Standard 1- Core Values, Beliefs & Learning Expectations

1.1

When the school includes even more parent and student input into the process, GRHS will be better able to ensure that the entire school community can identify and commit to its core values and beliefs about learning.

1.2

Because GRHS has created challenging and measurable academic, social, and civic expectations and rubrics that define high levels of achievement, the school is able to ensure that all students have the opportunity to achieve the school's 21st century learning expectations.

1.3

While the school's core values, beliefs, and 21st century learning expectations are informally, actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations, when they are more formally integrated, GRHS will be even better able to ensure that all students achieve the school's 21st century learning expectations.

1.4

Because the school regularly reviews and revises its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities, the school's guiding documents will continue to serve as explicit foundational commitments to students and the community.

Commendations

The dynamic, collaborative, process informed by current research-based best practices to identify and commit to the school community's core values and beliefs about learning

The school's challenging and measurable 21st century learning expectations for all students which address academic, social, and civic competencies and the creation of school-wide analytic rubrics which define targeted high levels of achievement

The school's core values, beliefs, and 21st century learning expectations that are informally, actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations

The school's regular review and revision of its core values, beliefs, and 21st century learning expectations based on research, multiple data sources, as well as district and school community priorities
**Recommendations**

Develop and implement a program to ensure that the school community engages in a process that is more inclusive of parents and students to identify and commit to its core values and beliefs about learning.

Develop and implement a program to ensure that the school's core values, beliefs, and 21st century learning expectations are formally, actively reflected in the culture of the school, drive curriculum, instruction, and assessment in every classroom, and guide the school's policies, procedures, decisions, and resource allocations.
Standard 2- Curriculum

2.1

While the curriculum is purposefully designed for student achievement of class and course-specific expectations, when full integration of the school's 21st century learning expectations occurs, GHS will be better able to ensure that students have opportunities to achieve them.

2.2

The school has a curriculum that is consistently written in a common format that includes units of study with essential questions, concepts, content, and skills, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success such as course-specific rubrics. When all curriculum areas also integrate the school's 21st century learning expectations into the written curriculum, the school will be better able to ensure that all students achieve those expectations.

2.3

While the school's curriculum generally emphasizes depth of understanding and application of knowledge through inquiry and problem solving, higher order thinking, authentic learning opportunities both in and out of school, and informed and ethical use of technology, when the school provides students more formal cross-disciplinary learning opportunities, it will be better able to ensure that all students achieve the school's 21st century learning expectations.

2.4

While teachers informally align the written and taught curriculum, when the school more formally develops and revises curriculum to establish formal alignment between the written and taught curriculum, it will be better able to ensure that all students achieve the school's 21st century learning expectations.

2.5

While teachers informally make efforts to coordinate curriculum, when the school develops a formal program to provide effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district, it will be better able to ensure that all students achieve the school's 21st century learning expectations.

2.6

While staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are generally sufficient to implement the curriculum, when GRHS addresses the high course loads assigned to some teachers and provides sufficient support for co-curricular activities, the school will be even better able to fully implement the curriculum.
When the district provides the school's professional staff with sufficient personnel, time, and financial resources, the school will be better able to conduct ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Commendations

The purposeful design of the written curriculum for all classes that ensures students practice and achieve class and course-specific learning expectations

The many elements of the curriculum that are written in a common format that includes units of study with essential questions, concepts, content, and skills, instructional strategies, and assessment practices that include the use of specific and measurable criteria for success, such as course-specific rubrics

The curriculum that emphasizes depth of understanding and application of knowledge through inquiry and problem-solving, higher order thinking, authentic learning opportunities both in and out of school, and informed and ethical use of technology

The informal clear alignment between the written and taught curriculum

The informal efforts of teachers to provide curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district

The staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center that are generally sufficient to implement the curriculum

The informal efforts of teachers and staff to conduct ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research

Recommendations

Fully implement the individual learning plan (ILP) process to ensure that all students practice and achieve each of the school's 21st century learning expectations

Develop and implement a plan to ensure that all of the curriculum is written in a common format that includes the school's 21st century learning expectations in addition to units of study with essential questions, concepts, content, and skills, instructional strategies, and assessment practices that include the use of specific and measurable criteria
for success, such as school-wide analytic or course-specific rubrics

Develop and implement a plan to ensure that the curriculum provides more formal opportunities for students to participate in cross-disciplinary learning

Develop and implement a formal plan to ensure that there is clear alignment between the written and taught curriculum

Develop and implement a formal plan to ensure effective curricular coordination and vertical articulation between and among all academic areas within the school as well as with sending schools in the district

Develop and implement a plan to ensure that the district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research
Standard 3- Instruction

3.1

While teachers' instructional practices are continuously examined informally to ensure consistency with the school's core values, beliefs, and 21st century learning expectations, when the school employs a more formal process it will be better able to ensure more consistency with the school's core values, beliefs, and 21st century learning expectations.

3.2

While many teachers are able to engage in instructional practices that support the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students as active and self-directed learners, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology, when all teachers engage students more formally in cross-disciplinary learning as well as emphasize inquiry, problem-solving, and higher order thinking, all students will be better able to achieve the school's 21st century learning expectations.

3.3

Because teachers adjust their instructional practices to meet the needs of each student by using formative assessments during instructional time, strategically differentiating, purposely organizing group learning activities, and providing additional support and alternative strategies within the regular classroom, all students have an opportunity to achieve the school's 21st century learning expectations.

3.4

While a majority of teachers informally, individually, and collaboratively, improve their instructional practices by using student achievement data from a variety of formative and summative assessments, examining student work, using feedback from a variety of sources, including students, other teachers, supervisors, and parents, when all teachers have more formal opportunities to examine current research or engage in professional discourse focused on instructional practices, then all students will have even greater access to instructional practices based upon specific student data information.

3.5

Because teachers maintain expertise in their content area and in content-specific instructional practices, students have access to teachers engaging in best practices around instruction.
**Commendations**

The informal examination of teachers' instructional practices to ensure consistency with the school's core values, beliefs, and 21st century learning expectations

The teachers' engagement in instructional practices that supports the achievement of the school's 21st century learning expectations by personalizing instruction, engaging students as active and self-directed learners, applying knowledge and skills to authentic tasks, engaging students in self-assessment and reflection, and integrating technology

The teachers' adjustment of instructional practices to meet the needs of each student by using formative assessment, especially during instructional time, strategically differentiating, purposefully organizing group learning activities, and providing additional support and alternative strategies within the regular classroom

The informal improvement of instructional practices by teachers who use student achievement data from a variety of formative and summative assessments, examine student work, and use feedback from a variety of sources, including students, other teachers, supervisors, and parents

The teachers, who as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices

**Recommendations**

Develop and implement a formal plan to ensure that teachers' instructional practices are continuously examined to ensure consistency with the school's core values, beliefs, and 21st century learning expectations

Develop and implement a plan to ensure that all teachers engage students more formally in cross-disciplinary learning, as well as emphasize inquiry, problem-solving, and higher order thinking

Develop and implement a formal program to ensure that teachers, individually and collaboratively, improve their instructional practices by examining current research, and engaging in professional discourse focused on instructional practice.
Standard 4- Assessment of/for Student Learning

4.1
When the professional staff continuously employs a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics, individual and collective student progress in achieving the school's learning expectations can be accurately assessed.

4.2
Once the GRHS professional staff formally communicates individual student progress in achieving the school's 21st century learning expectations as well as school-wide progress in achieving the school's 21st century learning expectations to students and their families and the school community, the school will be better able to successfully inform all stakeholders of student progress and school growth.

4.3
Once the professional staff at GRHS has a more formal process to collect, disaggregate, and analyze data, they will be better able to identify and respond to inequities in student achievement.

4.4
Once teachers communicate to students the school's applicable 21st century learning expectations to be assessed prior to each unit of study, students will have a better understanding of what expectations they are meeting.

4.5
Because teachers provide students with specific and measurable criteria for success, such as corresponding rubrics, they can ensure that students understand defined high levels of achievement prior to summative assessments.

4.6
Because in each unit of study teachers employ a range of assessment strategies, including formative and summative assessments, students are able to achieve the school's learning expectations.

4.7
When Gateway Regional High School teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments, they will be better able to meet student needs.

4.8
Since most teachers are providing specific, timely, and corrective feedback, students are able to improve their work and achieve the school's learning expectations.
4.9

Because teachers regularly use formative assessment to inform and adapt their instruction, they are better able to improve student learning.

4.10

When teachers and administrators, individually and collaboratively, formally examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice including student work, common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni, GRHS will be better able to ensure that all students achieve the school's 21st century learning expectations.

4.11

When the school's grading and reporting practices are regularly reviewed and revised and formally aligned with the school's core values and beliefs about learning, it will be better able to assess school-wide and individual student achievement of the school's 21st century learning expectations.

Commendations

The initial steps taken by the professional staff to create the individual learning plan as a formal process to assess whole-school and individual progress in achieving the school's 21st century learning expectations

The communication of individual student progress in achieving the school's course and department-specific learning expectations by the professional staff to students and their families

The informal efforts of the professional staff to collect, disaggregate, and analyze data to identify and respond to inequities in student achievement

The teachers' communication prior to each unit of study to students of the school's applicable unit-specific learning goals to be assessed

The specific and measurable criteria for success, such as corresponding rubrics, which define targeted high levels of achievement prior to summative assessments

The range of assessment strategies, including formative and summative assessments, in each unit of study

The informal collaboration by teachers on creation, analysis, and revision of formative and summative assessments
The teachers' provision of specific, timely, and corrective feedback to ensure students revise and improve their work

The teachers' regular use of formative assessment to inform and adapt their instruction for the purpose of improving student learning

The informal efforts of teachers and administrators to examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work and standardized assessments

**Recommendations**

Develop and implement a formal process to assess whole-school and individual student progress in achieving the school's 21st century learning expectations based on specific and measurable criteria for success, such as school-wide analytic rubrics

Develop and implement a formal plan to ensure that professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement

Develop and implement a plan to ensure that the school's professional staff communicates individual student progress in achieving the school's 21st century learning expectations to students and their families and the school's progress in achieving the school's 21st century learning expectations to the school community

Develop and implement a plan to ensure that teachers collaborate regularly in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments

Develop and implement a plan to ensure that teachers and administrators, individually and collaboratively, more formally examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including student work, common course and common grade-level assessments, individual and school-wide progress in achieving the school's 21st century learning expectations, standardized assessments, data from sending schools, receiving schools, and post-secondary institutions, and survey data from current students and alumni

Develop and implement a plan to ensure that grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning
Standard 5- School Culture & Leadership

5.1
Because the school consciously and continuously builds a safe, secure, positive, and respectful and supportive culture that fosters student responsibility for learning, adults and students enjoy a positive rapport with one another and share ownership, pride, and high expectations for all.

5.2
Because the school is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, it fosters heterogeneity and supports the achievement of school's 21st century learning expectations.

5.3
Because GRHS offers programs such as advisory, directed study, internships, and SPED liaisons, each student has an adult, in addition to the school counselor, who assists in the achievement of the school's 21st century learning expectations.

5.4
When the principal and professional staff implement a plan to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment, they will ensure the improvement of student learning through professional development.

5.5
Because school leaders regularly use research-based evaluation and supervision processes, there is a systematic focus on improved student learning.

5.6
While the organization of time supports research-based instruction that addresses the learning needs of students, when it supports professional collaboration to a greater extent, the school will be better able to promote professional discourse to improve curriculum, instruction, and assessment.

5.7
Due to small class sizes and student loads, teachers are able to meet the learning needs of individual students.

5.8
Because the principal works with building leaders to provide instructional leadership that is rooted in the school's core
values, beliefs, and learning expectations, GRHS is able to ensure that all students have the opportunity to achieve the school's 21st century learning expectations.

5.9

While some teachers, students, and parents are informally involved in meaningful and defined roles in decision-making, when more teachers, students, and parents are involved, the school will be better able to promote responsibility and ownership on the part of all stakeholders in the school community.

5.10

Because teachers exercise initiative and leadership essential to the improvement of the school, GRHS is able to increase student engagement in learning.

5.11

Because the school board, superintendent, and the principal are collaborative and are reflective, GHRS is able to ensure that all students achieve the school's 21st century learning expectations.

5.12

Because the school board and the superintendent provide the principal with sufficient decision-making authority to lead the school, the principal is able to provide leadership that incorporates the school's core values, beliefs, and learning expectations.

**Commendations**

The school community's safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all

The comprehensive instructional program that is equitable and inclusive, ensuring access to challenging academic experiences for all students, making certain that courses throughout the curriculum are populated with students reflecting the diversity of the student body, fostering heterogeneity and supporting the achievement of the school's 21st century learning expectations

The formal, ongoing programs and processes through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school's 21st century learning expectations

The principal's and professional staff's informal engagement in professional discourse for reflection, inquiry, and analysis of teaching and learning, use of resources outside of the school to maintain currency with best practices, and the application of the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment in order to improve student learning
The school leaders' regular use of research-based evaluation and supervision processes that focus on improved student learning

The organization of time that supports research-based instruction and the learning needs of all students

The student load and class size that enable teachers to meet the learning needs of individual students

The instructional leadership that is rooted in the school's core values, beliefs, and learning expectations provided by the principal, working with other building leaders

The informal involvement of teachers, students, and parents in meaningful and defined roles in decision-making that promote responsibility and ownership

The initiative and leadership exercised by the teachers essential to the improvement of the school to increase students' engagement in learning

The school board, superintendent, and principal who are collaborative, reflective, and constructive in achieving the school's 21st century learning expectations

The school board's and superintendent's affording the principal sufficient decision-making authority to lead the school

**Recommendations**

Develop and implement a plan to ensure that teachers have opportunities for professional development to engage in professional discourse for reflection, inquiry, and analysis of teaching and learning and consistently apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

Develop and implement a formal plan, in order to improve student learning through professional development, to ensure that the principal and professional staff engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; and apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment

Develop and implement a plan to ensure that the organization of time supports greater research-based instruction and professional collaboration among teachers

Develop and implement a plan to ensure that teachers, students, and parents are more formally involved in meaningful and defined roles in decision-making that promote responsibility and ownership
Standard 6- School Resources for Learning

6.1

Because the school has timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, all students have the opportunity to achieve the school's 21st century learning expectations.

6.2

Because GRHS provides information to families, especially to those most in need, about available student support services, the school is able to ensure all students achieve the school's 21st century learning expectations.

6.3

Because support services staff consistently use technology to deliver an effective range of coordinated services for each student, the school is able to enhance student learning and well-being.

6.4

While school counseling services have an adequate number of certified/licensed personnel and support staff who meet regularly with students to provide personal, academic, career, and college counseling; engage in individual and group meetings with all students; and deliver collaborative outreach and referral to community and area mental health agencies and social service providers, when they deliver a written, developmental program and use ongoing, relevant assessment data, including feedback from the school community, they will be better able to improve services and ensure each student achieves the school's 21st century learning expectations.

6.5

Because GRHS's health services have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, and use ongoing, relevant assessment data, including feedback from the school community, they can improve services and ensure each student achieves the school's 21st century learning expectations.

6.6

While library/media services provide a wide range of materials, technologies and other information services in support of the school's curriculum; are responsive to students' interests and needs in order to support independent learning; and conduct informal ongoing assessment using relevant data, including feedback from the school community to improve services; when library/media services are more actively engaged in the implementation of the school's curriculum, and the facility is more available and staffed for students and teachers before, during, and after school, the program will be better able to support each student's achievement of the school's 21st century learning expectations.

6.7

While support services for identified students, including special education, Section 504 of the ADA, and English
language learners, have an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff and provide inclusive learning opportunities for all students, when support services perform ongoing assessment using relevant data, including feedback from the school community, they will be better able to improve services and ensure each student achieves the school's 21st century learning expectations.

**Commendations**

The timely, coordinated, and directive intervention strategies for all students, including identified and at-risk students, that support each student's achievement of the school's 21st century learning expectations

The provision of information to families, especially to those most in need, about available student support services

The support services staff's use of technology to deliver an effective range of coordinated services for each student

The counseling services that have an adequate number of certified/licensed personnel and support staff who meet regularly with students to provide, personal, academic, career, and college counseling, engage in individual and group meetings with all students, and deliver collaborative outreach and referral to community and area mental health agencies and social service providers

The school's health services that have an adequate number of certified/licensed personnel and support staff who provide preventative health services and direct intervention services, use an appropriate referral process, conduct ongoing student health assessments, use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

The library/media services' provision of a wide range of materials, technologies, and other information services in support of the school's curriculum, response to students' interests and needs in order to support independent learning, and ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations

The support services for identified students, including special education, Section 504 of the ADA, and English language learners, that has an adequate number of certified/licensed personnel and support staff who collaborate with all teachers, counselors, targeted services, and other support staff, and provide inclusive learning opportunities for all students to ensure each student achieves the school's 21st century learning expectations

**Recommendations**

Develop and implement a plan to ensure that school counseling services deliver a written, developmental program and use ongoing, relevant assessment data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations
Develop and implement a plan to ensure that library/media services are integrated into curriculum and instructional practices and have an adequate number of certified/licensed personnel and support staff who are actively engaged in the implementation of the school's curriculum, and ensure that the facility is available and staffed for students and teachers before, during, and after school to ensure each student achieves the school's 21st century learning expectations.

Develop and implement a plan to ensure that support services for identified students, including special education, Section 504 of the ADA, and English language learners perform ongoing assessment using relevant data, including feedback from the school community, to improve services and ensure each student achieves the school's 21st century learning expectations.
Standard 7- Community Resources for Learning

7.1

While the community and district's governing body provide dependable and adequate funding for a wide range of school programs and services; sufficient professional and support staff; a full range of technology support; and sufficient equipment and instructional materials and supplies, when the community and district's governing body also provides dependable and adequate funding for ongoing professional development and curriculum revision, it will be better able to enhance teaching and learning.

7.2

Because the school develops, plans and funds programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis, it is able to deliver curriculum, instruction, programs, and services.

7.3

While the community somewhat funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements, when it provides more dependable and adequate funding, the school will be better able to ensure the achievement of the 21st century learning expectations.

7.4

Because faculty and building administrators are actively involved in the development and implementation of the budget, GRHS has the opportunity to fund and implement a program which achieves the school's 21st century learning expectations.

7.5

Because the school site and plant support the delivery of high-quality school programs and services, GRHS is able to ensure that all students achieve the school's 21st century learning expectations.

7.6

Because the school maintains documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations, the environment at GRHS is conducive to teaching and learning.

7.7

Because all professional staff actively engage parents and families as partners in each student's education and reach out specifically to those families who have been less connected with the school, GRHS is able to involve all stakeholders in the school community.
Because the school develops productive parent, community, business, and higher education partnerships that support student learning, all students have opportunities to achieve the school's 21st century learning expectations.

**Commendations**

The community and the district's governing body's provision of dependable funding for a wide range of school programs and services, sufficient professional and support staff, a full range of technology support, sufficient equipment, and sufficient instructional materials and supplies

The school's development and funding of programs to ensure the maintenance and repair of the building and school plant, to properly maintain, catalogue, and replace equipment, and to keep the school clean on a daily basis

The active involvement of the faculty and building administrators in the development and implementation of the budget

The school site and plant that support the delivery of high-quality school programs and services

The school's maintenance of documentation that the physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations

The professional staff's active engagement of parents and families as partners in each student's education and the outreach specifically to those families who have been less connected with the school

The school's development of productive parent, community, business, and higher education partnerships that support student learning

**Recommendations**

Develop and implement a plan to ensure that the community and the district's governing body provide dependable funding for ongoing professional development and curriculum revision

Develop and implement a plan to ensure that the community funds and the school implements a long-range plan that addresses programs and services, enrollment changes and staffing needs, facility needs, technology, and capital improvements