Resource and Agreement Document Part A for the Wyoming Department of Education, and

District or School: _____

Lead Administrator _____ Title _____

Mailing Address: _____

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Self-Assessment and Improvement Plan

To engage in the North Central Association (NCA) district accreditation process, a district or system must address the six major capacity areas, in addition to documenting performance results, as listed in the Standard and Criteria. The major capacity areas include
> Leadership and Governance
> Valuing Students and Community
> Strategic Planning
> Information System
> Valuing Faculty and Staff
> Helping Students Learn

The following subset of rubrics is taken directly from NCA materials and gathers data about the level at which the system currently operates in relation to the exemplary criteria.[1] The NCA accreditation process is designed for a school district or a system of schools; as such, the process considers and evaluates the group of schools as a system, requires that all schools in the system hold or seek NCA accreditation, and involves a trained team of visitors to provide external validation.

Career and technical education plans and programs exist within this larger educational system. This particular set of materials is designed to support an improvement process focused on Perkins goals and measures. Therefore, you should address the criteria as they apply to programs directed toward, teachers of, and students participating in career/technical programs, classes, and activities.

The process of completing this self-assessment—and the resulting document—will provide information as a means of creating shared understanding and as a means for

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[1] A more extensive presentation of the rubrics is available from the North Central Association's Commission on Accreditation and School Improvement (www.ncacasi.org). NCE developed them in collaboration with Jim Shipley & Associates (www.jimshipley.net).

school personnel to plan for school improvement. For these reasons, it is essential that the rubric be completed with input from a team.

Documentation of performance gaps and a template for documenting an improvement plan follows the rubric.

LEADERSHIP and GOVERNANCE	Never	Seldom	Some-times	Often	Regularly
1. The District system's leadership style and practices promote empowerment, high expectations, data-driven decision making, organizational effectiveness, and faculty and staff learning.					
2. Career Technical student performance results are monitored and analyzed by the systems leaders.					
3. The performance of system leaders and administrators are evaluated with input from parents, students, counselors, and the WDE via a stakeholder rubric of performance results.					
4. A site monitoring process is used to manage and evaluate the accountability of system's actions, fiscal accountability, regulatory and legal compliance, assurance of ethic behavior, and civic responsibility.					
5. The system involves staff, school leaders, and the community in developing the budget, establishing expenditures, and setting priorities for the budget.					
6. Parents, students, staff, advisory boards, and community members are informed of student progress, curriculum and CTE equipment.					

Provide a <u>brief</u> description of one process in the district/system that exemplifies an item checked above as "often" or "regularly":

VALUING STUDENTS AND COMMUNITY	Never	Seldom	Some-times	Often	Regularly
1. A system engages in formal communications with families, students, community members, and businesses.					
2. Annual follow-up studies of graduated students to higher education, employment, training or the military are completed.					
3. All communication methods to gather data from families, students, community members, and businesses are reviewed to ensure that they are relevant, current, and represent various groups in the population					

	Never	Seldom	Some-times	Often	Regularly
4. Articulation, both horizontally and vertically, is implemented within the system and with affiliated schools.					
5. Feedback Information from students and the community concerning satisfaction and dissatisfaction with the system is gathered and analyzed.					

Provide a brief description of one process in the district/school that exemplifies an item checked above as "often" or "regularly":

STRATEGIC PLANNING	Never	Seldom	Some-times	Often	Regularly
1. The system operates from a strategic plan that was created with input from the leadership, staff, community, and students and that address both student performance and operational goals.					
2. Budget decisions are based on the resources needed to accomplish the mission and goals of the system.					
3. Performance goals are based on academic and technical performance indicators negotiated with the WDE to evaluate the implementation and success of the strategic plan.					
4. Staff development activities are planned and delivered to support the curriculum and strategic plan.					

Provide a brief description of one process in the district/school that exemplifies an item checked above as "often" or "regularly":

INFORMATION SYSTEM	Never	Seldom	Some-times	Often	Regularly
1. The system disaggregates and analyzes evaluation results from the PAWS and WyCTA and uses the data to improve student and organizational performance.					
2. The system uses internal and external comparative data to evaluate performance and in making strategic decisions.					
3. Evaluation instruments and assessments are congruent with student learning and strategic goals.					
4. The system semi-annually analyzes the types of data collected for evaluation and decision making.					

	Never	Seldom	Some-times	Often	Regularly
5. Adequate information and data are readily available for instructional and operational decision making.					

Provide a <u>brief</u> description of one process in the district/school that exemplifies an item checked above as "often" or "regularly":

VALUING FACULTY AND STAFF	Never	Seldom	Some-times	Often	Regularly
1. Professional development activities support the system goals and the strategic plan.					
2. Professional development activities help faculty and staff develop skills relevant to their assignments.					
3. Professional development activities assist faculty and staff members in attaining individual professional goals and career potential.					
4. Skills needed by faculty and staff are identified and methods to share skills among and across departments and grade levels are employed to encourage integration.					
5. Staff members are provided with opportunities to assume leadership roles and develop leadership skills.					
6. Career planning is employed to identify and train personnel for succession in leadership positions.					
7. The systems collects data semi-annually from faculty and staff to determine factors that affect employee well-being and satisfaction					

Provide a <u>brief</u> description of one process in the district/school that exemplifies an item checked above as "often" or "regularly":

HELPING STUDENTS LEARN	Never	Seldom	Some-times	Often	Regularly
1. Students are provided with opportunities to use academic, and career technical skills in relevant community service.					
2. Students provide feedback in order to evaluate the effectiveness of instruction and positive feedback is used to modify classroom strategies.					
3. Curriculum goals are aligned with the strategic plan and the goals of the system.					

	Never	Seldom	Some-times	Often	Regularly
4. Teachers, with input from students, community members, and business representatives plan and evaluate curriculum.					
5. Curriculum is developed with and through vertical and horizontal articulation among career fields, between schools and grade levels.					
6. Annual evaluation of student services is conducted to determine it's effectiveness in support of the mission, strategic plan, and goals of the system.					
7. Short and long-term planning occurs to project future needs and resources for student learning.					
8. Support services, such as maintenance, food service, transportation, and custodial services are involved in supporting all educational and organizational goals of the system.					

Provide a brief description of one process in the district/school that exemplifies an item checked above as "often" or "regularly":

DOCUMENTING PERFORMANCE RESULTS	Never	Seldom	Some-times	Often	Regularly
1. The system uses various ways to document student performance results are met.					
2. The system annually reports performance data and trend data comparing local performance to community, state, national, and international performance and trends.					
3. Learning results and performance data reflect analysis and comparison for various student groups and special populations.					
4. Student, staff, and community satisfaction, dissatisfaction, and key measure results are reported to the community.					
5. The system has measures for key operational goals (budget, finance, etc) that are reported to all staff and the community.					

Provide a brief description of one process in the district/school that exemplifies an item checked above as "often" or "regularly":