



**Madison High School**  
**Standards Assessment Report**  
**2007-2008**



## **Introduction & Purpose of Report**

Welcome to the AdvancED Standards Assessment Report.

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

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

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

The online version of the Standards Assessment Report includes two additional sections: 1) considering the evidence; and 2) overall assessment rubric.

## Vision & Purpose

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

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

### Indicators Rubric

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

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

### Definitions of Indicators Rubric

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

## Focus Questions

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

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

Just over one year ago, Madison High School begun down a path intended to reinvent itself in many ways. The impetus for this effort was, for the most part, a scheduled need assessment performed by the North Carolina Department of Public Instruction. Consensus was reached on an actionable list of school goals (limited to three), plans for a new school improvement plan, and the generation of new policies (attendance and discipline). The effort was wholly positive and enthusiastically supported by all participants.

**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?**

The school collects data through its stakeholders, in surveys, student information forms, testing data and local governmental agencies. This information is updated as needed. The school uses the information to formulate class offerings, form goals and objectives and to update the school's vision.

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

The stakeholder-wide participation momentum, which was created in the 2006/2007 academic year, will be nurtured and expanded over time. It is the opinion of the School Improvement Team that participation and the ownership, on the part of all stakeholders, is the key to ensuring that the school's vision, purpose, and goals are sufficiently relevant to the daily efforts of teachers and students, so as to guide their decisions and energies.

**4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?**

The School Improvement Team, with members from across the spectrum of stakeholders, is committed to the periodic review and evaluation of the school's vision and goals. In fact, the stakeholder-wide decision to keep the number of over-arching school goals to a maximum of three was, in part, an effort to ensure that each goal is given sufficient attention to ensure its attainment, and to allow for the prioritized needs of the school (as determined by all stakeholders) to drive the choice of its replacement.

## Governance & Leadership

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

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

### Indicators Rubric

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:</b>					
2.1	Establishes policies and procedures that provide for the effective operation of the school		X		
2.2	Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			X	
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations			X	
<b>In fulfillment of this standard, the school has leadership that:</b>					
2.4	Employs a system that provides for analysis and review of student performance and school effectiveness		X		
2.5	Fosters a learning community		X		
2.6	Provides teachers and students opportunities to lead		X		
2.7	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership		X		
2.8	Controls curricular and extracurricular activities that are sponsored by the school			X	
2.9	Responds to community expectations and stakeholder satisfaction		X		
2.10	Implements an evaluation system that provides for the professional growth of all personnel		X		

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## Focus Questions

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

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

The School Improvement Team develops policies and procedures through the collection of data and needs assessment. The faculty votes on the plan. A majority vote is required to adopt. The School Improvement Plan is reported in the local paper, made available during student schedule pick up, Open House, at faculty meetings and student class meetings, and on the school website.

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

The school uses data from EOCs, VOCATS, attendance and discipline reports, dropout information and other standardized test information to evaluate school effectiveness. Steve Moree with the Principals Executive Program trained a select group of teachers in data analysis. There will be in-service training for EOC teachers and interested staff. These test results will enable teachers to better assess student performance and classroom effectiveness, adjusting instructional strategies as needed.

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

The staff is allowed an opportunity to serve on the School Improvement Team. Every member of the staff is on a standards committee for AdvancEd. Faculty meetings allow for staff to contribute to procedures and policies. Parent and student representation are also on the School Improvement Team. Students are provided opportunities to provide leadership through a variety of clubs, where the students are encouraged to serve as officers and conduct monthly meetings.

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

In order to provide students highly qualified, effective instruction, teachers develop Individual Growth Plans and are observed and evaluated periodically. Staff development and in-service are made available to meet needs for growth. Faculty members are given the opportunity to attend workshops and conferences as well. Teachers are encouraged to share the information learned through in-service training with other staff members. An Advisor-advisee program for all students gives opportunity for guidance toward the array of classes offered at Madison High School. Students are given opportunities to supplement our course offerings online classes and community college classes.

## Teaching & Learning

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

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teacher's 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

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INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
3.1	Develops and implements curriculum based on clearly defined expectations for student learning			X	
3.2	Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning			X	
3.3	Gathers, analyzes, and uses data and research in making curricular and instructional choices		X		
3.4	Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice			X	
3.5	Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity		X		
3.6	Allocates and protects instructional time to support student learning			X	
3.7	Provides for articulation and alignment between and among all levels of schools		X		
3.8	Implements interventions to help students meet expectations for student learning			X	
3.9	Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning		X		

3.10	Provides comprehensive information and media services that support the curricular and instructional programs			X	
3.11	Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program		X		

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### Focus Questions

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

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

The North Carolina Standard Course of Study, graduation pathways, pacing guides and course description guides are followed. The school uses self-evaluations, pre and post observations, mentors, department meetings, and a selection of materials to support the expectations for learning. Teachers analyze testing information on each goal from the EOC and VOCAT assessment regarding student performance and use it to realign the curriculum.

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

Each department evaluates instructional strategies and activities using assessment information. Beginning school year 2007/2008, the faculty is being trained in interpreting data from EOCs, VOCATS, and other standardized tests. Teacher observation, faculty meetings and departmental meetings allow open dialogue about instructional strategies to be implemented and practiced. Teachers are encouraged to observe peers, work collaboratively, attend workshops, conferences and in-service training, and utilize up-to-date research to implement instructional strategies and innovations to facilitate increased student achievement.

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

Lesson plans, pacing guides and the North Carolina Standard Course of Study are the guiding forces for implementing the curriculum. On September 24, 2007, representatives from each department trained on analyzing VOCATS and EOC test data. Teacher observations during the school year are used for evaluating and increasing the effectiveness of teachers. Initial Licensure Teachers (ILT) is assigned a mentor for the three-year tenure. The mentor works with the ILT, offering support and guidance in effectively implementing the curriculum. Staff development is provided for teachers.

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

Madison High School has six computer labs. The media center, available to all students, provides books, scholarly journals, and a variety of educational software. Teachers are encouraged to use the media center and computer labs. The math and science departments share a computer lab, use interactive labs to demonstrate concepts and use graphing calculators. Pre-algebra and algebra classes have access to a software program for individualized instruction. Smart boards are located in several vocational classrooms. Every classroom has a television for daily announcements and audiovisual presentations. Announcements are made every morning and afternoon over the intercom system and information is posted on the school website and the on-line newsletter.

## Documenting & Using Results

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

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

### Indicators Rubric

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

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

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## Focus Questions

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

EOC scores, VOCATS and teacher formative assessments are used to determine mastery of these subjects. The assessment information is used as a focus on the curriculum and its realignment. Each department uses the data to define strengths and weaknesses.

### 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?

Scores are returned, if possible, the same day of assessment or the following day. During the school year students are provided information on the importance of assessments. Information on assessments, in general, can be found on the county website. Data interpretation training has begun this school year. All teachers will be trained.

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

Weaknesses are analyzed to help realign the curriculum. The information is reported to the SIT, which uses the information for the school improvement plan. Data analysis training is a concentration of the new administration. On September 24, 2007, a member from each department started training on data analysis. This will result in the training of all faculty members.

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

The faculty requested a more in-depth knowledge of analyzing data. The administration and the School Improvement Team felt this was important for the success of the students and the school. Teachers will participate in training on data analysis this year. Each department will analyze testing data to improve weaknesses. We believe that this training is extremely imperative for student growth.

## Resource & Support Systems

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

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that is 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		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
5.1	Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities			X	
5.2	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)			X	
5.3	Ensures that all staff participate in a continuous program of professional development			X	
5.4	Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			X	
5.5	Budgets sufficient resources to support its educational programs and to implement its plans for improvement		X		
5.6	Monitors all financial transactions through a recognized, regularly audited accounting system			X	
5.7	Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			X	
5.8	Possesses a written security and crisis management plan with appropriate training for stakeholders			X	
5.9	Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning			X	
5.10	Provides appropriate support for students with special needs		X		

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## Focus Questions

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

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

The administration of Madison High School interviews and recommends staff that could make a significant difference in our students' education. All initially licensed teachers at Madison High School must complete a three year Initial License Program. All ILT's will have a mentor during this process. Administrators use observations to evaluate the staff. The administration encourages teachers to be involved on committees. The staff feels an ownership of the school.

### **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?**

Madison High School's larger educational programs are budgeted solely through the Central Office at their discretion; however, smaller programs or teacher-based programs are funded through teachers fundraising or applying for grants. The leadership does look at the demands for the program, the outreach, and the school's goals and visions to help see that the programs are supported.

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

All staff attends a workshop on the procedures of the safe schools plan. Crisis management flip charts, teacher lockdown procedures and first aid flip charts are located in the classrooms. Throughout the year training sessions dealing in crisis management are made available for all staff. The school system's maintenance department is responsible for the repairs of the school. A contracted custodial service cleans the school on a daily basis.

**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?**

Students receive individual and group counseling with a school counselor or social worker through self-referral, teacher referral, administrative referral, parent referral and other agency referrals. The Counseling web page offers information to students, parents and teachers on preparation for post secondary plans. All ninth graders conference with a counselor and their advisor in order for the student to receive individual advice as it relates to the students' choice of the academic program in which they will be following throughout their high school years.

## Stakeholder Communications & Relationships

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

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

### Indicators Rubric

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

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

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## Focus Questions

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

Open House, Parent Nights, newspaper articles, "Connect Ed," an automated phone system, and the school website are communication tools. Stakeholders participate on the School Improvement Team. These give our community opportunity to respond to and interact with the school.

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

Educators who are lifelong learners foster students who are lifelong learners. Teachers are encouraged to go to workshops and participate in staff development, become of mentors, and use innovative strategies in the classroom. Students are encouraged to participate in extra curricular activities, dual enrollment classes, online classes and innovative classes offered. The high school uses various means of communication to inform the stakeholders of the accomplishments of the students. Volunteers are invited to be involved in the school. Tutors, sponsors of organizations, and mentors for the senior project help foster a learning community.

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

The school maintains a website and an online newsletter providing information. The local newspaper covers a variety of activities including sporting events, scholarship recipients, club activities and annual progress reports. Daily announcements are broadcast on the televisions in the classroom. An electronic sign is outside the building for announcements to the community. Annual academic and sport banquets are held to reward and celebrate our students' accomplishments at the high school.

## 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

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INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school:</b>					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			X	
7.2	Engages stakeholders in the processes of continuous improvement			X	
7.3	Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning			X	
7.4	Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			X	
7.5	Monitors and communicates the results of improvement efforts to stakeholders		X		
7.6	Evaluates and documents the effectiveness and impact of its continuous process of improvement		X		

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## Focus Questions

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**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?**

Data on student performance and the school's effectiveness is analyzed at the end of each school year. Goals and objectives in the School Improvement Plan, policies and procedures are compared to the data to seek alignment. Monthly faculty and School Improvement Team meetings are held for updates, information exchange and to make adjustments to meet our school vision. An improvement in student performance is becoming apparent, but the process needs to be continued. We are seeking improvement in the areas of attendance, data analysis and discipline.

**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?**

Each department reviews test data and information. This information is reported to the School Improvement Team. The SIT committee reviews objectives for possible changes in the objectives and plans for staff development. This year, a direct result of analyzing eighth grade Reading EOC data, we have implemented a literacy program targeting students with significant reading deficits.

**3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?**

The School Improvement Plan goals are to be part of the faculties' Individual Growth Plan. Workshops, conferences and in-service training will provide staff development for school personnel. The faculty request the areas needed for improvement and the SIT committee makes available in-service training.

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

The administration observes the faculty to ensure that the plan is being implemented. Tests results, attendance reports and discipline reports will be analyzed for assurance of achievement. The school website, on-line newspaper, newsletter, local newspaper, faculty meetings and student and parent meetings are used for communication of progress and innovations.

## **Conclusion**

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

## **Focus Questions**

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

Data analysis is an area of focus emerging across the standards. The involvement of stakeholders in all aspects of the school is very evident.

- 2. Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?**

The personnel at Madison High School are the greatest strength, along with their desire to improve the school and its environment.

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

Our school's greatest challenges are reaching at-risk students, attendance, dropout prevention and data analysis.

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

It has become apparent that procedures and policies of the everyday running of the school need to be placed in a manual. These procedures and policies need to be connected with the School Improvement Plan. The School Improvement Team has begun this process. Staff development needs will be developed from this assessment.