



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

Standards Assessment Report

Lake Orion High School

495 East Scripps Road Lake Orion, Michigan 48360-2249

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

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

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

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

Structure of the Report

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

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

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

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

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

Demographics

| | |
|----------------------------|------------------------|
| Public/Non-public: | Public |
| School Type: | AdvancED - High School |
| Charter School: | N/A |
| Enrollment: | 2429 |
| Gender at School: | Co-Ed |
| Beginning Grade: | 9 |
| Ending Grade: | 12 |
| Alternate Beginning Grade: | |
| Alternate Ending Grade: | |
| Location Type: | Suburban |
| Gender at School: | Co-Ed |

Standard 1. Vision and Purpose

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

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

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

Definitions of Indicators Rubric:

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

Indicators: In fulfillment of this standard, the school:

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

Emerging

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

Emerging

1.3 Identifies goals to advance the vision:

Emerging

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

Operational

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

Emerging

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

Operational

Focus Questions:

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

Teachers are unsure of the processes for establishing and building understanding of and commitment to the vision statement among stakeholders. There are numerous teachers who feel that the process happens very differently amongst and within each group of stakeholders.

Teachers are unclear if a vision statement exists for Lake Orion High School. We know that a vision is needed and once created it is important for us to know it clearly.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

The information is on the staff drive and the Internet. It is being maintained and updated on a regular basis. Most staff is uninvolved in the actual process of developing the profile. Staff is involved in the front end generation of data that is used to develop the profile.

The process for developing and maintaining the profile is evolving by gathering data through common assessment, surveys, standardized testing and state required exams. The data seems to be plentiful, but the time needed for teachers to evaluate and interpret the data is lacking. Time within our instructional groups has been limited so the data continues to be gathered without being used effectively.

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

Leadership ensures that the school's vision, purpose, and goals guide the teaching and learning process through our professional learning communities. The topics covered in our professional learning communities are derived from the NCA and state requirements. Our administration and Leadership Team introduces and enforces these topics into trainings and we then implement them into our school and daily curriculum. Evidence of the tools used to ensure student learning include common assessments and data collection using the Pearson system. The Curriculum Renewal Team and the District Department Chairpersons' Committee also work hard to streamline instruction in accordance to state expectations.

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

The process seems unclear; as a group, we are unclear as to what the actual vision or goal is for our school. Expectations seem to change with educational trends, and as new trends, research, and evidence is brought forward, our focus seems to have changed to the point where we have an abundance of data and evidence but are unclear how to process it and use it toward a focused vision.

Overall Assessment:

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

Standard 2. Governance and Leadership

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

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

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

Definitions of Indicators Rubric:

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

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

Operational

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

Operational

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

Highly Functional

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

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

Emerging

2.5 Fosters a learning community:

Operational

2.6 Provides teachers and students opportunities to lead:

Operational

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

Operational

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

Operational

2.9 Responds to community expectations and stakeholder satisfaction:

Emerging

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

Operational

Focus Questions:

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

The process for establishing policies comes from the administrative team. They solicit members of the departments to offer input on new policies. After the new standards have been set and approved by administration and/or the board of education, they are taken back to the departments where the information is communicated.

In order to change curricular policies one is supposed to bring a proposal to the Curriculum Renewal Team. There, the members of CRT vote on the new proposal. Approval is also needed from the district administration as well. Not all staff members are aware of the correct procedures for establishing/changing policies.

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

School leadership uses several methods to evaluate school effectiveness and student performance. Among these methods are: MME and ACT testing, Teacher Evaluations, Pearson Benchmark, and INFORM. School leadership also conducts Student/Parent Surveys and offers Individualized Education Plans, 504 Plans and personal curriculums for student needing these services.

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

Staff are given various opportunities to provide leadership and to contribute to the decision-making process. Some of these opportunities include: the Guided Activities Program, Assets, Challenge Day, Challenge Club, Unity Week, LOEA involvement, School Improvement Team, department meetings, teaming, board meetings, Student Leadership, PTA, PTO, and an open door policy with administration.

There are plenty of opportunities for community stakeholders to become involved in leadership roles as well. Community members may sit in on exit interviews, local business involvement through feedback on CFE, and parent/teacher involvement with the leadership team. Administration seems open to new ideas suggested by all

stakeholders, which allows them to act in a leadership role.

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

School leadership has many varied programs in place to ensure equity of learning and innovation. Among these programs are: At Risk Curriculum (Reading Initiative/Math Lab), Special Education Support, 504 Accommodation Plans, and English Language Learners Support.

We also provide tutoring sessions, credit recovery opportunities, and an alternative education program. Equity of learning is also attained through Guided after School Programs (GAP), Cultural Outreach, HI-Class, AP and Honors Programs and ACT Preparation classes for all Juniors.

Overall Assessment:

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

Standard 3. Teaching and Learning

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

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

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

Definitions of Indicators Rubric:

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Indicators: In fulfillment of this standard, the school:

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

Emerging

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:

Emerging

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

Emerging

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

Operational

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

Operational

3.6 Allocates and protects instructional time to support student learning:

Operational

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

Emerging

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

Operational

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

Operational

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

Operational

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:

Emerging

Focus Questions:

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

Our curriculum is closely aligned with the state mandated grade level content expectations (GLCEs). All teachers who teach a particular class design their instruction and assessments to cover and measure student achievement of these expectations. To ensure that this happens consistently we have “teaming time” built into our professional development schedule. Generally at least twice a month, two hours are set aside for teaming. Teachers use this time to meet with other teachers teaching the same courses to create/modify common assessments (final exams, unit tests, etc) and other assignments which are done within the term. This ensures that all teachers are covering the same content expectations and all students are being assessed consistently. This time is also used to hone instructional strategies to better meet the needs of all learners. Teaming is also used to analyze data from the assessments in order to adjust instruction.

Recently we have been gathering as a staff once a month in mixed groups (subjects/grades) in order to more effectively articulate across grade levels and subject areas. Several times a year we also have district articulation days where departments can meet with their counterparts at the other levels. District subject area co-chairs also meet once a month to discuss and adjust curriculum to make sure our offerings are aligned with the state and articulated clearly throughout the district.

In addition to teaming there is great support for off-site professional development workshops to make sure all teachers have effective strategies to ensure student achievement of expectations. For example, one third of our staff will be trained in Hi-Class training by the end of this year and will share those reading strategies with the rest of the staff.

Informally, departments have common office space and common lunch hours which further enhances communication between teachers and between levels. We have worked hard to create a culture of collaboration throughout the building to better ensure that all students are meeting high expectations.

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

Finances are allocated for conferences and subs so there is continuous staff professional development. Teachers are expected to share new strategies and materials that they gather from these conferences. Time is also made available for teachers to observe others in the building who are using best practices. Recently, 15-20 teachers spent an entire day visiting other teachers to observe them implementing Hi-Class strategies. Wednesday morning time is regarded as essential for team teaching and other professional development activities. There is a concerted effort to remediate the general education population through services such as the math lab and various after school tutoring programs. A recent emphasis on the Professional Learning Community model has focused the staff on working together to ensure that all students achieve. We share ideas across departments with a focus on strategies that actually work. Our staff has been analyzing building level data as well as using the Pearson system of data collection in the classroom. We are making a concerted effort to use that data to drive instruction.

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

Our school is working to ensure that teachers are well-prepared and effectively implementing the curriculum. The district requires that all of the teachers are highly qualified in their instructional area. Each day, ninety minutes are allocated for teacher planning, preparation, and collaboration. Teachers use this for their own individual preparation as well as for informal sharing of strategies and materials. Professional development occurs every Wednesday morning from 7:25-9:25. This time is used for whole staff sessions and articulation across subject areas, as well as curriculum teaming time which allows teachers of the same subject to prepare together, analyze data and discuss instructional strategies. Finally, teachers can attend professional development opportunities outside of the school to advance their skills. Title II funds and departmental funds are used to cover substitutes and registration costs. Every probationary (first four years) teacher is assigned a mentor and required to meet regularly to discuss planning, preparation, professional practices, etc. Mentors are given release time to observe their mentees in the classroom and use those observations as part of their collaboration. In addition to this formal mentoring program, the entire staff contributes to a culture of collaboration that greatly assists inexperienced teachers in finding and creating materials and implementing curriculum. Common assessments and specific learning expectations in each course allow all teachers to know exactly what their students need to achieve and help them prepare effectively. Tenured teachers all participate in a formal evaluation process with administrators where they are observed in the classroom or work together on a professional project. This system allows the building leadership to be involved in maintaining quality teaching throughout the building.

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

Every student has access to a personal e-mail system which allows easy communication with faculty members and other students. Students and parents have access to PowerSchool which provides immediate information in regard to grades, schedule and attendance. There is consistent updating of the LOHS website as well as a quarterly newsletter that keeps parents and students informed. Curriculum, standards, and benchmarks are available on the Internet as well.

Each student has access to the instructional resource center(IRC) at LOHS. The IRC makes an extensive range of technology available to students to use for research and projects in their classes. Students can easily obtain digital cameras, video cameras, projectors, thumb drives, DVD burners, video editing equipment, mobile laptop labs and binding and laminating services. The IRC also subscribes to a large selection of online databases – including

newspapers, periodicals, reference material, etc. – that every student can access.

Many teachers have begun using Moodle, which allows them to post class materials online, conduct live chats and discussion boards on class material, as well as assign and collect homework online.

In partnership with the public library, we have developed an initiative to have every student obtain an Orion Township Public Library card. Through use of the public library, students have access to free online tutoring and learning services, as well as other resources and technology.

The building is outfitted with 13 computer labs and 4 mobile laptop carts that are available for teachers to use with their class whenever regular classes are not scheduled in them. Teachers use these labs for everything from student research to entirely web-based lessons or projects.

Overall Assessment:

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

Standard 4. Documenting and Using Results

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

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

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

Definitions of Indicators Rubric:

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| Not Evident | Little or no evidence exists |
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| Highly Functional | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

Indicators: In fulfillment of this standard, the school:

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

Emerging

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

Emerging

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

Emerging

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

Emerging

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

Emerging

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

Emerging

4.7 Demonstrates verifiable growth in student performance:

Emerging

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

Operational

Focus Questions:

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

We use various assessment data from both district and state level assessments. These include such things as: ACT/PLAN/EXPLORE, scores on current course common assessment as derived from Pearson Benchmark Assessment Tool, teacher/staff referrals, observations and QRI reading assessment. These assessments allow departments as well as individual teachers to analyze change in student performance from year to year as well as throughout the duration of the course and the student's high school career.

Pearson Benchmark, one of our primary tools, is used to collect course data on common assessments. This is an operational tool whose use is evolving.

With increased time given to evaluate this data, teachers will be better able to tailor instruction and use data more effectively to impact student performance within the current courses.

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?

As a staff, we use Pearson software for common assessments. The software allows us to view and analyze student performance on a particular test and on specific benchmarks. Information sheets can be obtained for individual students that allows students and teachers to determine areas of strengths and weaknesses; remediation on weak areas can then be implemented. Although this software provides a plethora of information, it is not believed that all staff are using this software to its potential.

Overall grades are communicated to parents via Powerschool, however, mastery of specific benchmarks is not shown in the gradebook. Consequently, parents may not be aware of where their students need additional support. Lastly, community stakeholders can witness student performance by sitting on a panel during a Senior Exit Presentation where the senior reports on their use of "The 21st Century Skills" throughout their high school career.

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

Data has been used to align classes to the curriculum and ensure that assessments are tied directly to benchmarks. This data has served as a method to reflect on classroom practices and instruction so that teachers may tailor instruction to meet the needs of all students. We also use Pearson Benchmark to gather data on how students are performing on

each individual benchmark. We also have the MME/ACT results that we can use to evaluate student performance and our district's performance compared to other school districts and the state average. To help improve overall school effectiveness, we need to increase the time we spend on benchmark and data analysis so we can make changes to our curriculum and instructional methods as necessary. Finally, school effectiveness has been improved through grading systems like Power School which allow parents, teachers, and students to be aware of their grades in classes and work towards improvement when they are struggling.

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

Our district has Informational Technology chairs who are the "on-site" resources that coordinate the use of Pearson Benchmark. Pearson Benchmark is a product that collects benchmark data in core curricular areas that can then be used to analyze the data. When our district adopted the Pearson program a core group of teachers, per department, received extensive training. The staff, as a whole, received an overview of the program. The resident experts continue to provide ongoing training to their department members.

The process of using data in the classroom is evolving. Teachers were introduced to Pearson Inform (a program that allows you to access past performance on standardized and common assessments) during professional development at the beginning of the school year. Training is still on-going to best utilize all of the data analysis tools that Pearson offers.

Overall Assessment:

Emerging: 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.

Standard 5. Resource and Support Systems

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

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

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

Definitions of Indicators Rubric:

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Indicators: In fulfillment of this standard, the school:

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

Highly Functional

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

Highly Functional

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

Highly Functional

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

Operational

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

Operational

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

Highly Functional

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

Highly Functional

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

Emerging

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:

Operational

5.10 Provides appropriate support for students with special needs:

Operational

Focus Questions:

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

When a position becomes available the district posts the open job on its website. It is first offered to qualified internal candidates. If not filled, the next step would be to advertise to external candidates via the district website. Placement is dependent on the candidate's certification (highly qualified).

New hires go through new employee orientation and are assigned a mentor. The evaluation process for all teachers is modeled after the Charlotte Danielson Pathwise Assist Mentoring/Induction Program. Administrators and support staff also have evaluation and mentoring processes in place.

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?

Leadership ensures that the allocation of financial resources is supportive of educational programs by seeking input from staff about classroom needs, supplies, technology, etc. Appropriate distribution of building funds is determined by an annual financial meeting with department heads and administration. The staff also has access to Title IIA funds which are allocated towards professional development and school improvement training.

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

Lake Orion High School is dedicated to and competent in creating a safe environment that promotes learning. Through well practiced routines such as code green, code red, fire, and tornado drills, both students and staff are trained to follow the established protocol that will ensure their safety. These procedures are outlined in green emergency folders placed in every classroom in the building and emergency signage in all areas of the building. The facility is equipped with cameras and staffed with hall monitors, police presence, and teachers during all passing times. This supervision helps to enforce school rules and routines and protect students from internal and external threats. School-wide policies on cell phone usage and dress code promote an orderly environment, as does the work

done by school custodial and Buildings and Grounds departments.

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?

All students are assigned to a counselor, a homeroom teacher, and an administrator. The LOHS counseling department ensures and monitors that each student has access to guidance and resource services that meet their needs. Counselors provide academic and counseling services to students. They ensure that students are on a career path, complete four year plans and work with students on EDP's and post-secondary options. The counseling department also oversees the students with 504 plans and work closely with the special education department to provide support services to students and staff. The counselors also work with the ESL staff to insure that our ELL students get the services they need.

When students are assigned to a homeroom, there is a direct hand-to-hand connections made with resources and students. Teachers distribute informational materials, schedules, and other physical resources. In addition to homeroom responsibilities, teachers use electronic resources such as Moodle and PowerSchool to communicate with parents and students regarding other available resources. Teachers are also an integral part of after school tutoring. The EXTEND mentoring programs, as well as the LOHS website, provide a link to access the media center and career center services.

Administrators play a dual role acting as a safety net for students; ensuring these processes are both available and are being utilized by students. They open lines of communication between parents, students, counselors, and teachers, helping to make sure students are in classes and are aware of recommended and necessary resources.

Overall Assessment:

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

Standard 6. Stakeholder Communications and Relationships

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

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

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

Definitions of Indicators Rubric:

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

Indicators: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Emerging

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

Operational

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

Operational

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

Operational

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

Operational

Focus Questions:

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

The leadership at Lake Orion High School (LOHS) strives to make responsiveness to community expectations and stakeholder communication between and among school leadership, faculty, students, parents and community membership a priority. LOHS fosters community involvement and active communication through partnerships with local businesses, service learning programs, and other related projects.

School leadership also ensures that staff is in continuous communication with community stakeholders via written communication through the use of current technology (Moodle, Powerschool, Local Cable Channel, Email, etc) as well as face to face communication (Parent/Teacher Conferences, Welcome Activities, Curriculum Night, etc).

Furthermore, school leadership encourages stakeholders to participate in the many Lake Orion High School activities that facilitate and evaluate student achievement such as Exit Presentations, college and career speakers, and involvement in extracurricular booster organizations.

The leadership and staff have also developed tools to communicate expectations for student learning and goals. Some of these tools are curriculum night, department flyers, Moodle pages, individual classroom syllabi and the school website.

All of Lake Orion's methods for communication provide excellent information regarding student performance and school effectiveness.

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

The school's leadership team fosters a learning community by encouraging participation in various professional development opportunities such as Hi-Class, Algebra for All, Motivating Unmotivated Students, and Technology Enhanced Assessment. Various staff members are also trained in Professional Learning Communities as well as facilitation through the ISD.

Administration also provides time for teaming, PLC, curriculum development, and data collection as well as continually enhancing school policies to improve the learning environment. School leadership has also encouraged collaboration with the community through events such as Challenge Day, Unity Week, the Community Expo and the public library's "Think Link".

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

The following methods are used to communicate student and school performance electronically: Powerschool for academic progress, the school newsletter is available on the website, email communication, Moodle, the school's profile through the school's website and announcements on cable access TV. School newsletters, reports cards, MEAP data, open invites to special events, press releases, A.P. exam data, standardized test results, and potential failure letters are communicated through mailings. The following methods are more personal and direct: four evenings of Parent/Teacher conferences, curriculum night, the community business expo, the marquee on M24, honors convocations and phone calls home.

Overall Assessment:

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

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.

Definitions of Indicators Rubric:

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

Indicators: In fulfillment of this standard, the school:

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

Emerging

7.2 Engages stakeholders in the processes of continuous improvement:

Emerging

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

Emerging

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

Operational

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

Emerging

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

Emerging

Focus Questions:

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

The staff is still unsure as to which pieces of evidence are truly good indicators for improving overall school performance at this time. HiClass is still new in its implementation, the math lab was just introduced, and we are still getting familiar with the seven standards and adjusting to becoming a fluent Professional Learning Community. When it comes to common assessment, we still haven't seen evidence of taking it to the next level. We're not sure of the long-term impact. While there are many common assessments in Pearson, it doesn't necessarily mean that there performance is being tracked appropriately.

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?

These are the tools, as a staff, we feel are available to us to assess and gather data.

- Pearson Benchmark
- Common assessments
- teaming time to develop and evaluate assessments
- department meetings
- MME/MEAP score evaluation
- PLC training of staff to evaluate the state of the school

However, we do not know what improvement goals we are assessing other than achieving AYP. We know intuitively what students' needs are, but we are unsure if students' learning needs have been properly assessed. As a staff, we are somewhat unclear of our building's goals. Although we have time as departments for meeting as a team, there is a concern that there is not enough time to properly assess data.

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?

Department and curriculum teams identify goals and needs at weekly teaming meetings. The administration oversees results of these meetings and provide whatever technical assistance (Kalpa, Pearson) or interventions (tutoring, math lab) needed to meet improvement goals. The staff also has access to Title IIA funds and departmental funds so that they may attend professional development conferences and workshops.

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

Through meeting the state requirements; Lake Orion High School is committed to collecting data from staff, community and students. We monitor achievements through collaborative meetings to assure continuous evaluation. Communication is made available through newsletters, PTA meetings, the school website, Powerschool and LO Net,

the district's web-based database system.

The LOHS staff is still in the beginning stages of a new school improvement cycle. We are adjusting to the new "yearly" process and the seven standards provided by NCA. We are actively collecting and organizing data to update our profile. We are very aware that our purpose, vision and goals need to be established and are working very hard to do so. Through the use of our Professional Learning Community, we work diligently to get these tasks accomplished. We are working as a unit where every staff member has input. This takes time but we are confident that we are on the right track.

Overall Assessment:

Emerging: 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.

Conclusion

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

Focus Questions

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

- data rich, information poor
- more time and training to use the data to make decisions
- need a fresh vision to guide our way
- more current goals need to be established using the current information/data reviewed by the staff
- lots of resources and accessibility to information
- freedom to collaborate through teaming and PLC
- resources available for conferences and workshops
- overall knowledge of the school improvement process in order to drive continuous improvement is in the beginning stages

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?

Our use of Professional Learning Communities and our "teaming time" for collaboration to accomplish tasks such as data collection, common assessment, and discussion of how we are meeting state requirements in order to increase student achievement are currently our greatest strengths. Our staff is using data and focusing on results as a regular part of their curriculum planning. The staff is embracing the philosophy of "what will the student learn today" instead of "what will I teach today" and they understand that data, research, and best practices are necessary to further that philosophy. Our staff is also very strong in continuing their own professional development by attending conferences and workshops that are relevant to our present commitment to increase student achievement.

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

The most obvious trend/theme that came to the surface through the use of the SAR was our lack of direction in using data to make decisions in order to increase student achievement. Our staff is very comfortable with our data collection methods and the amount of data that has been collected, but the staff has reached a plateau and now needs professional development and strategies to use that data to make academically-sound decisions. The other challenge we face is generating a clear vision that is created and decided upon by all involved as well as new building goals that paint a clear picture of our current educational priorities. Finally, through our Professional Learning Community, the staff needs to become more familiar with the school improvement process, as a whole, which will drive continuous improvement on a more individual level.

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

Through the use of the Standards Assessment Report the staff not only has a new awareness of our strengths and

challenges but evidence to support the areas that need our immediate attention. Our School Improvement Steering Committee is currently planning professional development to address both areas. One of the greatest gains from this process was that every staff member had input and felt a part of the school improvement process. Every staff member's input is invaluable and encouraged.