

Organization Structures and Processes

Criteria	Comments – 2010-2011	Comments – 2014-2015
<p>1. A shared vision of what a high-performing school is and does, drives school change.</p>	<p>SCORE: 2.5 The school provides an atmosphere that supports the whole child but the articulation of a shared vision needs to be improved.</p>	<p>SCORE: 4.0 A clear vision for creating a high-performing school that supports the whole child is functioning effectively in all areas.</p>
<p>2. The principal has the responsibility and authority to hold the school-improvement enterprise together.</p>	<p>SCORE: 4.0 The principal has the responsibility and has assumed the authority to hold the school improvement enterprise together.</p>	<p>SCORE: 4.0 The school leadership team has the authority and has taken the responsibility to hold the school improvement enterprise together.</p>
<p>3. The school is a community of practice in which learning, experimentation, and reflection are the norm.</p>	<p>SCORE: 3.5 School leadership fosters interdependent collaboration. Teachers do have the opportunity to voice their opinions and make change.</p>	<p>SCORE: 4.0 Expectations of continuous improvement are evident in the school. The school devotes resources to ensure that teachers have time and opportunity to reflect on their classroom practice and to learn from one another.</p>
<p>4. The school and district devote resources to content-rich professional development.</p>	<p>SCORE: 3.0 Teachers get professional support to improve instructional practices. However, there appears to be a need for more focused professional development that will help sustain the school vision.</p>	<p>SCORE: 4.0 Technology training is available on campus daily and staff has multiple opportunities to attend conferences and other professional training that they feel is necessary. Professional support to all staff is supported by administration through planned in-service days and PLC meeting times.</p>
<p>5. The school is not an island unto itself; it is a part of a larger educational system, i.e., districts, networks and community partnerships.</p>	<p>SCORE: 4.0 The school makes a concerted effort to create and sustain community relationships that benefit both student and teacher development and learning.</p>	<p>SCORE: 4.0 Effective transition programs exist with the elementary buildings and with the high school. Subject area colleagues and community partners meet one time a month to discuss curriculum, instruction and assessments.</p>

<p>6. The school staff holds itself accountable for the students' success.</p>	<p>SCORE: 3.0 Ownership of student accountability is accepted for most students by the entire school staff.</p>	<p>SCORE: 3.5 Many indicators present demonstrate a high level of self-efficacy. The entire staff makes sure that all problems that arise are solved so that student needs are met.</p>
<p>7. District and school staff believes it is their business to produce increased achievement and enhanced development of all students.</p>	<p>SCORE: 4.0 District and school staffs willingly embrace their professional responsibility to function as change agents.</p>	<p>SCORE: 4.0 Change is seen as a professional responsibility and district and school staff are committed to enhancing the education of all students.</p>
<p>8. The school and district staffs work with colleges and universities to recruit, prepare, and mentor novice and experienced teachers.</p>	<p>SCORE: 4.0 The school works with several colleges and universities to prepare quality middle level teachers.</p>	<p>SCORE: 4.0 The school has developed a close partnership with Edinboro University to prepare middle level teachers.</p>
<p>9. The school includes families and community members in setting and supporting the school's trajectory toward high performance.</p>	<p>SCORE: 4.0 The school encourages and welcomes family and community involvement and collaboration.</p>	<p>SCORE: 3.0 The school encourages and welcomes family and community involvement and collaboration.</p>
<p>AVERAGE SCORE</p>	<p>3.2/4.0</p>	<p>3.45/4.0</p>