



Standards Assessment Report Template

Advanced ED School Accreditation

For NCA CASI and SACS CASI Schools

(This is a working document. You must complete the Standards Assessment Report online.)

Introduction & Purpose of Report

Welcome to the AdvancED Standards Assessment Report.

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

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

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

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) 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.

Completion and Submission of the Report

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

Directions for Completing the Report

Complete the Indicators Rubric, indicating the option that most accurately reflects the progress your school has made toward meeting the standards and indicators. Select evidence to support each Indicators rubric selection. Answer the focus questions related to the Quality School Indicators for each standard. Be thorough and concise in your answers, focusing on quality and depth over quantity. If you use this document as a working draft of your report, please note that when you copy and paste content from this document to your web-based Standards Assessment Report, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Confirm Demographics

Please enter your demographics information below.

School Name:	Discovery School
School Type:	Private International School offering a U.S. curriculum
Charter School:	
Location Type:	Located on the outskirts of the capital city of Tegucigalpa, Honduras
Enrollment:	225
Gender at School:	Co-educational
Grade(s)	Nursery (3 years-old) through Grade 12
# Head of Institution Name:	Debra D. Giles
# Head of Institution E-mail:	debgilespk@yahoo.com
# Head of Institution Phone:	+504-221-7790 (school phone) +504-9572-0230 (cell phone) +504-9950-6922 (cell phone)

Standard 1 - 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 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 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

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			✓	
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				✓

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
1.1	Mission Statement visible throughout school and/or district	Artifact	✓
1.1	Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission	Artifact	✓
1.1	Strategic Plans include mission	Artifact	✓
1.1	Other:	Artifact	
1.1	Leadership demonstrates stakeholder support	Practice	✓
1.1	Stakeholder perception data used to develop mission	Practice	✓
1.1	Stakeholders are knowledgeable about vision, mission	Practice	✓
1.1	Vision, mission statements include all elements of stakeholder inclusion	Practice	✓
1.1	Other:	Practice	
1.2	Handbooks include vision, mission	Artifact	✓
1.2	Newsletters include vision, mission	Artifact	
1.2	Signage includes vision, mission	Artifact	✓
1.2	Website/page includes vision, mission	Artifact	✓
1.2	Other:	Artifact	
1.2	Meetings incorporate elements of vision, mission	Practice	✓
1.2	Stakeholders are knowledgeable about vision, mission	Practice	✓
1.2	Other: Fall General Assembly Presentation	Practice	✓
1.3	Goals distributed through publications and communication	Artifact	✓
1.3	Goals that are data-driven and measurable	Artifact	✓
1.3	School improvement plan includes vision, mission	Artifact	
1.3	Strategic Plan includes vision, mission	Artifact	✓
1.3	Other:	Artifact	
1.3	School improvement planning incorporates vision, mission	Practice	✓

1.3	Stakeholders demonstrate involvement in and knowledge of goal setting	Practice	✓
1.3	Strategic planning incorporates vision, mission	Practice	✓
1.3	Other:	Practice	
1.4	Annual Report	Artifact	✓
1.4	Community-based data	Artifact	✓
1.4	Newsletters, articles	Artifact	✓
1.4	Publications, brochures, handbooks	Artifact	✓
1.4	School Improvement Plan	Artifact	
1.4	Other:	Artifact	
1.4	School/district profile is used during parent/community meetings	Practice	✓
1.4	School/district profile is used during staff meetings	Practice	
1.4	Stakeholders demonstrate knowledge of school/district profile	Practice	
1.4	Other:	Practice	
1.5	Curriculum demonstrates alignment with vision, mission	Artifact	✓
1.5	Lesson plans demonstrate alignment with vision, mission	Artifact	✓
1.5	School Improvement Plan demonstrates alignment of vision, mission with teaching and learning	Artifact	
1.5	Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning	Artifact	✓
1.5	Strategic Plan demonstrates alignment of vision, mission and teaching and learning	Artifact	✓
1.5	Student report cards demonstrate alignment with vision, mission	Artifact	✓
1.5	Other:	Artifact	
1.5	Extra -curricular activities incorporate vision, mission	Practice	✓
1.5	Instructional practices demonstrate alignment with vision, mission	Practice	✓
1.5	School improvement planning demonstrates alignment with vision, mission	Practice	
1.5	Other:	Practice	
1.6	Agendas, minutes for strategic planning demonstrate review	Artifact	
1.6	Strategic Plan demonstrates review	Artifact	✓
1.6	Other:	Artifact	
1.6	Strategic planning process demonstrates review by stakeholders	Practice	✓
1.6	Other:	Practice	

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. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

Discovery School is required under its By-Laws to hold two General Assembly meetings of parents, administrators, and Board members each year—one in October and one in May. In addition, the Board of Directors holds a planning Retreat weekend and a Board training weekend each year in the fall.

In August 2007, the Board of Director held its annual planning retreat. As part of that retreat, the school's Vision was reviewed and discussed in depth. Board members were asked to consider the following statement: "It is five years from today, and we have created the best school, all around, in Honduras. Let's describe it realistically, as we were actually able to see it." Board members then explored topics of Academic Vision, Financial Vision, Facilities Vision, Community Vision, Why we are Different, and Next Steps. A Vision Committee was created by inviting members of the Discovery School community. The group developed a Vision Statement, along with the Strategic Plan, and presented to both the Parent Forum and General Assembly on October 17 and October 24, 2007, respectively.

At the Board's annual planning retreat in 2008, the Board addressed the school's Mission. All agreed that it was too long and that it would be difficult for anyone to remember it. Members agreed to the effectiveness of a bulleted list to illustrate the focus of our program. As a result of that planning retreat, a new Mission statement was developed. The new Mission was socialized with the school community and formally presented at the General Assembly in October 2008.

At each General Assembly throughout the years, the parent community is reminded of the school's Vision, Mission, Philosophy, and Goals. The Board President goes over the events of the current school year and details progress and evidence made toward achievement of our goals and enforcement and support of our Vision, Mission and Philosophy.

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?

At the end of each school year, the school's profile is reviewed and updated by the Discovery Administration Team (Head of School, Secondary Assistant Principal, Elementary Coordinator, and Guidance Counselor). Any changes in demographics are noted and updated, as well as any physical changes to the campus and any offerings of courses or extra-curricular activities. As we are in the process of strengthening the High School Program and adding a comprehensive Advanced Placement (AP) program, the projected courses for the following school year are shown, as well as the course offerings for the current school year. The list of Universities and Colleges where Discovery School students have been accepted is also updated.

As we are a fairly young school, especially in the Middle School and High School, and we have made many changes and improvements in the past 18 months, we have updated the profile throughout the year as necessary to accurately reflect our developing school. To socialize our profile with our school community and others who are interested, including such things as procedures, achievements, expectations, and news) we utilize newsletters, Monday memos, faculty meetings, parent conferences, handbooks, Board meetings, General Assemblies, and the Discovery School webpage

The profile is used to introduce our program to prospective new families and also during the recruiting process to attract new teachers to Discovery School.

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

The vision, mission, purpose and goals are evident throughout and deeply imbedded in the Discovery School experience. The school was founded on two dynamic and unchangeable criteria that are stated in our By-Laws: (1) Small class sizes; (2) Experiential, "hands-on" learning opportunities. In addition, the school has enjoyed the participation of an international student body and school family since its inception. This respect for the cultural diversity of our international student population is the third prong that is imbedded in our school. It is fostered and made evident through our annual United Nations Day, which is presented by our parents and which is, for most of the community, our favorite celebration of the year; through providing both a Honduran diploma and a U.S. diploma upon graduation that enables students to have choices in where they attend university; through field trips, parent presentations, and celebrations of the cultural and national events of countries represented in our student body. The 4th component of a Discovery School education is commitment to academic excellence and development of critical thinking skills in all of our students.

Potential new faculty members are made aware of these four cornerstones of Discovery School at their initial interviews. There is strong, frequent and on-going communication between Administrators and Teachers, as well as involvement, supervision, and support from our Board of Directors to help maintain and achieve the academic and social standards we strive for as a community

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?

Discovery School has a well-written and fully implemented curriculum for every course that is taught on our campus and is aligned with the vision and mission of the school. Beginning with the McRel Standards from the U.S., our Curriculum Coordinator worked with the teachers to develop and refine the curriculum standards and benchmarks to include the needs of our international student body. Our curriculum is also in alignment with the Honduran Ministry of Education guidelines, and we are required to have three people on staff who ensure that we stay in compliance. Each teacher, for each class, develops and revises a quarter-by-quarter curriculum map, showing what topics are covered in each quarter of the school year. The teacher is free to make adjustments throughout the year, and updated curriculum maps are printed each May and included in the curriculum binders. All teachers prepare weekly lesson plans, using the curriculum maps and the standards to guide instruction and assessment.

The Administration remains abreast of current trends in education and maintains membership in the following professional organizations: Association for Bilingual Schools in Honduras (ABSH), Tri-Association (schools in Mexico, the Caribbean, and Central America); Association of American Schools in South America (AASSA); Academic for International School Heads (AISH); Association for the Advancement of International Education (AAIE); Association for Supervision and Curriculum Development (ASCD), the International Educator (TIE), National Association of Elementary School Principals (NAESP), and Academy for International School Heads (AISH). We also enjoy a partnership with the U.S. Embassy in Tegucigalpa and the U.S. State Department Office of Overseas Schools. All of these organizations are sources of print material, on-line resources, and personnel. Administrative personnel have attended conferences in ABSH, Tri-Association, AASSA, AAIE, AISH, and ASCD over the years.

The Board of Directors holds an annual Strategic Planning Retreat, where the vision, purpose, mission and philosophy of the school are discussed and analyzed versus current trends and stakeholder feedback. The outcome is an updated list of goals and objectives, which is presented in the October General Assembly with parents for their additional input.

Another area for professional development and renewal of staff is the annual Teachers Workshop that Discovery School has hosted for the past ten years for educators throughout Honduras. This conference provides professional training, opportunities for networking, and opportunities for personal and professional reflection. At the last Teachers' Workshop, over 400 educators from across the country attended. We also send 10-12 of our teachers to a sister workshop that we helped develop in San Pedro Sula for schools in the northern part of the country.

Publications and websites are provided to the teaching staff on topics of interest. All of these sources and connections help keep our teaching fresh and reinforce our methods.

Overall Assessment for Vision & Purpose

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school has not committed to a shared purpose and direction. The school has little or no evidence that expectations for student learning are aligned with the school's vision with little support by school personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and school effectiveness. The school's vision has little influence on allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "not evident" and is substantiated in the responses to the Indicators Rubric.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The school is developing expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and school effectiveness but the process is not fully in place. The school's vision has some influence on allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "emerging" and is substantiated in the responses to the Indicators Rubric.</p>
<input type="checkbox"/>	<p>Operational</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is fully 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 "highly functional" and is substantiated in the responses to the Indicators Rubric.</p>

Standard 2 - 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 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 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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
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				✓
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				✓
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				✓
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			✓	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
2.1	Agendas, minutes of governing authority meetings	Artifact	✓
2.1	Governance Policy handbook: board, district, school	Artifact	✓
2.1	Local, state, and federal policy handbooks	Artifact	✓
2.1	Organizational chart	Artifact	✓
2.1	Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer	Artifact	✓
2.1	Staff and/or student handbooks	Artifact	✓
2.1	Other:	Artifact	
2.1	Governing authority affirms understanding of their role in the operation of the school/district	Practice	✓
2.1	Staff and students affirm their understanding of emergency and operational procedures	Practice	✓
2.1	Stakeholders affirm understanding of operational procedures	Practice	✓
2.1	Students and staff affirm their understanding of discipline policies and due process	Practice	✓
2.1	Other: Parent Survey and Small Group Meetings	Practice	✓
2.2	Governing Board Policies demonstrate leadership prerogatives	Artifact	✓
2.2	Organizational chart	Artifact	✓
2.2	Policies demonstrate protocols for remediation and due process	Artifact	✓

2.2	Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined	Artifact	✓
2.2	Succession plan demonstrates leadership transitions	Artifact	✓
2.2	Other:	Artifact	
2.2	Staff are knowledgeable about leadership prerogatives	Practice	✓
2.2	Staff are knowledgeable about organizational chart	Practice	✓
2.2	Staff demonstrate knowledge about due process	Practice	✓
2.2	Other:	Practice	
2.3	Documentation of access to legal counsel	Artifact	✓
2.3	Documentation of adherence to ethical business practices	Artifact	✓
2.3	Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions	Artifact	
2.3	Documentation of resolutions of any complaints	Artifact	✓
2.3	Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX	Artifact	N/A
2.3	Documentation of utilization of all requirement elements of curriculum standards	Artifact	✓
2.3	Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED	Artifact	✓
2.3	Other:	Artifact	
2.3	Staff are knowledgeable about access to legal counsel	Practice	✓
2.3	Staff are knowledgeable about curriculum standards	Practice	✓
2.3	Staff demonstrates use of curriculum standards in the teaching and learning process	Practice	✓
2.3	Staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance	Practice	✓
2.3	Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures	Practice	N/A
2.3	Stakeholders affirm compliance with ethical business practices	Practice	✓
2.3	Stakeholders are involved in the establishment and monitoring of adherence to all regulations	Practice	✓
2.3	Other:	Practice	
2.4	Record of student performance data analysis	Artifact	emerging
2.4	Student database management system	Artifact	✓
2.4	Student performance database for formative assessments	Artifact	✓
2.4	Other:	Artifact	
2.4	Student performance data are used during staff meetings	Practice	✓

2.4	Student performance data are used for extra-curricular planning	Practice	✓
2.4	Other:	Practice	
2.5	Artifacts displayed throughout the school/district demonstrate inclusion of all stakeholder communities	Artifact	✓
2.5	Professional learning plan includes all stakeholders	Artifact	✓
2.5	Rules of appropriate engagement and behavior are prominently displayed	Artifact	✓
2.5	Website provides forum for feedback and dialogue	Artifact	emerging
2.5	Other:	Artifact	
2.5	All stakeholders are knowledgeable about the rules of engagement and behavior	Practice	✓
2.5	Stakeholders affirm a sense of belonging and engagement	Practice	✓
2.5	Other:	Practice	
2.6	Accreditation team members are representative of staff and students	Artifact	✓
2.6	Agenda and minutes of meetings demonstrate shared leadership with staff	Artifact	✓
2.6	Organizational chart demonstrates shared leadership responsibilities	Artifact	✓
2.6	Policies for staff/student leadership opportunities outside the school/district environment	Artifact	✓
2.6	Student governance is formalized with bylaws, policies, and procedures	Artifact	
2.6	Other:	Artifact	
2.6	Staff affirm their involvement in shared leadership opportunities	Practice	✓
2.6	Staff and students affirm their involvement in the accreditation process	Practice	✓
2.6	Students are involved in student governance	Practice	✓
2.6	Other:	Practice	
2.7	Accreditation team members are representative of stakeholder groups	Artifact	
2.7	Calendar, agendas, minutes of stakeholder meetings	Artifact	✓
2.7	Committee members are representative of all stakeholder groups	Artifact	✓
2.7	Parent/community compacts	Artifact	
2.7	Other:	Artifact	

2.7	Stakeholders affirm their involvement in the accreditation process	Practice	✓
2.7	Stakeholders affirm their involvement in the decision-making process	Practice	✓
2.7	Stakeholders affirm their involvement on committees	Practice	emerging
2.7	Other:	Practice	
2.8	Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities	Artifact	✓
2.8	Record of co-curricular organizations and activities: calendars, membership, sponsors	Artifact	✓
2.8	Record of extra-curricular events and activities: calendars, rosters, chaperones	Artifact	✓
2.8	Other:	Artifact	
2.8	Staff and students affirm involvement in co-curricular organizations and activities	Practice	✓
2.8	Staff and students affirm involvement in extra-curricular events and activities	Practice	✓
2.8	Other:	Practice	
2.9	Record of Advisory Committee: calendars, membership, minutes	Artifact	
2.9	Stakeholder survey data	Artifact	✓
2.9	Other:	Artifact	
2.9	Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations	Practice	✓
2.9	Other:	Practice	
2.10	Documentation of salary schedules	Artifact	✓
2.10	Handbooks demonstrate staff evaluation system	Artifact	✓
2.10	New staff orientation materials	Artifact	✓
2.10	Policies demonstrate evaluation criteria, timelines, and termination processes	Artifact	✓
2.10	Policies demonstrate professional growth opportunities	Artifact	✓
2.10	Professional development plan for all staff	Artifact	✓
2.10	Other:	Artifact	
2.10	Staff are engaged in professional learning opportunities	Practice	✓
2.10	Staff are knowledgeable about opportunities for professional growth	Practice	✓

2.10	Staff are knowledgeable about their evaluation criteria and timeline	Practice	✓
2.10	Walk-about demonstrate review of instructional practices	Practice	✓
2.10	Other:	Practice	

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. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

The Board of Directors, working together with the Head of School, defines and writes policies necessary for the successful management of the school. We have established a Policies Committee, led by a Board member and composed of interested parents/teachers and the Head of School, which periodically revises the needs, and writes a new policy or revise existing policies. The Committee then presents the Policy to the Board of Directors for review and approval. The Head of School is responsible for communicating, implementing and enforcing policies.

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

Formal Assessment and Recording: Through the 2008-2009 school year, we administered the Iowa Test of Basic Skills (ITBS) to our students. After researching other standardized tests to determine what best meets the needs of our international student body, we decided to adopt and administer the Measure of Academic Progress (MAP) beginning with the 2009-2010 school year.

The MAP test will be administered two times this school year and following the second testing we will review and compare each student's and each class's progress. Next year we will administer the MAP test three times throughout the school year.

To measure the retention of information and prepare students for university life, we give semester exams in Grades 9-12 first semester and Grades 8-12 second semester. Report Cards are sent home 4 times each year at the end of each grading period, and Progress Reports are given out 4 times each year at the mid-point of each quarter. We implement student-led conferences, including goal setting, to ensure that we maintain focus on each individual student's performance and progress. Teachers and Administrators hold additional conferences throughout the school year as needed to keep the parents and students focused and engaged.

Artifacts and Informal Measures: Number of students on Honor Roll and on Academic Probation; Student performance on AP exams; Number of students taking recoup tests at the end of the year; Size of graduating class; University acceptances and scholarships; Annual 360 Culture Survey; Head of School Annual Performance Evaluation; Parent Focus Groups by

grade level of students or according to interest

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

- *Board of Directors Committees*
- *360 Culture and Climate Surveys*
- *Twice-a-year General Assemblies*
- *Monthly Open Forum at Board of Directors Meetings*
- *Small Parent Forums by Grade Level or Interest Level*
- *Parent Advisory Groups*
- *Parent & Teacher Association*
- *Peer Evaluation of Teachers*
- *Interactive Area Meetings (Elementary and Secondary)*
- *Interactive Faculty Meetings*
- *Staff Presentation at Faculty Meetings*
- *Staff Presentations at Discovery Teachers' Workshop and T3 Teachers Workshop*
- *Staff Leadership in Student Activities, such as Medical Brigade, Model United Nations, Science Fair*
- *Staff Involvement in Determining Courses to Add for Advanced Placement (AP) Program*
- *Staff Input on Issues Such as Cell Phone Usage, Dress Code, Use of Hall Passes*
- *Faculty Involvement in Development of Curriculum and Method of Instruction*
- *Faculty Development and Revisions of Curriculum Maps for all Subjects and Classes*

Note: An excellent example of the inclusion model we practice at the school can be easily seen in the case of the recruitment of Ms. Giles, our current Head of School, where the entire school was invited to participate in the hiring process and interviews, and at the end provided the Board of Directors an opinion of the preferred candidate.

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

Founding Concepts and By-Laws: Discovery School was founded on the concepts of individualized, hands-on learning opportunities and small class sizes. Our By-Laws mandate that we maintain these original founding concepts. Our small class sizes enable us to recognize and identify students' individual learning needs and modify instruction and assessment to accommodate each child and to make adjustments as needed for individual learning styles (e.g. visual vs. auditory).

Personalized Teaching: All Students at Discovery School follow a well developed curriculum based on standards developed through McRel in the United States, with adaptations to meet the needs of our international student body. In addition to meeting the guidelines of our SACS accreditation, we also incorporate the requirements of the Honduran Ministry of Education to ensure that we maintain legal accreditation within the country.

Curriculum Maps: Curriculum maps for each course are followed and revised as needed during the course of the year. In the event of revisions, a new curriculum map is turned in each May to the Curriculum Coordinator. Teachers are knowledgeable about Backward Design of lessons and use that technique when planning their instruction.

Annually Discovery Teachers' Workshop: For the past ten years we have developed and presented an annual 2-day Teachers' Workshop for bilingual teachers throughout Honduras. We have hosted up to 450 teachers at each workshop. Sessions are provided by educational experts we bring in from the United States, as well as teachers from Discovery and other schools. All sessions are designed to be 'hands on' and to provide teachers with lessons they can take with them and use in their classrooms the very next week. Because of the overwhelming success of the workshops, we also helped develop another similar workshop (T3 = Teachers Teaching Teachers) in San Pedro Sula for teachers in the northern part of the country who may not be able to travel to Tegucigalpa. For the T3 Workshop, we provide advice and guidance, as well as 10-12 of our teachers who make presentations similar to the ones we have in Tegucigalpa.

Faculty Professional Development: As we are developing the Advanced Placement (AP) program for the high school, teachers have been sent for AP training in the United States or in Central America. We will continue training teachers throughout the summer. As part of that process, the AP teacher has to have the course syllabus and textbook approved by the College Board in order for the title "AP" to be used on our students' transcripts. Other staff development opportunities in the country and in the region are used to help keep our teachers' educational skills up-to-date. Many of our faculty meetings are used to explore trends and ideas in education, such as differentiation (which is very important in our multi-cultural environment at Discovery), emotional intelligence (which is one of the things that Discovery values and is committed to developing in

Peer Observations and Exchanges: At Discovery, we believe in tapping in to the years of teaching experience that exist on our campus. Each teacher is asked to identify another teacher on campus who exemplifies a quality that he/she wants to improve on. Throughout the second semester of the school year, the pairs of teachers observe each other's teaching and planning

and learn from each other.

Area Administrators: We have provided two Area Administrators—a Secondary Assistant Principal and an Elementary Coordinator. These two administrators are located in the secondary and elementary areas respectively, and are continually visible and available for students, parents, and teachers. Throughout the course of the year, they perform frequent walk-through and longer informal observations of classes and offer suggestions and guidance. Besides these informal observations, they also provide more formal clinical observations where teachers are involved in the process of reflecting on their teaching.

Head of School: The Head-of-School is available to teachers and students throughout the year to provide guidance and help as needed. Although she is not in the classroom as much as the Area Administrators are, she also performs walk-through and longer observations of lessons, as well as general interaction between the students at break and lunch time. The Head of School also provides magazine and journal articles and websites of interest to teachers and Area Administrators.

Overall Assessment for Governance and Leadership

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school has leaders who have not established or are currently establishing processes to develop the school's vision and improvement efforts. The leaders' process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation. The preponderance of the evidence supports an overall assessment of "not evident" and is substantiated in the responses to the Indicators Rubric.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school has leaders who have established processes to develop the school's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions attempt to create equity of learning opportunities and support for innovation, but implementation of these processes and conditions is sporadic, and results are varied. The preponderance of the evidence supports an overall assessment of "emerging" and is substantiated in the responses to the Indicators Rubric.</p>
<input checked="" type="checkbox"/>	<p>Operational</p>	<p>The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders</p>

		encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.
<input type="checkbox"/>	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 & 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 practice	Evidence indicates early or preliminary stages of implementation of
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		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
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			✓	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
3.1	Communication of NCLB performance targets	Artifact	N/A
3.1	Curriculum pacing guides	Artifact	✓
3.1	Formative assessments: quarterlies, etc.	Artifact	✓
3.1	Graphs, charts, displays of student learning goals	Artifact	
3.1	Individualized Development Plans	Artifact	✓
3.1	Lesson plans that indicate learning objectives	Artifact	✓
3.1	Master schedule	Artifact	✓
3.1	Policy on credit requirements for program completion	Artifact	✓
3.1	Policy on grading criteria	Artifact	✓
3.1	Special program promotion, completion requirements	Artifact	✓
3.1	Student Handbook outlines student learning expectations	Artifact	✓
3.1	Syllabi or course catalogues	Artifact	✓
3.1	Textbooks are aligned to learning goals, curriculum	Artifact	✓
3.1	Other:	Artifact	
3.1	Staff can articulate curriculum sequencing and grouping	Practice	✓

3.1	Staff can articulate student learning expectations	Practice	✓
3.1	Staff meet regularly to discuss student progress and remediation	Practice	✓
3.1	Staff meetings highlight discussions of student learning expectations	Practice	✓
3.1	Students affirm their knowledge of what is expected of them	Practice	✓
3.1	Other:	Practice	
3.2	Course syllabi outlining criteria for student involvement	Artifact	✓
3.2	Lesson plans that show how students are involved in establishing their own learning goals	Artifact	✓
3.2	Master schedule	Artifact	✓
3.2	Samples of student work	Artifact	✓
3.2	Student mentoring programs	Artifact	✓
3.2	Other:	Artifact	
3.2	Peer editing	Practice	✓
3.2	Staff meet to share student work	Practice	✓
3.2	Student discussion groups	Practice	✓
3.2	Students affirm their involvement in their own learning	Practice	✓
3.2	Other:	Practice	
3.3	Assessment data	Artifact	✓
3.3	Course evaluations	Artifact	✓
3.3	Grade reports	Artifact	✓
3.3	Professional development calendar and topics	Artifact	
3.3	Surveys	Artifact	✓
3.3	Transcripts, certificates	Artifact	✓
3.3	Other:	Artifact	
3.3	Staff can identify research used to align instruction	Practice	✓
3.3	Staff meet to analyze data and align instruction	Practice	
3.3	Staff meet to review current research	Practice	✓
3.3	Staff meetings regularly include data analysis	Practice	
3.3	Other:	Practice	
3.4	Agendas, minutes of staff/grade level/department/program meetings	Artifact	✓
3.4	Cross-content curriculum guides	Artifact	✓
3.4	Lesson plans	Artifact	✓
3.4	Professional development calendar and topics	Artifact	
3.4	Professional development plans	Artifact	✓

3.4	Professional organization membership	Artifact	✓
3.4	Student portfolios	Artifact	✓
3.4	Other:	Artifact	
3.4	Professional learning opportunities focus on best practice instruction	Practice	✓
3.4	Staff meet to share best practices	Practice	✓
3.4	Staff meetings regularly include discussions about effective instructional design and delivery	Practice	✓
3.4	Student display of project-based learning opportunities	Practice	✓
3.4	Variety of instructional design and delivery strategies	Practice	✓
3.4	Other: (<i>Teachers' Workshop</i>)	Practice	✓
3.5	Curriculum includes attention to diversity	Artifact	✓
3.5	Graduation requirements	Artifact	✓
3.5	Master schedule	Artifact	✓
3.5	Policies that reflect attention to issues of equity	Artifact	✓
3.5	Promotion, graduation criteria	Artifact	✓
3.5	Standards-based curriculum: state and national standards	Artifact	✓
3.5	Other:	Artifact	
3.5	Staff are knowledgeable about state and national curriculum standards	Practice	✓
3.5	Staff are representative of the school and community demographics	Practice	✓
3.5	Students affirm that there are opportunities to excel	Practice	✓
3.5	Other:	Practice	
3.6	Instructional calendar: days, hours	Artifact	✓
3.6	Master schedule	Artifact	✓
3.6	Policies and guidelines that demonstrate that all program requirements are met	Artifact	✓
3.6	Policies demonstrate that substitute teachers are responsible for delivery instruction	Artifact	✓
3.6	Other:	Artifact	
3.6	Lesson plans are followed during teacher absence	Practice	✓
3.6	Staff affirm that their instructional time is protected	Practice	✓
3.6	There are few instructional interruptions: PA system, visitors, etc.	Practice	✓
3.6	Other:	Practice	

3.7	Agendas, minutes of staff meetings indicating vertical and horizontal articulation	Artifact	✓
3.7	Articulation agreements between agencies	Artifact	
3.7	Policies and guidelines granting dual-credit, transfer of credit	Artifact	✓
3.7	Transition policies	Artifact	✓
3.7	Other:	Artifact	
3.7	Content-specific staff are knowledgeable about each other's course syllabus	Practice	✓
3.7	Staff are knowledgeable about student learning expectations of previous and subsequent grade levels	Practice	✓
3.7	Other:	Practice	
3.8	After-school programs	Artifact	✓
3.8	Community-based programs	Artifact	✓
3.8	Counseling programs: curriculum, schedules, staffing	Artifact	emerging
3.8	Individualized Development/Career Plans	Artifact	
3.8	Online support	Artifact	
3.8	Policies for student orientation, interventions, remediation	Artifact	✓
3.8	Schedule of opportunities, activities that support special learning needs	Artifact	
3.8	Supplemental educational services: NCLB tutorial	Artifact	✓
3.8	Wrap-around programs	Artifact	
3.8	Other:	Artifact	
3.8	Staff affirm that there are multiple opportunities for students to get support	Practice	✓
3.8	Students affirm that they have opportunities to explore their interests and career options	Practice	✓
3.8	Students affirm that they have opportunities to get support for their school experience	Practice	✓
3.8	Other:	Practice	
3.9	Curriculum reflects attention to issues of school climate	Artifact	✓
3.9	Database of student behavioral incidents	Artifact	
3.9	Peer intervention programs; peer counseling	Artifact	
3.9	Policies for student behavior, remediation, due process, appeals	Artifact	✓
3.9	Reward system for positive behavior	Artifact	✓
3.9	Stakeholder Compact: adult and student expectations	Artifact	✓
3.9	Stakeholder satisfaction survey data	Artifact	✓
3.9	Other:	Artifact	

3.9	Parents/community indicate that the school/district focuses on positive school/district climate	Practice	✓
3.9	Staff affirm that they are involved in promoting positive school climate	Practice	✓
3.9	Staff meetings provide time for discussions about climate	Practice	✓
3.9	Students affirm that they are involved in promoting positive school climate	Practice	✓
3.9	Team-teaching is a regular part of the instructional program	Practice	✓
3.9	Other:	Practice	
3.10	Budget allocating appropriate funds for media services	Artifact	✓
3.10	Calendar and schedule of media services to students	Artifact	✓
3.10	Facilities map indicating media services location	Artifact	
3.10	Labor agreement that outlines media services responsibilities	Artifact	
3.10	Staffing chart demonstrating allocation of appropriate media staff	Artifact	✓
3.10	Other:	Artifact	
3.10	Media services staff demonstrate the use media resources to support student achievement	Practice	✓
3.10	Staff affirm the use of media services in their curriculum and instructional programs	Practice	✓
3.10	Students and staff affirm their involvement in media services program	Practice	✓
3.10	Other:	Practice	
3.11	Budget allocating appropriate funds for technology - software, hardware, and infrastructure	Artifact	✓
3.11	Calendar and schedule of technology services to students	Artifact	
3.11	Facilities map indicating technology services/lab	Artifact	
3.11	Staffing chart demonstrating allocation of appropriate technology staff	Artifact	✓
3.11	Other:	Artifact	
3.11	Staff affirm that technology supports their curriculum and instructional programs	Practice	✓
3.11	Students and staff affirm that technology is embedded within the teaching and learning process	Practice	✓
3.11	Technology staff/services demonstrate their involvement in support of student achievement	Practice	✓
3.11	Other:	Practice	

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. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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?

Discovery School has well written curriculum for each subject and class. Teachers also develop and continually update quarter-by-quarter curriculum maps for each class. In May of every the Curriculum Coordinator checks each teacher's revised Curriculum Maps and checks the content to make sure that the curriculum for each subject is aligned across the grade levels. Teachers are invited into the process of review, and together they discuss any adjustments that need to be made.

At the beginning of the school year, we hold an Open House for parents to come to school and meet all of the teachers. After a general welcome and introductions, the parents are dismissed to go to the individual classrooms. Because some of the parents voiced concerns over not being able to hear from all teachers if they had more than one child, for the past two years we have instituted a schedule whereby the teachers make a presentation of their program—including syllabus, schedule, expectations, etc.—three times during the night on the half hour. In that way, parents are able to hear from at least three teachers, and there is time between the formal presentations and at the end of the evening to visit with any teachers they may have missed.

For literacy assessment in the Elementary School, teachers use the on-line "Reading A to Z" program. This not only ensures that each child is reading at the appropriate level, but it also provides teacher and parent resources to use with the child. Teachers also use the Slosson Oral Reading Test (SORT-R) and Dolch words to assess student learning and progress.

In the past, Discovery has used the Iowa Test of Basic Skills (ITBS) standard tests to measure and assess student, class and school performance. After researching assessments and looking for one that suits our international student body, we adopted the Measure of Academic Progress (MAP) this year. Thus, we administered the MAP to Grades 3-10 this year in December. We will give the test again in late April or early May to determine each child's progress and formulate a learning plan for each child. Next year we will administer the MAP three times throughout the school year.

Because our campus is small and the teachers all know each other, there is frequent multi-disciplinary interaction and collaborating between teachers. This enables our teachers to learn from each other, and we believe that our students benefit from this sharing of ideas and skills.

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

Preparing and participating in our Discovery School Workshop is one of the most important ways that our teachers stay abreast of educational trends and innovations. In presenting their own lessons to peers, they are challenged to provide something that is new, relevant, engaging, and easily adaptable by the attending teachers. They also learn from their peers by attending other sessions while they are not presenting.

Teachers prepare weekly lesson plans that include the objective, activities, and assessment for their classes. The lesson plans are either written in the plan book (elementary teachers) or stored on the school's server (secondary teachers). Therefore, the lesson plans are available for review by the administration, as well as being available to assist in any transition of teachers. In some instances where improvement of a teacher is needed, Area Administrators are asked to review the lesson plans weekly with the teacher and make any suggestions for improvements.

Because Discovery School is founded on the importance of experiential, hands-on learning, lessons are relevant and the students are actively engaged in the learning process. The hands-on experiences give the students the opportunity to more easily understand and transfer their knowledge to real-world situations.

The international make-up of our student body also enables our students to develop their emotional intelligence, thereby learning how to interact, collaborate, disagree, and ultimately work together with their peers. We believe that this is one of our greatest strengths and enables our students to adapt more easily into the global society that they will be living and working in.

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

As mentioned previously, the existence of our well-developed curriculum, the quarter-by-quarter curriculum maps, the weekly lesson plans, and the various methods of observation and evaluation ensure that our students are receiving instruction daily that implements the curriculum.

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

For students in lower elementary (Kindergarten through Grade 2), our Elementary School teachers take their students to the Computer Lab once a week to work on skills that either support curricular topics they are covering in their classes or assist in development of fine motor skills and hand-eye coordination. Beginning with Grade 3, students have classes twice a week with the Computer teacher for lessons that either integrate the classroom curriculum or develop computer skills.

Many of our Secondary students bring their laptop computers to school for use during class time.

With input from the Student Council, parents, and teachers, the Administration and Policy Committee is working on an updated technology policy that defines how our students will be allowed to use new and emerging technology, such as their personal Blackberries, within the school day

Although we do not have projectors for every classroom, they are available for teachers to check out from the Library as needed. They can also sign up to use one of the two TV/DVD/VCR's that are located in the Library.

We have recently purchased one Mimio, to transform an ordinary white board into a 'smart' board. We will add more interactive whiteboards in the future as the budget allows.

Overall Assessment for Teaching and Learning

<input type="checkbox"/>	Not Evident	The school implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The school demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "not evident" and is substantiated in the responses to the Indicators Rubric.
<input type="checkbox"/>	Emerging	The school implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire requisite knowledge, skills, and attitudes. The school demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the school. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "emerging" and is substantiated in the responses to the Indicators Rubric.

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

Standard 4 - 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 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 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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
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				✓
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				✓

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
4.1	Assessment system that records multiple assessments	Artifact	✓
4.1	Assessment system that safeguards validity, confidentiality, identification	Artifact	✓
4.1	Database that records graduation, completion, GPA, placement, retention rates	Artifact	✓
4.1	Policies that outline targets for behavioral standards: attendance, discipline	Artifact	✓
4.1	Policies that outline targets for student performance and are aligned to state/national standards	Artifact	✓
4.1	Special database for career preparation, special education, bilingual education programs	Artifact	✓
4.1	Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process	Artifact	✓
4.1	Other:	Artifact	
4.1	All stakeholders are knowledgeable about behavioral standards	Practice	✓
4.1	All stakeholders are knowledgeable about grading and appeals	Practice	✓
4.1	All stakeholders are knowledgeable about learning expectations and targets for student performance	Practice	✓
4.1	Staff affirm the use of multiple measures for student performance	Practice	✓
4.1	Staff use data to inform their practice	Practice	✓
4.1	Other:	Practice	

4.2	Agendas, minutes from staff meetings indicate utilization of data systems	Artifact	✓
4.2	Calendar of assessment activities	Artifact	✓
4.2	Data graphs, charts display student performance expectations	Artifact	
4.2	Examples of student work are prominently displayed	Artifact	✓
4.2	Online assessment system	Artifact	✓
4.2	Policies outline administration of multiple assessments and their purpose	Artifact	✓
4.2	Record of multiple assessments administered, including program-specific required assessments	Artifact	✓
4.2	Other:	Artifact	
4.2	Staff meet regularly to discuss student work	Practice	✓
4.2	Staff utilize assessment data for the purpose of instructional and program planning	Practice	✓
4.2	Stakeholders are familiar with the administration and purpose of multiple assessments	Practice	✓
4.2	Stakeholders are knowledgeable about the assessment schedule	Practice	✓
4.2	Stakeholders implement multiple assessment system	Practice	✓
4.2	Students affirm knowledge about their learning expectations	Practice	✓
4.2	The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles	Practice	✓
4.2	Other:	Practice	
4.3	Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions	Artifact	✓
4.3	Criteria for evaluation of staff performance include the use of data for instructional planning	Artifact	
4.3	Criteria for feedback on performance	Artifact	✓
4.3	Staff Handbook outlines expectations about the use of student performance data for instructional planning	Artifact	✓
4.3	Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning	Artifact	✓
4.3	Other:	Artifact	
4.3	Staff affirm their understanding of how data are used to evaluate their effectiveness	Practice	
4.3	Staff are knowledgeable about how to use student performance data for the purpose of instructional planning	Practice	✓
4.3	Staff demonstrate the use of data when planning instruction, through vertical and horizontal articulation	Practice	✓

4.3	Other:	Practice	
4.4	Data from community/business	Artifact	
4.4	Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness	Artifact	✓
4.4	Database that records graduation, post-graduate engagement	Artifact	✓
4.4	Other:	Artifact	
4.4	Staff utilize business and community data to guide program planning	Practice	
4.4	Staff utilize perception data from surveys to guide program planning	Practice	✓
4.4	Other:	Practice	
4.5	Agendas, minutes from meetings where student performance and school effectiveness were highlighted	Artifact	
4.5	Criteria that establishes student performance data as a component of parent-teacher conferences	Artifact	✓
4.5	Newsletters demonstrate communication of student performance and school effectiveness	Artifact	✓
4.5	Other:	Artifact	
4.5	Stakeholders affirm their familiarity with student performance and organizational effectiveness	Practice	✓
4.5	Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted	Practice	✓
4.5	Other:	Practice	
4.6	Agenda, minutes of meetings in which comparative data were highlighted	Artifact	✓
4.6	Reports that outline comparable data analysis - across programs	Artifact	✓
4.6	Reports that outline comparable data analysis - across schools, districts, states, nationally	Artifact	✓
4.6	Other:	Artifact	
4.6	Staff affirm their involvement in meetings in which comparative data were highlighted	Practice	✓
4.6	Other:	Practice	
4.7	Data reports disaggregate student performance growth	Artifact	✓
4.7	Data reports include behavioral and environmental data	Artifact	✓

4.7	Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate	Artifact	✓
4.7	Data reports verify growth in student performance	Artifact	✓
4.7	Other:	Artifact	
4.7	Staff can identify reasons why student performance has increased/decreased	Practice	✓
4.7	Staff can identify strategies for increasing student performance	Practice	✓
4.7	Stakeholders can speak to and support the growth data	Practice	✓
4.7	Other:	Practice	
4.8	Policies that outline the conditions for safeguarding and transferring transcripts	Artifact	✓
4.8	Policies that safeguard accuracy and security of all data	Artifact	✓
4.8	Reports that satisfy local, state, and national requirements	Artifact	✓
4.8	Other:	Artifact	
4.8	Staff affirm their comfort with the level of data accuracy and security	Practice	✓
4.8	Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred	Practice	
4.8	Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements	Practice	✓
4.8	Other:	Practice	

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. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

Our teachers regularly assess student performance in a number of ways: projects, performances, quizzes, tests, self-assessment by rubric, peer assessment. We have four reporting periods. Progress reports are sent home at each mid-term, and Report cards are sent home at the end of each term. We incorporate student-led conferences with students taking an active role, because we teach accountability and responsibility beginning with our youngest students.

Semester exams for all core subjects (English, Math, Science, Social Studies, and Spanish) are given to Grades 9-12 in December and to Grades 8-12 in May. All teachers keep up-to-date grade books and some teachers keep portfolios of student work.

In prior years we have used the Iowa Test of Basic Skills (ITBS) standardized tests. However, this year we purchased the NWEA's Measure of Academic Progress (MAP) and administered the first exams in December. We will repeat the exams in late April or early May. The reason we decided to use this test is because of its ability to personalize the test and the capacity to administer the test up to three times. Once we have the results in May, we will see how each child has performed throughout the second semester and use that data to determine how to best meet each child's needs. The information on the school's performance will be shared with the teachers, the individual parents, the school community, and the Board of Directors.

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?

Progress reports and report cards are sent home at the mid-point and end of each reporting period, and, our teachers regularly communicate evidence of progress to parents via emails, phone calls, conferences, and student-led conferences.

Based on the advice of NWEA experts, we did not provide the results of the first MAP testing to the parents. We were advised to view the first results as baseline data and only provide information to the parents when we had the comparison data from the second testing. This was communicated to the parents via email and newsletter.

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

Our teachers meet frequently throughout the year to discuss student performance and overall school effectiveness. This is done in Area Meetings (elementary and secondary), all-faculty meetings, and individual conferences. We look at individual student progress, class progress, and whole school performance. For example, last year the Administration and the Math teachers felt that our high school students needed additional help in Math as evidenced by their performance and understanding of the subject matter. As a result, we divided the classes in Grades 10, 11 and 12 and hired another Math teacher. We divided Grade 10 into Algebra 1 and Algebra 2; Grade 11 into Algebra 2 and Pre-Calculus; and Grade 12 into Statistics and Calculus. This has benefited the students greatly and we have seen significant improvement in their Math understanding and performance. The Math teachers and Administration felt that this division was still necessary this year, so we have continued this model. We are prepared to offer the split classes for as long as the students need it; however, we anticipate that after this year it may no longer be necessary.

In similar fashion, teachers have helped decide what Advanced Placement (AP) courses we should offer next year, and at what grade level.

The elementary teachers use data to assess and improve student performance and progress in a variety of ways, such as using leveled readers, Slosson Oral Reading Test, and Reading A to Z.

Teachers have been trained in the interpretation of the MAP test results. There have been and will continue to be discussions at multiple levels about the results of our MAP testing. Once the second set of results are in, we will first review those results in Area Meetings and possibly in a larger All-Faculty Meeting, as deemed appropriate by the Administration. A report summarizing the results for the school will be prepared by the Curriculum Coordinator and given to the teachers, parents and the Board of Directors.

Teachers will use data to improve instruction for individual students, and to evaluate and improve instruction for entire classes. Administrators will use data to assess the elementary and secondary programs. The Head of School and Board of Directors will use the data to assess the entire school program.

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

Our teachers are certified and trained professionals, and part of the teacher training includes interpretation of data. Whenever possible we hire experienced teachers, and we encourage teachers to interact and share experiences and strategies with other teachers. Our teachers are knowledgeable about differentiating lessons for individual needs, providing remedial and enrichment work for students, using small groups effectively, managing literary circles for different levels of reading, and using a variety of instructional techniques in delivering their lessons to our diverse student population.

Another reason we decided to go with NWEA's Measure of Academic Progress (MAP) is the level of support that is available on their website. The Curriculum Coordinator was sent to training in the Dominican Republic to ensure understanding of all aspects of the test. All teachers have been required to visit the NWEA website and view the PowerPoint presentations

and read the data on how to administer, interpret the results, use the data, and explain it to parents. The Curriculum Coordinator also provided information on our server that was accessible and viewed by all teachers.

Overall Assessment for Documenting and Using Results

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield 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 "not evident" and is substantiated in the responses to the Indicators Rubric.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school is currently using assessments that have limited alignment with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield 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 "emerging" and is substantiated in the responses to the Indicators Rubric.</p>
<input checked="" type="checkbox"/>	<p>Operational</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess</p>

	<p>higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.</p>
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Standard 5 - 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 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

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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
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				✓
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			✓	

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
5.1	Agendas, minutes, decisions for IEP meetings	Artifact	
5.1	IEP: Individualized Education Plans	Artifact	
5.1	Personnel policies ensuring appropriate hiring practices	Artifact	✓
5.1	Personnel policies ensuring certification, licensure, evaluation, training	Artifact	✓
5.1	Professional learning opportunities	Artifact	✓
5.1	Program descriptions: Special Needs Populations	Artifact	
5.1	Schedules	Artifact	✓
5.1	Staff Handbook	Artifact	✓
5.1	Staff schedules and assignments	Artifact	✓
5.1	Student Handbook	Artifact	✓
5.1	Other:	Artifact	
5.1	Appropriate space is provided for special need support programs	Practice	✓
5.1	Native language usage is evident for the purpose of supporting learning	Practice	✓
5.1	Staff can affirm that special needs students receive needed support	Practice	✓
5.1	Other:	Practice	
5.2	Labor agreement	Artifact	✓

5.2	Personnel policies ensuring appropriate placement	Artifact	✓
5.2	Personnel policies ensuring certification, licensure, evaluation, training	Artifact	✓
5.2	Policies regarding NCLB highly qualified teachers	Artifact	✓
5.2	Professional learning opportunities	Artifact	✓
5.2	Staff Handbook	Artifact	✓
5.2	Staff schedules and assignments	Artifact	✓
5.2	Other:	Artifact	
5.2	Staff can affirm that they are teaching in their major area of study	Practice	✓
5.2	Staffing of both administrative and teaching positions is appropriate and adequate	Practice	✓
5.2	Other:	Practice	
5.3	Budget demonstrates appropriate allocation for PD	Artifact	✓
5.3	Calendar, agenda, summaries of PD opportunities	Artifact	
5.3	Evaluation of PD data	Artifact	✓
5.3	Personnel policies that stipulate PD requirements	Artifact	✓
5.3	Professional development plan	Artifact	
5.3	Other:	Artifact	
5.3	Staff are actively engaged in discussions that have resulted from their professional development experience	Practice	✓
5.3	Staff are aware of the requirements for continuous learning	Practice	✓
5.3	Staff can affirm their involvement in professional learning opportunities	Practice	✓
5.3	Staff implement effective strategies based on their professional development experience	Practice	✓
5.3	Other:	Practice	
5.4	Budget demonstrates appropriate allocation for staffing	Artifact	✓
5.4	Master schedule	Artifact	✓
5.4	Personnel policies and practices	Artifact	✓
5.4	Policies regarding NCLB highly qualified teachers	Artifact	✓
5.4	Other:	Artifact	
5.4	Class size indicates appropriate and effective support of student learning	Practice	✓
5.4	Other:	Practice	
5.5	Annual budget	Artifact	✓
5.5	Consolidated Application (federal)	Artifact	N/A

5.5	Facilities plan	Artifact	✓
5.5	Facilities protection documentation: insurance, amortization	Artifact	✓
5.5	Fiscal policies: use of all funding, including donations, reserves, discretionary	Artifact	✓
5.5	Infrastructure plans: short and long range	Artifact	✓
5.5	Purchasing/replacement policies: adherence to EEO	Artifact	
5.5	School-level budgets	Artifact	✓
5.5	State and Federal program budgets for targeted support	Artifact	N/A
5.5	Other:	Artifact	
5.5	Practices that support appropriate use of allocated funds	Practice	✓
5.5	Space is adequate and appropriate to support student learning	Practice	✓
5.5	Other:	Practice	
5.6	Audit reports	Artifact	✓
5.6	Fiscal protection plans: insurance	Artifact	✓
5.6	Organizational oversight of fiscal authority	Artifact	✓
5.6	Payroll and purchasing policies and processes	Artifact	✓
5.6	Refund policies	Artifact	✓
5.6	Secure management of all fiscal processes	Artifact	✓
5.6	Other:	Artifact	
5.6	Practices that support appropriate use of fiscal resources	Practice	✓
5.6	Other:	Practice	
5.7	Calendar of safety drills: fire, tornado, emergency crisis	Artifact	✓
5.7	Curriculum indicates attention to cleanliness and safety	Artifact	✓
5.7	Facilities maintenance reports and plans	Artifact	✓
5.7	HAZMAT (hazardous materials): policies and training	Artifact	
5.7	Policies and processes regarding safety	Artifact	✓
5.7	Policies and processes related to student/staff injury	Artifact	✓
5.7	Policies regarding dispensing prescription medications	Artifact	✓
5.7	Stakeholder survey data supporting safety	Artifact	✓
5.7	State and Federal regulations regarding special program safety requirements	Artifact	✓
5.7	Other:	Artifact	
5.7	All facilities on school/district property are maintained	Practice	✓
5.7	School/District environment is clean and safe	Practice	✓
5.7	Staff are involved in developing and implementing safety policies	Practice	✓
5.7	Support staff are knowledgeable about safety policies	Practice	✓

5.7	Other:	Practice	
5.8	Crisis intervention committee	Artifact	✓
5.8	Crisis intervention plan	Artifact	✓
5.8	Emergency procedures	Artifact	✓
5.8	Secure record system	Artifact	✓
5.8	Staff Handbook	Artifact	✓
5.8	Student Handbook	Artifact	✓
5.8	Wellness policy	Artifact	
5.8	Other:	Artifact	
5.8	Health support staff are available	Practice	✓
5.8	Staff and students are knowledgeable about emergency procedures	Practice	✓
5.8	Staff are involved in the crisis intervention team	Practice	✓
5.8	Other:	Practice	
5.9	Advisory plan and program	Artifact	
5.9	Alternative Education Program	Artifact	
5.9	Community based programs	Artifact	✓
5.9	Curriculum for Career Preparation	Artifact	
5.9	Enrollment data	Artifact	✓
5.9	Guidance and Counseling Department	Artifact	✓
5.9	Individualized Development Plans	Artifact	
5.9	Job Placement program	Artifact	
5.9	Master schedule indicates availability of career preparation	Artifact	
5.9	Orientation to Career Preparation programs	Artifact	✓
5.9	Professional development: calendar, topics	Artifact	
5.9	Staffing of Counseling and Guidance programs	Artifact	✓
5.9	Student referral policies and practices	Artifact	✓
5.9	Other:	Artifact	
5.9	Staff affirm that they receive regular training opportunities to support student behavior	Practice	✓
5.9	Staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior	Practice	✓
5.9	Staff assigned to career preparation programs	Practice	
5.9	Students are enrolled in career preparation	Practice	
5.9	Students are knowledgeable about career planning programs	Practice	✓
5.9	Other:	Practice	

5.10	IEP: committee, minutes, calendar, agenda, sign-in sheets	Artifact	N/A
5.10	Labor agreements demonstrating appropriate special needs staffing	Artifact	
5.10	Master schedule demonstrating support for special needs	Artifact	✓
5.10	Policies and procedures that are ADA and IDEA compliant	Artifact	N/A
5.10	Professional development calendar and topics	Artifact	
5.10	Stakeholder survey data supporting special needs programs	Artifact	
5.10	Student referral process and procedures	Artifact	✓
5.10	Teacher certification, licensure, etc. supporting special needs	Artifact	
5.10	Translated materials demonstrate communication to special needs population	Artifact	✓
5.10	Other:	Artifact	
5.10	Classroom instruction demonstrates variety of instructional methodologies to support all students	Practice	✓
5.10	Response To Intervention program is demonstrated in the classroom	Practice	
5.10	Staff affirm their use of instructional strategies that support special needs inclusion	Practice	✓
5.10	Stakeholders affirm their support for the school's/district's special needs programs	Practice	✓
5.10	Students and staff affirm their understanding of special needs populations	Practice	✓
5.10	Other:	Practice	

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. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

Discovery School recruits teachers through postings on its website, through postings on The International Educator online and by participating in international job fairs hosted by programs like the University of Northern Iowa (UNI) and Search Associates. Within Honduras, teachers are sought through classified print advertisements, recommendations by current teachers, applications that come to us as a result of our reputation in Honduras, and the website postings. While Area Administrators may be involved in the interview and screening process, all hiring decisions are made by the Head of School.

New teachers are introduced to the school through a week-long orientation program that includes a review of school policies and practices, classroom settling in time, explanation of resources, and introductions to community resources. Harry Wong's DVD series on "The Effective Teacher" is shown during the orientation to new and existing teachers, as well as being available for check-out if teachers prefer to watch on their own time.

Teachers are placed according to their degree/qualifications, experience, and school needs. Teachers have the opportunity for professional development throughout the school year and in the summer through workshops, faculty meetings and regional and international conferences.

Teacher performance is assessed based on classroom observations, written evaluations, peer evaluations, setting and reviewing of goals, and through the staff, parent and student survey. Support staff performance is also assessed based on observation, setting and reviewing of goals, and written evaluations. Administrative staff performance is assessed through a process that reflects individual job description. The Head of School is evaluated by a 360 process that allows input from the Board, faculty, parents, and students..

The school seeks to retain qualified teachers and support staff by continually reviewing and developing a competitive wage and benefit package, supporting professional development and creating a positive working environment. Overseas teacher contracts are for two years, with a bonus for remaining beyond the initial two-year period.

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?

School leadership seeks formal input from parents regarding program and facility needs through DPTO meetings, the two General Assemblies, small group parent meetings, and culture and climate surveys. Informally, parents give input and feedback through individual meetings with teachers and school leadership.

Because our resources are limited, this year teachers have developed 3-year acquisition plans to identify materials and equipment needs for delivering instruction.

At its annual planning retreat, the board and administration engage in long and short range planning processes. This event also produces the goals for the current school year for both the Board and the Head of School.

The Board and the Administration are cognizant of the needs of the school from the standpoint of the various segments of the school community. Using this information, we are able to establish priorities that are in line with our vision, mission, and strategic plan.

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

The safety and security of the campus is assured through the use of a qualified security company, which monitors outside access to the campus through controlled entrances and exits. The security of the campus will be further enhanced by the installation of two retaining walls, security wall and enhanced surveillance camera systems which has been recently funded by the U.S. State Department Office of Overseas Schools soft target money grant of \$597,000.00. The administration maintains contact with the U.S. Embassy Regional Security Officer and his assistant regarding community security issues that may affect the school. During the recent political turmoil in Honduras, the Administration received frequent security communications from the RSO via email, with a GPS map showing location and movement of demonstrations and marches in the city. This enabled us to ensure that our buses, parents, and teachers were not driving through areas that were congested. Because we are a small school, the security guards and teachers on duty in the parking lot know the drivers and the vehicles. However, we also require our school family members to display a school sticker to facilitate access to the campus.

We require that parents send or bring a signed request for a student to leave school before 3:00 p.m., and the Receptionist then prepares a pass for the student to give to the security guards at the gate. No child is allowed to leave school during the school day without this procedure being followed. Similarly, the Area Administrators are in the parking lot every morning before school and every afternoon when school is dismissed. They do not allow a student to leave school with anyone except their parent or authorized person unless there is a written note from the parent in advance. The bus drivers and nannies have a list of students who ride their bus, and no one else is allowed to ride without a written pass from the Administration.

Student safety during entrance and exit is addressed through an established traffic pattern and procedure for dropping off and picking up students. Security staff and teaching and administrative staff work together to supervise and direct the movement of students out of and into cars. Bus drivers are licensed and provided with the expectations and priorities of the

school in terms of safety of our students. The bus drivers have cell phone communication with our main driver and also with our transportation supervisor. There is a nanny on each bus to further help monitor students and make sure that the students remain seated with proper behavior.

Teaching and support staff who are trained in the use of fire extinguishers, CPR and first aid are assigned in areas throughout the campus. Emergency evacuation plans are posted in each classroom room and office, and drills are held at intervals throughout the school year. The U.S. RSO was consulted and agreed with our gathering place in the gym in the event of an emergency.

Control of communicable disease is achieved through teaching and training staff and students in acceptable ways to cover a cough or sneeze, appropriate hand washing procedures and assuring the availability of soaps and towels in restrooms and hand sanitizer in classrooms and offices. Policies and procedures for managing outbreaks such as the H1N1 flu virus are in place to reduce exposure and limit the spread of infection. The school contracts with Rescate Medico for health care professionals to treat illness or injury on campus as needed. They are also available 24 hours 7 days a week for our staff members who have illnesses or injuries outside of the school day.

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?

The Guidance Counselor evaluates each incoming student to assure student needs will/can be met at Discovery. She handles orientation of new students and guidance for all students and staff, as well as working with some parents. The Counselor communicates with staff the special health or learning needs of students, and meets with teachers individually or in small groups to discuss individual student needs. Parents and teachers alert the counselor to student needs that she may need to address. Students meet with the counselor formally and informally. The counselor works to keep an open door policy for students, parents and teachers.

When there are specific behavioral, emotional, or academic needs for our students, we set up regular weekly or bi-weekly meetings between the student and the Counselor and/or the Area Administrator.

The Guidance Counselor makes sure that she is accessible to students, parents, and teachers, and maintains confidence of information and files.

The Area Administrators deal with all student issues involving learning and discipline.

Overall Assessment for Resource and Support Systems

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school has very limited 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 does not systematically employ and allocate staff members who are qualified for their assignments. The school provides limited learning opportunities for 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 "not evident" and is substantiated in the responses to the Indicators Rubric.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are generally qualified for their assignments. The school provides learning opportunities for most 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 "emerging" and is substantiated in the responses to the Indicators Rubric.</p>
<input checked="" type="checkbox"/>	<p>Operational</p>	<p>The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>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.</p>

Standard 6 - 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 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 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

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			✓	
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				✓
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INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
6.1	Agendas, minutes, calendar of parent meetings	Artifact	✓
6.1	Calendar of events that promote stakeholder involvement	Artifact	✓
6.1	Internship/partnership agreements with community-based business and agencies	Artifact	✓
6.1	Policies regarding credit for service learning	Artifact	✓
6.1	Policies regarding suggestions, grievances	Artifact	✓
6.1	Stakeholder survey data	Artifact	✓
6.1	Other:	Artifact	
6.1	Parents and community members regularly volunteer time in school/district	Practice	✓
6.1	Staff affirm that stakeholders are involved in many aspects of school/district	Practice	✓
6.1	Stakeholders affirm that they are involved in many aspects of school/district	Practice	✓
6.1	Other:	Practice	
6.2	Calendars, agendas, minutes of parent meetings	Artifact	✓
6.2	Emails, phone answering system	Artifact	✓
6.2	Newsletters, brochures, letters, memos	Artifact	✓
6.2	Parent - Teacher conferences schedule	Artifact	✓
6.2	Policies regarding formal inclusion of stakeholder involvement	Artifact	✓
6.2	School Improvement Committee: agendas, minutes, membership	Artifact	✓
6.2	Steering Committee meetings: agendas, minutes, membership	Artifact	
6.2	Web page dedicated to parents/community members	Artifact	✓
6.2	Wide variety of stakeholder communication documents/avenues	Artifact	✓
6.2	Other:	Artifact	
6.2	Stakeholders affirm they have variety of opportunities to be formally involved in life of school/district	Practice	✓
6.2	Other:	Practice	
6.3	Advisory Committee	Artifact	

6.3	Calendar, agendas, minutes, committee membership	Artifact	✓
6.3	Policies regarding volunteer involvement	Artifact	✓
6.3	Schedule of volunteer activities	Artifact	✓
6.3	Stakeholder survey data	Artifact	✓
6.3	Other:	Artifact	
6.3	Staff affirm that they regularly include community in preparing instructional delivery activities	Practice	✓
6.3	Stakeholders affirm that their suggestions and recommendations are acted upon	Practice	✓
6.3	Stakeholders affirm that they are actively involved in providing expertise	Practice	✓
6.3	Other:	Practice	
6.4	Brochures, pamphlets	Artifact	✓
6.4	Newsletters about student performance	Artifact	✓
6.4	Online calendar, schedule, and news/updates	Artifact	✓
6.4	Parent Handbook	Artifact	✓
6.4	Parent -teacher conferences	Artifact	✓
6.4	Parent versions of Curriculum Pacing Guides	Artifact	✓
6.4	Regularly published newsletters to community	Artifact	✓
6.4	Student Handbook	Artifact	✓
6.4	Other:	Artifact	
6.4	Parents and students are involved in developing individualized learning plans for students	Practice	✓
6.4	Parents and students are involved in making course selections	Practice	✓
6.4	Stakeholders affirm that they are knowledgeable about student learning	Practice	✓
6.4	Other:	Practice	
6.5	Parent - Teacher Conferences	Artifact	✓
6.5	Policies regarding reporting schedule	Artifact	✓
6.5	Report cards	Artifact	✓
6.5	Other:	Artifact	
6.5	Other:	Practice	

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. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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

Discovery School leadership assures that the school is in compliance with all requirements of Southern Association of Colleges and Schools (SACS), as well as meeting all local education standards and regulations. The founding principles of Discovery School are known by all in the school community and form the foundation for all that we do.

The hallmarks that define Discovery School are (1) small class sizes; (2) experiential, hands-on learning; (3) diverse international student body; (4) qualified and experienced teachers; (5) attention to development of Emotional Intelligence(EQ) in students and staff. These priorities are addressed and met daily in the quality of faculty, delivery of lessons, inclusion of parents, and development of student skills in working side-by-side with students who come from cultures and backgrounds that are different from their own—learning how to settle disputes and resolve conflicts when they arise and looking beyond differences to discover how we are all alike.

The leadership seeks input from stakeholders through the annual custom and climate survey, as well as smaller informal surveys, and through small group meetings with parents by grade groups and the two annual General Assembly meetings. The beginning of each monthly Board meeting is devoted to parents, teachers or students who desire to address the Board.

In addition to the internal culture and climate survey, the Head of School met with parents at the U.S. Embassy who chose to put their children in other schools besides Discovery to ascertain if there are things we can improve or add to our program to attract more students. As part of the external marketing process, the Head of School and the Board President will meet with parents and directors of top Nursery Schools in Tegucigalpa and explain our program and methodology—after which we will invite them to visit our school and see our teachers and students in action.

Leadership responds to issues of concern promptly and appropriately, and keeps as its focus—“what is best for the student?” In response to concerns about the safety of the school, the leadership has worked diligently to procure the U.S. State Department Office of Overseas Schools soft target security grant for increasing the security of the school's perimeter (2 retaining walls, solid security wall, improved gates, and enhanced camera surveillance).

School leadership has actively recruited international teachers and works to ensure variety and diversity in the school culture through curricular and co-curricular activities.

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

Discovery School leadership encourages formal and informal communication with parents, among teachers and among students. DPTO membership meets regularly and school leadership is represented. Grade level parent meetings are held mid year with the Head of School to identify areas of success and concern.

Leadership seeks teacher input in both formal and informal ways. Monthly all school teachers' meetings may include in-service training, team building or problem solving activities. Grade level meetings i.e. elementary and secondary meeting are also held monthly to facilitate communication and information sharing between teachers.

Discovery hosts two teacher training/sharing workshop/conferences each year, involving educators in our greater community.

Input is sought from teachers and parents regarding school resources, materials and supplies. This information is used in developing budgets and long range building and grounds plans. As seen in developing both library and information technology resources.

School leadership meets regularly with the elected Student Council. Students are asked for insight and input in policy concerns. Leadership meets with the student body as needed to celebrate and to share information or concerns. Leadership seeks to be accessible to students with an open door policy that makes student concerns a priority.

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

Weekly newsletters are sent home by all elementary teachers, and school-wide newsletters are sent out at least twice a month. These are provided in hard copy for those parents who request it; all others receive it via email. Newsletters and other relevant information is posted on the school's webpage and updated regularly.

This year we had instances where school was interrupted due to city-wide curfews and the H1N1 flu. During those days when we were unable to be in school, teachers were asked to provide homework and assignments to students using Wikispaces or email, and to provide a venue for students to turn in work. This process was highly effective, and we received a waiver to the 180-day requirement from AdvancED and SACS, meaning that we did not have to make up those school days.

To follow up and capitalize on our success with Wikispaces and the Internet for delivering instruction and providing for on-line discussions, we presented an in-service on how to create and post teacher's blogs. Many of our teachers started right away to create their own blogs, although this year the preparation and updating of blogs is optional; however, next year it will be mandatory that all teachers post and update blogs to give parents information on content being covered, homework/projects/quizzes/tests, photos of class activities; and other useful information.

Student performance in all classes is reviewed and reported approximately every four weeks. Mid- quarter Progress Reports are provided with optional written comments to inform students and parents who they are doing while there is still time for improvement before the end of the quarter. Report cards are issued quarterly and include content coverage and individual narratives on student performance. Student-led parent conferences are mandatory at the end of the first quarter and held on an as-needed basis for the remaining quarters. In addition, two-way phone and email communication between parents and teachers as needed helps assure student success.

The initial testing using Measure of Academic Progress (MAP) in December provided baseline information on each student's performance. Subsequent testing in late April or early May will provide individual parents, teachers, administrators, and Board members with an overview of students' progress. This information will assist parents and teachers in working with individual students; teachers in working with their class as a whole; administrators in recognizing areas where improvement is needed; and the Board in looking at the overall school. Statistical information about student growth is used to identify areas to strengthen and develop and is shared with school leadership and where appropriate community stakeholders.

Overall Assessment for Stakeholder Communications and Relationships

<input type="checkbox"/>	Not Evident	The school has little understanding, commitment, and support of stakeholders. School personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups. The preponderance of the evidence supports an overall assessment of "not evident" and is substantiated in the responses to the Indicators Rubric.
<input type="checkbox"/>	Emerging	The school has begun the process to gain the understanding, commitment, and support of stakeholders. School personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups. The preponderance of the evidence supports an overall assessment of "emerging" and is substantiated in the responses to the Indicators Rubric.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Highly Functional	The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts

		and can demonstrate a high level of meaningful participation by most shareholder groups. 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 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 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

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and			✓	

	documents and uses the results to inform what happens next (Results)				
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				✓

INDICATORS EVIDENCE: Select one or more examples of evidence from the list below to support your response to each Indicator.

Indicator	Evidence	Type	Selection
7.1	Continuous/School/District Improvement Plan	Artifact	✓
7.1	Information/Data system	Artifact	✓
7.1	Professional Development Plan: agenda, topics	Artifact	✓
7.1	Record of student performance improvement efforts	Artifact	✓
7.1	Specific program initiative to support continuous improvement	Artifact	
7.1	State/Federal Accountability Plan	Artifact	N/A
7.1	Other:	Artifact	
7.1	Staff affirm their involvement in a specific program that supports continuous improvement	Practice	✓
7.1	Staff affirm their involvement in continuous improvement committees (<i>Area Meetings; 3-year Acquisition Plans</i>)	Practice	✓
7.1	Other:	Practice	
7.2	Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in school improvement	Artifact	✓
7.2	Parent compact (<i>UN Day, Family Day, School Board</i>)	Artifact	✓
7.2	Policies, procedures for school improvement committee work	Artifact	
7.2	School Improvement plan indicating membership of committees	Artifact	
7.2	Stakeholder survey data demonstrating stakeholder involvement in school improvement	Artifact	✓
7.2	Other:	Artifact	
7.2	Stakeholders affirm their involvement in continuous improvement process	Practice	✓

7.2	Other:	Practice	
7.3	Calendar, agendas, minutes of school improvement meetings	Artifact	✓
7.3	Data: student performance, stakeholder opinion are used in development of school improvement plan	Artifact	✓
7.3	Evaluation data demonstrating impact of plan and actions taken to remediate	Artifact	✓
7.3	School improvement plan demonstrates alignment with vision, purpose	Artifact	✓
7.3	Student performance targets are communicated to all stakeholders	Artifact	
7.3	Vision, purpose posted in school/district facility	Artifact	✓
7.3	Other:	Artifact	
7.3	Staff affirm their understanding of the impact of programs that support student learning	Practice	✓
7.3	Staff demonstrate capacity for changing methodologies to increase student performance	Practice	✓
7.3	Staff, students affirm their understanding of student performance targets (<i>Student-led conferences</i>)	Practice	✓
7.3	Other:	Practice	
7.4	Continuous/School/District Improvement Plan	Artifact	
7.4	Personnel Policies that outline staff evaluation process	Artifact	✓
7.4	Professional Development Plan: agenda, topics (<i>courses in US, Teachers' Workshop</i>)	Artifact	✓
7.4	Other:	Artifact	
7.4	Staff affirm their involvement in professional learning	Practice	✓
7.4	Other:	Practice	
7.5	Annual Report	Artifact	✓
7.5	Information/Data system	Artifact	✓
7.5	Newsletters, brochures	Artifact	✓
7.5	Parent-Teacher conferences	Artifact	✓
7.5	Staffing assignments support monitoring and reporting of continuous improvement efforts	Artifact	✓
7.5	Other:	Artifact	
7.5	Other:	Practice	
7.6	Graduation and retention rates	Artifact	✓
7.6	Information/Data system (<i>Report Cards; Narratives</i>)	Artifact	✓

7.6	Postsecondary engagement: employment, college (<i>University visits; contact with alumni</i>)	Artifact	✓
7.6	Stakeholder survey (satisfaction) data	Artifact	✓
7.6	Other: <i>Mapping within a year will show evidence</i>	Artifact	✓
7.6	Staff affirm that they regularly use data to inform their practices	Practice	✓
7.6	Staff meetings regularly use data to inform their discussions and decisions	Practice	✓
7.6	Other:	Practice	

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. Be thorough and concise in your answers, focusing on quality and depth over quantity.

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 first step in planning for improvement is determining where we are and where we want to go. At its annual retreat in the fall, the Board performs a SWOT analysis to guide the process of setting goals for the Board and the Head of School for the year. This information is also used by the Strategic Planning Committee to address, review, and revise the Strategic Plan.

Parent, student, and staff input is sought in a variety of ways. A 360 climate and culture survey is sent to all members of our school community for input and information on where we are and how we can improve. Similarly, a 360 survey of the Head of School is conducted in the Spring. Small group meetings are held with parents by grade level of the student to recognize and address concerns, suggestions, and ideas for improvement. A summary of the suggestions is sent back to the parents and faculty, and Administration addresses the concerns and suggestions to identify which changes we can make immediately, which ones need a long-term plan, and which ones they feel are already being addressed. The school community is kept informed via the weekly newsletter, which is sent home by hard copy to those who request it and by email to all others. The Administration meets with the Student Council to address concerns that the students have. In addition, we have an open-door policy that allows access to Administrators by all students, parents, and teachers.

After the second MAP testing in the spring, parents will be advised of their child's performance and improvement, teachers will receive information on how each student and the class performs when normed with schools in the U.S., and the Administration will discuss overall results among themselves and with the teachers. The Board of Directors will receive the results from the Head of School, along with suggestions for improvements or targeted areas that need to be addressed.

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?

Everything that we do at Discovery School is firmly rooted in the vision, mission, and purpose of the school. Beginning with our small class sizes, our experiential 'hands on' learning, and our international student body, the needs of the students are easy to identify and address. It is the nature of Discovery School, the reputation of Discovery School, and the Mission of Discovery School, and it is evident in everything that we do.

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?

Teachers or staff members are informed of identified areas needing improvement in the spring before contract signing. The scope of the needed improvement is stated in the contract, along with the time frame for meeting the deficiency. In the fall, at the initial goal-setting conference of the year, the teacher or staff member is included in the process of setting goals to meet and improve anything that is targeted as being deficient.

If necessary, a staff member can be granted a leave of absence to attend courses designed to correct any deficiency. If a course is held in the evening, a staff member may be allowed to leave early at the end of the school day. Leave has also been granted for internships if we are not able to provide the internship at the school.

Discovery School maintains membership and communication with Association of Bilingual Schools in Honduras (ABSH), Tri-Association of schools in Central America, Mexico and the Caribbean, Association of American Schools in South America (AASSA), Association for the Advancement of International Education (AAIE), Academy for International School Heads (AISH), Association for Supervision and Curriculum Development (ASCD), and The International Educator (TIE). Association with these groups ensures that we stay up-to-date and aware of professional development opportunities and trends in education.

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

The Strategic Plan is presented to the General Assembly of parents at the first meeting of the year in October. Committees are created as necessary, and each committee is led by a Board member. Parents and teachers are encouraged to join whatever committee meets their interest and expertise. In some cases, individuals are recruited onto the committees because they have the background, education and/or experience that is needed. The Strategic Planning Committee reviews its goals periodically to ensure that the progress is on track. At the second General Assembly in May, the parents are again informed of the Strategic Plan, what progress has occurred, and what remains to be achieved.

Overall Assessment for Commitment to Continuous Improvement

<input type="checkbox"/>	<p>Not Evident</p>	<p>The school has not developed a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. The school cannot demonstrate progress in improving student performance and school effectiveness. The preponderance of the evidence supports an overall assessment of "not evident" and is substantiated in the responses to the Indicators Rubric.</p>
<input type="checkbox"/>	<p>Emerging</p>	<p>The school is developing a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the school cannot yet demonstrate progress in improving student performance and school effectiveness. New improvement efforts are not 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 "emerging" and is substantiated in the responses to the Indicators Rubric.</p>
<input checked="" type="checkbox"/>	<p>Operational</p>	<p>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.</p>
<input checked="" type="checkbox"/>	<p>Highly Functional</p>	<p>The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.</p>

Optional: Peer-to-Peer Practice Submission

Strengths identified through the Standards Assessment Report can benefit not only your school, but also other institutions striving to improve their adherence to the seven AdvancED standards. As part of the SAR, you are invited to submit a Peer-to-Peer Practice to the AdvancED Resource Network, an online knowledge network of practices, research, and tools. You may submit a practice at any time prior to submitting your report by going to www.advanc-ed.org/resourcenetwork and clicking “Submit a practice.” You can also follow the instructions contained in the online Standards Assessment Report.

Background

A peer-to-peer practice is a description of interventions, strategies, programs, or activities that have been identified by a school/district to be effective. It includes practices that support classroom teachers and/or schools/districts in their efforts to improve student learning.

The submission form asks for the following information:

- Name of the practice
- Contact information for the practice
- Description of the practice – Describe what you were trying to accomplish, how it was implemented, and what evidence you have that it worked
- Reason for the practice – Describe the problems you addressed with this practice or the reason you chose to implement the practice.
- Subject areas, grade levels, student groups, and adult groups – Select from a list of choices the various areas, levels, and groups to which the practice applies
- Length of implementation of the practice
- Resources – Describe the human, material, and financial resources needed to implement the practice
- Research – Identify any research that supports the practice
- Conclusion – Describe your next steps in implementing the practice

As you identify a practice for submission, you may want to ask some basic questions. Does the potential practice have: 1) a defined problem or specific reason why you implemented the practice; 2) a research base or a research-based premise; and 3) documented results? If the answers to these questions are yes, you have a good practice to submit.

Submitting a practice allows the school to highlight a practice that it feels is indicative of the quality work occurring in the school. The practice is included in the online AdvancED Resource Network where it can be accessed by other practitioners using the network.

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?

1. We need to formalize our professional development plan
2. We need to increase parent involvement
3. We need to improve technology on campus
4. We need to strengthen our internal and external marketing plans to attract more students and fill all of our classrooms

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?

1. Our commitment to the founding principles of Discovery School
2. Our ability to provide individualized instruction to students
3. Our cultural diversity
4. Our focus on developing Emotional Intelligence (EQ) in staff and students
5. The quality and commitment of our teaching staff
6. Our well-developed curriculum

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

1. Because our By-Laws limit our class size to 15, with some provisions for going up to 18, we do not have the income that is necessary to offer salary and benefit packages that are attractive, especially to foreign staff.
2. For that reason, it is a challenge to retain foreign teachers beyond the initial 2-year contract
3. We also have to be very cautious with spending to ensure that we stay within the budget

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

We have already utilized the standards for faculty reflection on their current instructional practices. In small groups, teachers have discussed what they are already doing to support the standards and to capitalize on our strengths. They have also reflected on additional ways they can improve and strengthen their teaching and the school as a whole. In all discussions, our ultimate question is, “What is best for the student?”

We have already begun discussing the creation of a formal professional development plan to address the needs of the school.

We have already started improving parent involvement in the life of the school by holding meetings between the Head of School and the President of the Board and the parents, by grade groups. The meetings have been very successful and yielded many good suggestions. At the parents’ suggestion, we will hold these meetings at least twice a year in the future—once in the fall and once in January or February when we return from Winter Break. As a result of our meetings, we have already had parents come forward with concrete ideas and help that have resulted in the creation of an equestrian team and holding a swim meet for our students.

We need to continue to seek alternate sources of funding or help with technology. For example, we have asked the U.S. Embassy for assistance and as a result have been given ten computers to place as needed to support technology on campus.

Next year we will set up an After School Activity Committee of parents, teachers and administrators to help provide activities and experiences that are valuable for our students.

Within the next month, representatives of the school will visit the local Nursery schools to explain our program and invite parents and school directors to visit Discovery.

We need to look for ways we can improve our students’ access and information about career options. We already have a Career Fair in the spring, but more can be added into the curriculum as careers and job options change and evolve.