get feedback from colleagues, make instructional decisions
<input type="checkbox"/>	Reflection protocols/reflection journals are used with walkthrough data, teacher videos of their own instruction, classroom observations, and/or peer observations
<input type="checkbox"/>	Examples of lesson plan modifications made as a result of reflective conversations
<input checked="" type="checkbox"/>	Example of protocol/staff discussion about research-based instructional strategies in lesson plans
<input type="checkbox"/>	Student surveys/feedback on instructional effectiveness
<input type="checkbox"/>	Parent perception surveys regarding instructional effectiveness
<input type="checkbox"/>	Protocols/documentation of teachers collaboratively examining lesson plans and student work samples
<input checked="" type="checkbox"/>	School calendar includes collaborative meetings/time for Professional Learning Communities, data dialogue, teacher reflection/feedback
<input type="checkbox"/>	Other: _____

Standard 3: Assessment

Indicator G: Assessment System

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	The school implements a balanced assessment system and ensures that summative and on-going formative assessments are aligned to curriculum and instruction.
<input type="checkbox"/>	District, school, and classroom assessments are vertically and horizontally aligned for coherence across grades and content areas.
<input checked="" type="checkbox"/>	Classroom assessments are designed to be developmentally appropriate.
<input checked="" type="checkbox"/>	Classroom assessments are aligned to the depth of knowledge required to demonstrate proficiency with standards
<input checked="" type="checkbox"/>	Instructional staff has access to assessment data on a continual basis.
<input checked="" type="checkbox"/>	Assessments support the school's system of interventions.

Evidences	
<input checked="" type="checkbox"/>	Committee minutes that describe the process used to adopt and analyze assessments
<input checked="" type="checkbox"/>	Documentation of professional learning on assessment literacy
<input type="checkbox"/>	Documentation that assessments are aligned with the state standards and reflect rigor/depth of knowledge
<input type="checkbox"/>	Documentation of adherence to administration procedures/processes for assessments
<input checked="" type="checkbox"/>	School and classroom assessment plans/calendar
<input checked="" type="checkbox"/>	Universal screening data for reading and/or math
<input type="checkbox"/>	Inventory of assessments administered and their purposes
<input type="checkbox"/>	Pacing guides and/or curriculum guides include common formative and summative assessments
<input checked="" type="checkbox"/>	Data management system is in place (to track and analyze student assessment data)
<input type="checkbox"/>	District-school-grade level/content level assessment alignment document shows vertical and horizontal alignment
<input type="checkbox"/>	Other: _____

Indicator H: Shared Understanding

Rating: Partial Implementation

Characteristics

- All instructional staff can communicate the appropriate purposes and uses of assessment.
- Assessment results are shared and discussed with staff in a timely manner and useful format.
- Reports of student data are communicated to students and parents in a manner that they can understand.

Evidences

- Documentation of professional learning for staff on assessment literacy
- Sample of parent communications about assessment results
- Assessment plans
- Agendas/minutes from meetings reflecting the purposes and uses of data
- Student/parent/teacher handbooks include information about assessment purposes and uses
- Documentation of data shared with families at conferences
- Examples of data reports staff use to analyze disaggregated student assessment data
- Professional development on understanding assessment results, purposes, uses
- Curriculum guides identify formative, interim, and summative assessment
- Student assessment portfolios (used to communicate results to students and families)
- Other: _____

Indicator I: Data Analysis and Decision-Making

Rating: Partial Implementation

Characteristics	
<input type="checkbox"/>	Instructional staff uses an intentional, structured process to use academic and non-academic data to inform instructional decisions.
<input type="checkbox"/>	Instructional staff uses a combination of student achievement, demographic, process and perception data over time to make informed instructional decisions to meet individual student needs.
<input checked="" type="checkbox"/>	Instructional staff collaboratively analyzes assessment data to reach a shared understanding and make changes to instructional practice.
<input checked="" type="checkbox"/>	Assessment data are used to place students, monitor progress and drive timely interventions.

Evidences	
<input type="checkbox"/>	Committee meeting agendas/minutes that reflect collaborative data-based discussions and actions taken
<input checked="" type="checkbox"/>	Professional learning that focuses on developing skills in the interpretation and use of data
<input type="checkbox"/>	Professional Learning Community documentation of using student data to inform instructional practices
<input type="checkbox"/>	Data Dialogue evidence such as data displays, data graphs, analysis charts
<input checked="" type="checkbox"/>	Lesson plans reflect changes made in instruction based on data analysis
<input checked="" type="checkbox"/>	School Improvement team meeting/goal committee meeting agendas and minutes showing the role of data analysis in improvement planning
<input type="checkbox"/>	Examples of protocols (defined processes) used in data analysis meetings/sessions
<input checked="" type="checkbox"/>	Data meetings regarding program evaluations (e.g., data collected for Multi-Tiered Systems of Support)
<input checked="" type="checkbox"/>	Staff time to share/reflect on results from common assessments and adjust common assessments
<input type="checkbox"/>	Meeting minutes/agendas from teachers sharing successful practices (based on data)
<input type="checkbox"/>	Other: _____

Indicator J: Student Involvement in the Assessment Process

Rating: Partial Implementation

Characteristics

- Students understand the criteria and expectations for demonstrating their learning
- Students receive descriptive feedback based on their performance, as well as guidance on how to improve
- Students are taught how to self-assess and plan for improvement
- Students learn to track and use their own achievement data and related feedback to monitor, evaluate, and reflect on how to improve their own performance.

Evidences

- Learning targets are posted in student-friendly language
- Example of student-generated improvement goals
- Exemplars of individual student progress logs/charts
- Student portfolios
- Sample of student/teacher feedback form
- Rubrics designed to give students feedback and guidance
- Lesson plans reflect instruction in the student reflection process
- Evidence of professional learning on how to involve students in the assessment process
- Lesson plans reflect explicit teaching/discussion of learning targets with students
- Examples of student-led conferences
- Other: _____

Strand II: Leadership for Learning

School leaders shape the vision of academic success in the school and create systems that support staff, students, and families. Leaders facilitate change, analyze data to improve processes, and create an intentional focus on improving instruction and increasing student achievement. School leaders may be formal or informal, involve both individuals and teams, and work collaboratively to increase student achievement.

Overall Rating: 2.12

Standard 4: Instructional Leadership

Indicator K: A Vision for Learning

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	School leaders collaboratively create and communicate a shared vision for learning aligned to the district vision.
<input checked="" type="checkbox"/>	The school's mission and school improvement goals are aligned with the vision for learning.
<input checked="" type="checkbox"/>	The vision includes high expectations of learning for students and staff.
<input type="checkbox"/>	The vision is understood and supported by students, staff, families and community members.

Evidences	
<input checked="" type="checkbox"/>	Meeting agendas/minutes that demonstrate collaborative development/revision of vision statement
<input type="checkbox"/>	Evidence that demonstrates consideration of the vision statement when developing/revising the mission and school improvement goals
<input checked="" type="checkbox"/>	School Improvement Plan contains the school's vision statement
<input checked="" type="checkbox"/>	Lesson plans demonstrate high expectations for student learning
<input type="checkbox"/>	Professional learning plans for staff reflect connections to the school vision and mission
<input type="checkbox"/>	Staff meeting minutes include discussion of vision statement (after it is created)
<input type="checkbox"/>	Survey results that demonstrate stakeholder input, understanding and commitment to the vision
<input type="checkbox"/>	Vision statement is posted in multiple places (classrooms, hallways, school office, website, social media, etc.)
<input type="checkbox"/>	Agendas, meeting minutes from PTA/PTO meeting or Curriculum Night when the school vision is discussed
<input type="checkbox"/>	Other: _____

Indicator L: Guidance and Support for Teaching and Learning

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The improvement process needed to achieve the vision, mission and goals is facilitated by school leaders.
<input checked="" type="checkbox"/>	School leaders are knowledgeable about Michigan's standards and the implications for teaching and learning.
<input checked="" type="checkbox"/>	School leaders are knowledgeable about research in the areas of curriculum, instruction and assessment practices.
<input type="checkbox"/>	School leaders identify, support and facilitate professional learning to develop the capacity for all instructional staff to fully understand the curriculum content, research-based instructional practices and quality assessment practices.
<input checked="" type="checkbox"/>	School leaders monitor and provide feedback within the school, and to the district, about the implementation of curriculum, assessment, and instructional practices.

Evidences	
<input type="checkbox"/>	Professional Learning Plans that focus on increased understanding of curriculum content, instructional practices and/or quality assessment practices
<input checked="" type="checkbox"/>	Meeting agendas and minutes reflect use of student data to inform curriculum, instruction and assessment decisions
<input checked="" type="checkbox"/>	Walk-through data reflecting appropriate enacted curriculum, research-based instructional practices and assessments
<input type="checkbox"/>	Professional Learning logs kept by teachers and administrators on curriculum, instruction, and assessment
<input type="checkbox"/>	Teacher evaluation components regarding curriculum, instruction, and assessment
<input type="checkbox"/>	Schedule of school leader and teacher conferencing/meetings regarding curriculum, instruction, and assessment data
<input checked="" type="checkbox"/>	Documentation of teacher self-reflection on their own instructional practices
<input checked="" type="checkbox"/>	Meeting agendas and minutes that demonstrate school leaders ensure the use of results from the Surveys of Enacted Curriculum
<input checked="" type="checkbox"/>	Minutes, agendas, reports from meetings of school leaders with district leaders regarding curriculum, instruction, and assessment
<input type="checkbox"/>	Other: _____

Indicator M: Results-Focused

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	School leaders use data and research to drive decisions and measure progress toward school improvement goals.
<input checked="" type="checkbox"/>	Multiple sources of data are used by school leaders to monitor and evaluate programs and practices for effectiveness.
<input checked="" type="checkbox"/>	School leaders use data to hold themselves and others accountable for progress.
<input checked="" type="checkbox"/>	School leaders support the process/system that allows teams to delve into the implications of data.
<input type="checkbox"/>	School leaders guide and facilitate a well-defined process to periodically collect, analyze, review and report the results of student assessments.

Evidences	
<input checked="" type="checkbox"/>	Evidence that programs and practices are monitored and evaluated for effectiveness using multiple sources of data
<input checked="" type="checkbox"/>	Data documenting the fidelity of implementation of programs and practices
<input checked="" type="checkbox"/>	Team meeting agendas and minutes showing use of student data to make instructional and curriculum content decisions
<input type="checkbox"/>	Evidence of entrance and exit performance criteria for various programs
<input checked="" type="checkbox"/>	Evidence regarding how student placements are changed based upon data on student needs
<input checked="" type="checkbox"/>	Documentation that includes movement of students from Tiers 2-3 to Tier 1
<input type="checkbox"/>	Building-level aggregated data from Continuous Improvement and Monitoring System (CIMS) workbook
<input type="checkbox"/>	Progress notes in the School Improvement Plan that include impact of implementation
<input type="checkbox"/>	Written descriptions of protocols/processes for data analysis
<input checked="" type="checkbox"/>	Public displays of data showing progress toward school improvement goals
<input type="checkbox"/>	Other: _____

Standard 5: A Culture for Learning

Indicator N: Safe and Supportive Environment

Rating: Partial Implementation

Characteristics

- School leaders work to intentionally develop relationships that model respect, trust, collaboration and high expectations for all.
- School leaders and staff collaboratively create a safe and supportive learning environment through established safety and behavior expectations for staff and students.
- Staff models a healthy school climate, including social, emotional, and physical health that is desired for students.
- Students in crisis, students at risk of dropping out, and others who require intensive assistance are identified and linked to appropriate support in a timely manner.
- Positive risk-taking by staff and students to achieve established goals is modeled and supported by school leaders.

Evidences

- Evidence that anti-bullying policy is established, publicized, and implemented
- Clearly defined learning and behavioral expectations are visible throughout the school
- Student/Parent/Staff/Leadership Handbooks describe safety and behavior expectations
- Communications regarding high expectations for students and staff
- Documentation of professional learning regarding components of healthy school climates, cultural proficiency, etc.
- Results of climate surveys (including the extent to which school leaders are perceived as approachable, supportive, fair, and consistent in applying school rules)
- Results of needs-assessments that identify issues of safe and supportive schools are addressed
- Results of student surveys (e.g., Mi-PHY survey, High School Survey of Student Engagement (HSSE) etc.) are addressed
- Evidence that longitudinal data on student behavior, discipline, attendance, and drop-outs are analyzed and addressed
- Evidence that students receive appropriate support (referral services for students in crisis, counseling, etc.)
- Other: _____

Indicator O: Shared Leadership for Learning

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Leadership teams are committed to improving student learning and implementing the mission and goals of the school through on-going inquiry and reflection.
<input type="checkbox"/>	All staff have the opportunity for leadership roles within the school.
<input checked="" type="checkbox"/>	Potential successors for leadership positions are identified and provided on-going learning opportunities to advance their leadership skills.
<input checked="" type="checkbox"/>	School leaders support the development of collegial relationships and high performing teams.
<input checked="" type="checkbox"/>	Opportunities are provided for students, family and community members to develop leadership capacity and assume leadership responsibilities.

Evidences	
<input checked="" type="checkbox"/>	Evidence of leadership training and learning opportunities
<input checked="" type="checkbox"/>	Evidence of stakeholders taking leadership roles
<input type="checkbox"/>	Documentation of available leadership roles and the process used to identify potential successors to fill these roles
<input checked="" type="checkbox"/>	Documentation that describes the induction and mentoring process for new leaders
<input checked="" type="checkbox"/>	Professional library and/or resources that supports leadership development
<input checked="" type="checkbox"/>	Professional learning on high-performing teams
<input checked="" type="checkbox"/>	Results of surveys that indicate potential interest in leadership roles and evaluation of the leadership placement process
<input type="checkbox"/>	Professional Learning Community meeting notes and agendas reflect shared leadership
<input checked="" type="checkbox"/>	Staff meeting minutes document evidence of staff making decisions
<input checked="" type="checkbox"/>	School calendar shows staff collaboration time
<input type="checkbox"/>	Other: _____

Standard 6: Organizational Management

Indicator P: Communication Systems

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	School leaders plan, implement, and continuously improve communication systems to inform, engage, and gather input from students, instructional staff, families and the community.
<input checked="" type="checkbox"/>	School leaders utilize a variety of appropriate communication tools and approaches.
<input checked="" type="checkbox"/>	School leaders implement communication systems to address diversity in language and culture.
<input type="checkbox"/>	The concerns, requests, and needs of stakeholders are addressed by school leaders in a timely and professional manner.

Evidences	
<input checked="" type="checkbox"/>	Communication Plan
<input checked="" type="checkbox"/>	Samples of ongoing communications (e.g., newsletters, websites, press releases, social media, focus groups, automated message system, parent Internet portal, community forums)
<input checked="" type="checkbox"/>	Samples of communications in languages that reflect the school population
<input checked="" type="checkbox"/>	Records of communications with, and from, stakeholders
<input type="checkbox"/>	Evidence of translators, communications in multiple languages
<input type="checkbox"/>	Results of surveys regarding satisfaction with communication system
<input type="checkbox"/>	Documentation of student representatives/student council members
<input type="checkbox"/>	Results of surveys regarding concerns and needs of stakeholders
<input checked="" type="checkbox"/>	Public postings (website, social-media) of survey results
<input checked="" type="checkbox"/>	Communication section of an emergency management plan
<input type="checkbox"/>	Other: _____

Indicator Q: Intentional Practices

Rating: Full Implementation

Characteristics	
✓	There is a building-wide decision-making process with protocols that is shared and understood by stakeholders.
✓	Working collaboratively, school leaders develop, implement, monitor and evaluate a well-articulated school improvement plan aligned to the established vision, mission and school needs.
✓	School leaders ensure that the school improvement plan drives school-level processes, practices, and classroom activities.
✓	School leaders effectively manage systems and address barriers to optimize student success (e.g., data system, interventions, transportation, lunch program, volunteers, parent/family organizations, etc.).

Evidences	
<input type="checkbox"/>	Documentation of decision-making process and protocols and how it was communicated to stakeholders
✓	Documentation of a collaborative School Improvement Planning process (minutes, agendas)
<input type="checkbox"/>	Progress notes in the School Improvement Plan showing how barriers were identified and addressed
✓	Communications to staff showing the alignment of classroom activities to the School Improvement Plan
✓	Copies of schedules of observations, individual teacher meetings, goal-setting process
<input type="checkbox"/>	Documentation of the ways in which staff qualifications match staff assignments
<input type="checkbox"/>	Documentation of adjustments made to school-wide systems based on collaborative decision making
<input type="checkbox"/>	Team meeting notes from ad-hoc committees or staff meetings which addressed barriers
✓	Student schedules which show flexibility based upon student needs identified by data
<input type="checkbox"/>	Data from surveys that indicate stakeholder opinions regarding existing systems and processes
<input type="checkbox"/>	Other: _____

Indicator R: Resource Allocation

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Multiple sources of data are used by school leaders to prioritize resource allocations.
<input checked="" type="checkbox"/>	Working within district guidelines, school administrators identify, assign, promote and retain those with qualifications and proven results in serving the school's mission.
<input checked="" type="checkbox"/>	School leaders seek, coordinate, and intentionally use resources (e.g., budget, staff, time) that align with and support the school improvement plan.
<input type="checkbox"/>	Students with high needs are a priority when budget and resource allocation decisions are made.
<input checked="" type="checkbox"/>	School leaders ensure on-going communication between the school and district, as well as within the school, regarding the need, availability and allocation of resources.

Evidences	
<input checked="" type="checkbox"/>	Resource allocation is determined by evidence of student and staff needs (surveys, interviews, discussions)
<input checked="" type="checkbox"/>	Copy of the school budget showing resources aligned to student achievement needs
<input checked="" type="checkbox"/>	School Improvement Plan that shows designated resources for activities supporting priority student achievement areas
<input checked="" type="checkbox"/>	Team agendas/minutes that indicate decision-making on resource allocation
<input checked="" type="checkbox"/>	Documentation of school practices/policies aligned to district practices/policies
<input checked="" type="checkbox"/>	Copies of grant applications, award letters, memos of understanding, that indicate receipt of additional resources
<input type="checkbox"/>	Documentation of the budgeting process including timeline, decision-making, required participation, and communication with district leaders
<input checked="" type="checkbox"/>	Evidence of use of MI School Data
<input checked="" type="checkbox"/>	Data warehouse or software to store and analyze student assessment data
<input checked="" type="checkbox"/>	Special education information system
<input type="checkbox"/>	Other: _____

Strand III: Professional Learning Culture

Instructional staff engages in professional learning to develop and/or refine knowledge, skills, and abilities specific to the effective delivery of job-related duties and responsibilities that support the learning outcomes of all students.

Overall Rating: 2.0

Standard 7: Professional Learning Culture

Indicator S: Collaborative Teams

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	A collaborative culture exists in which instructional staff supports each other through feedback and coaching to implement new learning to increase student achievement.
<input checked="" type="checkbox"/>	Structures and systems are in place for collaborative planning time for learning teams.
<input checked="" type="checkbox"/>	Teams utilize protocols and collaboration time effectively.
<input checked="" type="checkbox"/>	Instructional staff collaborates regularly to analyze student data to inform instruction and adjust delivery to better meet student needs.

Evidences	
<input checked="" type="checkbox"/>	Evidence of professional learning on ways to work collaboratively on teams
<input checked="" type="checkbox"/>	Evidence of collaboration such as coaching/mentoring, action research, peer study groups
<input type="checkbox"/>	Evidence of peer observation, feedback and coaching (peer coaching logs, etc.)
<input type="checkbox"/>	Data "walls" or other visual representations of data
<input checked="" type="checkbox"/>	Examples of staff working together to progress monitor students and instruction
<input type="checkbox"/>	Calendar of data analysis meetings
<input checked="" type="checkbox"/>	Evidence of data dialogues that occur in Professional Learning Teams
<input type="checkbox"/>	Common planning time schedule
<input type="checkbox"/>	Survey of teachers regarding opportunities for context-embedded professional development
<input checked="" type="checkbox"/>	Protocols for collaborative team meetings within and across grade levels and content areas
<input type="checkbox"/>	Other: _____

Indicator T: Collective Responsibility

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Instructional staff teams and individuals take active roles in creating and leading professional learning.
<input type="checkbox"/>	Instructional staff holds one another accountable for implementing what is learned from professional learning.
<input type="checkbox"/>	Instructional staff holds one another accountable for the improved student performance that should result from the implementation of professional learning.

Evidences	
<input checked="" type="checkbox"/>	Staff meeting agendas that show teachers leading professional learning
<input checked="" type="checkbox"/>	Walk-through data that shows evidence of the implementation of professional learning
<input checked="" type="checkbox"/>	Evidence of peer-to-peer coaching (protocols, feedback, etc.)
<input type="checkbox"/>	Evidence of teacher teams recommending professional learning based on school needs (e.g. surveys, school improvement activities)
<input type="checkbox"/>	Documentation of vertical grade-level team meetings that focus on the impact of collaborative professional learning
<input type="checkbox"/>	Samples of teacher work/video-taped lessons for discussion/review
<input type="checkbox"/>	Evidence of teacher leaders sharing promising practices and receiving feedback
<input type="checkbox"/>	"Instructional Rounds" training provided to staff
<input checked="" type="checkbox"/>	Program Evaluation implementation data
<input checked="" type="checkbox"/>	Description of new teacher induction and mentoring programs
<input type="checkbox"/>	Other: _____

Standard 8: Professional Learning System

Indicator U: Purposeful Planning

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Student and instructional staff outcome, demographic, process and perception data are used to identify and align professional learning priorities.
<input checked="" type="checkbox"/>	Professional learning outcomes are developed specifically to address school improvement strategy areas.
<input checked="" type="checkbox"/>	Professional learning is designed to be continuous, job-embedded, and aligned with adult learning theory.
<input type="checkbox"/>	Professional learning is differentiated to meet the individual needs of instructional staff.
<input type="checkbox"/>	Professional learning is designed to include a process to monitor and evaluate implementation and impact.

Evidences	
<input checked="" type="checkbox"/>	Team meeting agendas and minutes that indicate discussion of alignment between professional learning and school improvement initiatives
<input checked="" type="checkbox"/>	School Improvement Plan showing the relationship between data analysis (student achievement data, survey data, student demographic data), professional development initiatives, and instructional strategies
<input checked="" type="checkbox"/>	Results of teacher surveys that reflect needs related to professional learning
<input checked="" type="checkbox"/>	Professional learning calendar including team time/staff meetings
<input type="checkbox"/>	Documentation that coaches and teacher leaders are trained in adult learning theory
<input checked="" type="checkbox"/>	Description of job-embedded professional learning opportunities provided to teachers (peer coaching, etc.)
<input checked="" type="checkbox"/>	Documentation of District-Provided Professional Development (DPPD) that is aligned with school's needs
<input checked="" type="checkbox"/>	School Improvement Plan includes evidence of resource allocation to support implementation of professional learning
<input type="checkbox"/>	Evidence of differentiated professional learning to meet staff needs
<input type="checkbox"/>	Completion of MDE Program Evaluation Tool
<input type="checkbox"/>	Other: _____

Indicator V: Impact of Professional Learning

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	Instructional staff understands and can articulate the professional learning outcomes and expectations
<input checked="" type="checkbox"/>	Instructional staff implements skills learned in professional learning, as intended.
<input type="checkbox"/>	Instructional staff receives feedback and support to fully implement new learning
<input type="checkbox"/>	School leaders monitor the extent to which professional learning impacts adult instructional practices
<input checked="" type="checkbox"/>	School leaders monitor the impact of changed adult instructional practices on student achievement.
<input type="checkbox"/>	Sufficient resources exist to ensure fidelity of implementation of the professional learning.

Evidences	
<input checked="" type="checkbox"/>	Team meeting agendas and minutes that indicate ongoing discussions about implementation and impact of professional learning (including analysis of student achievement data)
<input checked="" type="checkbox"/>	Plan for evaluating the effectiveness of professional development and its impact on student achievement is reflected in the School Improvement Plan
<input checked="" type="checkbox"/>	Communications to and from stakeholders that provide progress updates on implementation of professional learning and professional learning communities (e.g., newsletters, website, Board reports, social media)
<input type="checkbox"/>	Student work samples that show evidence of implementation of staff professional learning
<input checked="" type="checkbox"/>	Evidence of allocated time for the support of implementation of new learning (Professional Learning Communities, etc.)
<input type="checkbox"/>	Samples of interviews/focus groups/surveys that provide data on monitoring implementation and evaluating the impact of the professional learning
<input checked="" type="checkbox"/>	Observation protocol/walk-through data regarding application of skills and knowledge from professional learning
<input type="checkbox"/>	Sample Individual Professional Learning Plans
<input type="checkbox"/>	Teacher journal or learning log of implementation of professional learning
<input checked="" type="checkbox"/>	Completion of the MDE Program Evaluation Tool
<input type="checkbox"/>	Other: _____

Strand IV: School, Family, and Community Relations

All staff actively maintain purposeful and positive relationships with families and the community to support student learning.

Overall Rating: 2.0

Standard 9: Communication

Indicator W: Approaches and Tools

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The school provides information related to curriculum, instruction and assessment through printed materials, on-line resources, parent/family conferences at varying times and informational sessions at varying times and in varying modes.
<input type="checkbox"/>	Ongoing, two-way verbal, written, digital and personal communications are used to improve services and programs.
<input checked="" type="checkbox"/>	School leadership monitors and evaluates the effectiveness of its communication strategies.

Evidences	
<input type="checkbox"/>	Communication Plan that reflects a variety of approaches and tools
<input checked="" type="checkbox"/>	Examples of information related to curriculum, instruction, and assessment in various communication approaches and tools
<input type="checkbox"/>	School newsletter
<input checked="" type="checkbox"/>	School website, Internet portal for parents/families, social media (multiple platforms)
<input checked="" type="checkbox"/>	Teacher websites
<input type="checkbox"/>	Documentation of surveys and/or focus groups with stakeholders (questionnaires, discussion questions, data reports)
<input checked="" type="checkbox"/>	Parent/family conference schedules showing varying times, locations, and modes
<input type="checkbox"/>	Communications to parents/families indicating how services and programs were improved based on their feedback
<input checked="" type="checkbox"/>	Communications in languages that reflect the school population
<input type="checkbox"/>	Translators available to parents
<input type="checkbox"/>	Community forum minutes
<input type="checkbox"/>	Other: _____

Indicator X: Cultural Responsiveness

Rating: Sustained Implementation

Characteristics

- ✓ The school arranges flexible meetings and formats to address family and community needs.
- ✓ School communications and activities are responsive to families' varied ability levels, schedules, diversity in language, socio-economic status, cultural traditions, non-traditional configurations and belief systems

Evidences

- ✓ Records of meetings, open houses, and parent-teacher conferences that show a variety of locations and times
- ✓ School calendars that demonstrate responsiveness to cultural days of significance
- ✓ School/district communications/forms are direct, jargon-free, in a wide range of reading/comprehension levels and/or translated into languages reflected at the school
- School and/or teacher newsletters (paper copies available)
- Social media
- ✓ Websites
- ✓ Media releases
- ✓ Student, parent and employee handbooks
- Bilingual staff and volunteers are available to communicate with parents during school events
- Surveys, focus groups, informal conversations, and meeting formats are used to gather information from families and the community
- Other: _____

Standard10: Engagement

Indicator Y: Learning Opportunities

Rating: Beginning Implementation

Characteristics

- Programs are provided for families that are age appropriate to their students' social, academic, and developmental needs (e.g., enhancing literary experiences, giving appropriate assistance and encouragement, monitoring homework).
- Families, students and community members actively participate as integral members of the school improvement process.
- Families and community members participate actively on committees to provide input on decisions that support student success.

Evidences

- Schedule of family programs addressing students' social, academic and developmental needs
- School Improvement Team roster listing parents and/or community members
- Evidence of parent/community leadership in the school improvement process, on committees, etc.
- Minutes and agendas from meetings that reflect parent/family involvement in school-based decisions
- Course syllabi/course overview or learning outcomes provided to parents/families in Parent Handbook or during Curriculum Night
- Syllabi/course overview and/or learning outcomes provided online
- Flexible school office hours to meet needs of parents/families
- National PTA or PTO website/links are included on school website, along with other school related resources (i.e., tutoring or counseling, etc.)
- Information on learning opportunities made available to family and community members
- Other: _____

Indicator Z: Partnerships

Rating: Beginning Implementation

Characteristics	
<input type="checkbox"/>	There is a volunteer system in place for parents and community members to share their areas of expertise and interest, at varying times, to enhance student success.
<input type="checkbox"/>	Families and community members are involved in the development of the district and school-level parent involvement plans.
<input checked="" type="checkbox"/>	The school partners with community agencies to coordinate social services for schools and families and/or to provide programs based on identified needs.

Evidences	
<input type="checkbox"/>	Documentation of parent/family opportunities to be involved in enhancing student success (descriptions, times, locations, etc.)
<input checked="" type="checkbox"/>	Working agreements between school and partner agencies
<input type="checkbox"/>	Documentation of parent/family and community volunteer training (sign-in sheets, agendas, training materials, etc.)
<input type="checkbox"/>	School improvement committee, school/district curriculum and/or program committees sign-in sheets
<input type="checkbox"/>	Family/community member surveys regarding input in the continuous improvement processes
<input type="checkbox"/>	Appreciation and acknowledgement events for families and community volunteers
<input checked="" type="checkbox"/>	Participation logs and/or agreements between school and community partners
<input checked="" type="checkbox"/>	Partnerships with community donors (sponsorships)
<input checked="" type="checkbox"/>	Documentation that administrators attend outreach meetings (e.g. rotary clubs, chamber of commerce, etc.)
<input type="checkbox"/>	Other: _____

Report Summary

Indicator	Beginning	Partial	Full	Sustained
Standard 1: Curriculum				
Indicator A: Alignment		✓		
Indicator B: Coherence		✓		
Standard 2: Instruction				
Indicator C: Instructional Design		✓		
Indicator D: Effective Instructional Practices		✓		
Indicator E: Learning Environment		✓		
Indicator F: Reflection		✓		
Standard 3: Assessment				
Indicator G: Assessment System		✓		
Indicator H: Shared Understanding		✓		
Indicator I: Data Analysis and Decision-Making		✓		
Indicator J: Student Involvement in the Assessment Process		✓		
Standard 4: Instructional Leadership				
Indicator K: A Vision for Learning		✓		
Indicator L: Guidance and Support for Teaching and Learning		✓		
Indicator M: Results-Focused		✓		
Standard 5: A Culture for Learning				
Indicator N: Safe and Supportive Environment		✓		
Indicator O: Shared Leadership for Learning		✓		
Standard 6: Organizational Management				
Indicator P: Communication Systems		✓		
Indicator Q: Intentional Practices			✓	
Indicator R: Resource Allocation		✓		
Standard 7: Professional Learning Culture				
Indicator S: Collaborative Teams		✓		
Indicator T: Collective Responsibility		✓		
Standard 8: Professional Learning System				
Indicator U: Purposeful Planning		✓		
Indicator V: Impact of Professional Learning		✓		
Standard 9: Communication				
Indicator W: Approaches and Tools		✓		
Indicator X: Cultural Responsiveness				✓

Ed YES! Report

Rogers City High School

Indicator	Beginning	Partial	Full	Sustained
Standard10: Engagement				
Indicator Y: Learning Opportunities	✓			
Indicator Z: Partnerships	✓			