



NCA CASI
Arizona State University
P.O. Box 871008
Tempe, AZ 85287-1008
www.ncacasi.org

SACS CASI
1866 Southern Lane
Decatur, GA 30033
www.sacscasi.org

NSSE
Suite 406
1699 East Woodfield Road
Schaumburg, IL 60173-4958
www.nsse.org

Standards Assessment Report

Good Hope High School

210 Good Hope School Road Cullman, Alabama 35057

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:	387
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:

Operational

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

Emerging

1.3 Identifies goals to advance the vision:

Operational

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?***

The vision statement is the instrument that keeps all stakeholders in the school community focused on the overall mission of the school. The vision statement is the guiding principle of the school and everyone involved in the educational process must have an understanding of and commitment to the overall mission of the organization. Good Hope High School involves all stakeholder groups in the development of the vision, mission, values and beliefs of the school. These elements have very little meaning and impact unless they reflect the thoughts of the entire school community. These elements must also be collectively embraced by all stakeholders.

Each stakeholder group completed a written survey of belief statements and values and was given an opportunity to have input into the vision and mission statements of the school. These results were then compiled by the Standard 1 Committee. The committee was responsible for drafting the vision, mission, values and belief statements based on survey results from stakeholder groups. This method of inclusion was used to build ownership in the vision, mission, values and belief statements by all stakeholders.

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?

Good Hope High School develops its profile by disaggregating data from surveys, standardized tests (Benchmark, Alabama High School Graduation Exam, and the Alabama Direct Assessment of Writing), ACT scores, and Adequate Yearly Progress. After studying the data, strengths, weaknesses, and action plans are determined.

Several processes are in place for maintaining and improving student performance. Students receive progress reports and nine-week report cards. Parent-teacher conferences are held school-wide at the end of the first grading period and throughout the year as initiated by the parent/guardian or the teacher. Teachers have grade level meetings to identify and refer at-risk students to BBSST. The special education department follows federal guidelines for identifying and serving students who qualify for special education services. The guidance counselor meets with students to encourage them to take the ACT. Good Hope High School offers a one semester ACT preparation class to improve student performance on the test. The counselor keeps a record of the students who take the test and their test results. The guidance counselor also meets with students to discuss the offerings at the Area Career Center. Our AYP is based upon our graduation percentage and drop-out rate, both of which are directly impacted by the AHSGE results. The entire faculty meets to discuss AHSGE results, and teachers attend departmental meetings to examine scores and develop remediation strategies.

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

The administration, with teacher support, works to ensure an environment that fosters teamwork among teachers, enhances the culture and climate of the school to reflect collaboration and cooperation, and uses feedback and assessment to provide students the skills and tools that lead to critical thinking and

problem-solving abilities necessary for success in life. Teachers work to identify instructional strategies that not only represent efforts at integrated instruction but also encourage development of critical thinking skills, classroom ethics as framed within the Cullman County School Board Policy, use of technology, and reading supported by practices grounded in scientifically-based research.

The leadership ensures a master schedule that allows for teachers and staff to meet and plan for important considerations regarding students, school climate, and challenges and issues. Detailed lesson plans are encouraged by administration and reflect the means by which teachers incorporate aspects of the vision, purpose, and goals into the daily classroom experiences. The leadership also ensures that the budget includes funds to support instructional resources and professional development opportunities that promote technology as well as enriching and fulfilling classroom experiences.

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?

It would be unrealistic to think that the school will remain the same over an extended period of time. The demographics of the school community will change creating different student needs.

It is important for the school community to keep this reality in mind. The vision will need to be revisited from time to time to ensure that it is in line with the needs of the school community and that student achievement remains the focus. Proven school data will be used to evaluate the vision and mission of the school. This data is directly related to the school and the performance of its students. The data will provide a link between the school and its vision. If the data indicates that the vision needs to be revisited, the stakeholders reevaluate the vision to ensure that it is current with the indicated needs of the school community.

The school will keep the vision at the forefront of everything it does. Professional development days, faculty meetings, and school celebrations will be used as opportunities to promote and articulate the school's vision. Every opportunity will be utilized to clarify and articulate the vision of the school. We have high expectations of ourselves and of our students. Having these high expectations allows us to propel ourselves toward our vision and purpose.

Overall Assessment:

Operational: The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

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:

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 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:

Operational

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:

Operational

2.5 Fosters a learning community:

Emerging

2.6 Provides teachers and students opportunities to lead:

Emerging

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

Emerging

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 guiding policies and procedures that create the effective operation of the school are located in the Cullman County Board Policy Book. The board policies are established by the superintendent, board members, and various school personnel. These policies are the basis for schools and the Cullman County School system. Policies clarify school operations and provide continuity, stability, and consistency for the board.

Local school procedures are based on student needs and safety concerns. Policies and procedures are communicated to parents and students through the Cullman County student handbook, local handbook and the school board's website. At freshman orientation, these procedures are presented to incoming students and parents. Procedures are reiterated during our opening assembly on the first day of school. Good Hope High School also has a teacher handbook that details procedures concerning, attendance, grading, purchase order procedures, and other pertinent information to aid in the operation of the school.

Policies are implemented under the direction of the local school administration, teachers, support personnel, central office personnel and the superintendent.

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

The main evaluation tool is measured by the success of each student. Faculty members in the school use a variety of tools to measure student performance and school effectiveness. Measurement is monitored by the course objectives, benchmark tests, AHSGE, ADAW, the BBSST team, progress reports and report cards. By analyzing and studying our weaknesses we can strengthen the teaching

techniques thus, improving student achievement.

Book studies, professional development, and professional associations assist in gaining information and valuable ideas on creating a professional learning community and a conducive learning environment for our students. School effectiveness is monitored by PEPE evaluations, observations, and accreditation standards. Effectiveness can be determined by the school climate. A positive and encouraging environment is a key to success. At Good Hope, failure is not an option and we strive to give the best to our students.

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

Stakeholders have many opportunities to contribute and enhance the decision-making process as well as provide needed leadership to students. Non-staff stakeholders have opportunities to meet with the faculty to discuss concerns about their children. Open house, parent-teacher conferences, athletic events, phone conferencing, email, and scheduled meetings are venues for discussion and suggestions.

A teacher leader can be defined in a variety of ways; influencing and engaging colleagues to improve practice, teachers helping teachers, actively involved in promoting change, and teachers that influence both the students and the teachers. Teachers are given opportunity to contribute to the school by serving on various committees, being lead teachers, mentoring, sponsorship of academic teams, conducting grade and subject level meetings to determine needs and by making suggestions to the administration. All input is beneficial to the school community and everyone is encouraged to participate and be influential in the school. The acts of leadership rather than the roles of leadership are what create a team and a successful school.

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

All students are given equal opportunities for learning. No Child Left Behind requires that academic standards are in place to ensure what students should know and be able to do. Schools are measured by how well progression is made toward these standards. This law ensures that high quality assessments, accountability, teacher training, curriculum and instructional materials are aligned with standards for student achievement.

Students that may be low-achieving, migratory, may have disabilities, or neglected are given a variety of services. This would include special education resource teachers, 504 plans, BBSST committees, and outside agencies also provide needed services for students.

By increasing the quality of instruction through staff professional development opportunities students are given an enriched, equitable, and accelerated opportunity for achievement.

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:

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:

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

Operational

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:

Operational

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:

Operational

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:

Emerging

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:

Operational

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?

Every course taught at Good Hope High School is aligned to the Alabama Course of Study to ensure that the curriculum is supporting student learning and is aligned across grade levels. Since the 2006-2007 school year, all core curriculum courses taught in Cullman County schools have pacing guides to follow to ensure student learning and alignment across grade levels.

Each year, Good Hope High School core curriculum lead teachers meet with Good Hope Middle School core curriculum lead teachers to ensure that curriculum and instructional strategies are being used to ensure student learning and successful completion of the Alabama High School Graduation Exam. The ninth grade teachers have developed a list of five basic skills that Good Hope Middle School students need to learn before reaching the ninth grade. In the spring of each year, eighth grade students are given a basic skills quiz to ensure proper placement of the students in the ninth grade. Then a parent meeting is held at night to convey Good Hope High School's expectations of student learning and to register the students.

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

There are many ways that Good Hope High School ensures the achievement of all students. Teachers' lesson plans are documented with the Alabama Course of Study and the Alabama High School Graduation Exam objectives. If a student does not pass a section of the Alabama High School Graduation Exam, he is placed in a remediation class where different instructional strategies are used to facilitate successful completion of the exam.

Each year, every student at Good Hope High School takes the Star Reading test to assess his/her reading level. To help improve reading skills, every student participates in the Accelerated Reading program. During each nine week grading period, each student must receive a minimum number of Accelerated Reading points in his English class. Core curriculum courses are given Benchmark Tests three times during the year to assess student achievement. If a deficiency is detected on these tests, the student is remediated before going on to new material.

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

The Professional Education Personnel Evaluation Program (PEPE) of Alabama ensures that teachers are well prepared and implementing the curriculum. Tenured teachers are evaluated every three years and non-tenured teachers are evaluated three times yearly for three years.

The principal evaluates lesson plans for standards compliance and implementation of innovative strategies and technology. In addition to formal evaluations, the principal conducts walk-through observations in order to provide a check on the activity in the classroom.

Student achievement data and PEPE evaluation data ensure that teachers are well prepared and effectively implementing the curriculum. The Benchmark Tests in each core curriculum area as well as the Alabama High School Graduation Exam are used to drive the decision making process. Using these results, we are able to determine the impact of instruction on student achievement.

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

Good Hope High School provides students with access to comprehensive information in a variety of ways. Morning announcements are broadcast daily over the intercom. Bulletin boards in the hallways display prevalent information for specific activities/groups. The school also maintains a website that provides access to teacher contact information, sports schedules, and other pertinent information.

Students have access to computer technology throughout the day. Students can enroll in computer science courses. Teachers often utilize technology during their instruction. Most teachers require students to complete at least one technology-based project.

The Good Hope High School Library provides a library with a wide range of reading materials which includes audio books on disk and playaway readers. The collection consists of approximately 7000 circulation items. The library provides the students with 13 networked computers. With these 13 computers the students have access to the Alabama Virtual Library (AVL). The AVL makes available to the student hundreds of periodical and informational resources for the research needs of the students. The library has a technology cart; this includes a networked computer, Elmo and an LCD projector. This cart is available to the teachers for remote/portable access. Media services are provided by a certified

teacher with a graduate degree in Library and Information Science. The library maintains flexible hours for students and faculty. Library instruction is available upon request. Library orientation is given to all incoming freshmen.

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:

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:

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

Operational

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

Operational

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

Operational

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

Operational

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

Operational

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

Operational

4.7 Demonstrates verifiable growth in student performance:

Operational

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

Highly Functional

Focus Questions:

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

The most widely used assessment system used at Good Hope High School is STI Gradebook. Teachers use STI Gradebook to analyze changes in student performance daily. Progress reports are sent to parents at mid-term and at the end of the nine-week grading period. Student performance is analyzed by teachers during grade-level meetings and subject-level meetings. Students that appear to be struggling are recommended for tutoring. Changes in student performance may result in referral to BBSST.

Star Reading is also used to determine reading level. Students are STAR tested prior to entering the 9th grade and tested twice during their 9th grade year. Star test results are used by English teachers and the librarian to help students choose books appropriate for their reading level. The goal is to have students reading on grade level at the completion of the 9th grade year. Students are tested one time per year after the 9th grade year. Accelerated Reader tests are also used to analyze reading comprehension. Accelerated Reader tests are a component of the English department student assessment.

AHSGE results and Direct Writing Assessment Results are analyzed for referral to remediation classes. Results from on-line diagnostic tests from www.usatestprep.com are also considered. Students are given the on-line diagnostic test prior to the March administration of the AHSGE.

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?

All of the teachers at Good Hope use STI Gradebook to keep students aware of their academic progress. Progress reports and report cards are used by the school to keep parents informed of student performance.

Our school communicates with parents by email, phone, and parent-teacher conferences. Keeping up-

to-date averages allows us to keep parents, students and faculty informed of each student's progression in each class. Monthly grade and subject level meeting by the faculty ensures the timely analysis of assessment results to aid the performance of individual students.

The State Board of Education School Report Card is sent home for parents to review. AYP results are also published in the local newspaper.

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

We use grade and subject level meetings to analyze data and address instructional strategies. County-wide departmental meetings are conducted to help keep instruction consistent within the system. Pacing guides correlated to each subjects' Alabama Course of Study are used to keep each teacher at each school on track. Benchmark tests are given three times yearly to determine effectiveness of instruction in the core courses. By analyzing the data collected from all of these sources, we are able to formulate goals for improvement.

Students at-risk of failure are counseled by the guidance counselor and are referred to the BBSST committee to be counseled or referred to 504 or special education if they qualify. Students are also referred to the Credit Recovery program.

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

At Good Hope High School, teachers are trained to interpret data using the State Report Card, AHSGE results, and other standardized tests such as the ACT. Teachers are given the opportunity to attend professional development activities involving data.

Faculty meetings are held to review test data. Also, system-wide meetings are held to review and to report results. Areas that fall below acceptable standards are given more time and attention in the respective classrooms.

Overall Assessment:

Operational: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

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:

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:

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

Operational

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

Operational

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

Operational

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:

Operational

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

Operational

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?

As positions become available, teachers, administrators, and support staff are recruited through a variety of recruiting tools which include, but are not limited to print media, electronic media, and website postings. Positions are also posted in every school in the school system as well as the Central Office. In addition, colleges and universities with teacher education programs are contacted as to the availability of qualified individuals.

Teachers, administrators, and support staff are inducted into our school based on their individual qualifications. A variety of criteria is examined before placement takes place: highly qualified status, years of experience, knowledge of subject matter, and quality of recommendations. All teachers at Good Hope High School are highly qualified in their field of instruction.

As part of system-wide professional development, New Teacher Academy provides first-year educators with various invaluable workshops. Each new employee in our school is also assigned a mentor to offer advice and counsel when needed. In addition, all of our teachers are continuously involved in contemporary professional development activities that meet the needs of the school and its students.

PEPE evaluations are used to evaluate the performance of all certified personnel. Support staff receives an annual evaluation of performance.

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?

There are many procedures, rules, and regulations that are followed to ensure that financial resources

are supportive of the school's vision, educational programs, and school improvement. A budget committee is in place to oversee allocation of state funds. Faculty members collaboratively design and decide on the local school budget. Other specific monies are budgeted by appropriate committees that represent the entire faculty.

A bookkeeper is employed at Good Hope High School to handle all money that comes and goes through the school system. All teachers must receipt money when received and fill out purchase orders before acquisitions are made.

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

Our school facility is under constant security camera surveillance. This surveillance extends into the interior of the school building. Each classroom is equipped with an intercom system (with call buttons), safety manual, safety kit and first aid kit. In addition to these safety features, safety is prevalent in school personnel such as the School Resource Office, in-service training, and hall and lunchroom monitoring assignments for all teachers.

Visitors are required to sign-in in the school office. All visitors, teachers, administrators, support staff and substitutes are required to wear an ID badge at all times. Attendance is taken at the beginning of each class and anyone unaccounted for is reported to the office. School Reach (automated phone service) is utilized to inform parents of student absence. Administrators have Palm Pilots with student rosters and contact information for use in the event of a power outage. All administrators and custodians have school cell phones and all teachers have the numbers.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

The counselor conducts grade level visits at the beginning of each school year to explain the role of the counselor. Student receives instruction on academic goals and the role of counselor in dealing with personal needs/problems. Teachers and administrators routinely refer students to the counselor. Pamphlets and other resource materials that deal with emotional problems and career goals are distributed throughout the year.

The counselor is a key player in the 9th Grade Transition program. The counselor meets with all 8th grade students in the spring. The counselor conducts a parent/student meeting for upcoming freshman in the spring. The counselor also advises students at the Freshman Jump Start meeting prior to the first day of school.

The counselor is in constant communication with faculty concerning student needs: grade review using the BBSST, conferences with individual teachers about difficult students/at risk students, behavior issues, etc. The counselor surveys students and faculty to determine the level of success and areas of weakness of the guidance department. Changes are implemented based on survey results.

Two full-time special education teachers are employed to support all special needs students. Annual meetings are conducted involving students, parents, special education teachers, regular education teachers, guidance counselor, and other specialists. At these meetings, a review of progress and future goals, objectives, modifications, and accommodations takes place and an Individual Education Plan (IEP) is developed. Regular education teachers are provided a summary of each student's IEP.

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:
Operational

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 of Good High School makes it one of its utmost priorities to meet community expectations. To ensure that Good Hope High School meets community expectations and stakeholder satisfaction, the leadership of the school conducts surveys and communicates with the community to determine what the expectations are. Student and stakeholder needs are analyzed to determine if the needs are consistent with the school's mission, mandates from state and federal governments, and available resources.

One requirement to ensure that expectations are met is that each faculty member must submit weekly lesson plans that clearly spell out the objectives of each lesson. This requirement also ensures that the implementation of Alabama Course of Study and Alabama High School Graduation Exam objectives correlate with community and school expectations. The leadership practices and encourages all faculty members to exercise an open-door policy with parents and community members. Communication is enhanced by the open-door policy. Parents and community may make suggestions and/or obtain information that directly impacts the students and community. Good Hope High School strives to meet community expectations in other ways, such as, frequently conferring with members of the professional community of Cullman County and implementing programs that are sponsored by local businesses. The leadership relays the strategies to faculty and staff by email, faculty meetings, and verbal communications. Through these avenues, strategies are suggested, planned and implemented throughout Good Hope High School.

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

To foster a learning community, the leadership of Good Hope High School has identified our staff as a community of learners, with each member lending expertise to all areas of need, including helping to build assessment literacy in all staff members, organizing the staff for collaborative work, and creating the data overviews of our students.

Good Hope High School fosters a learning community by offering many options for teachers. During duty-free lunches, teachers may attend book studies or coordinate subject level or grade level meetings. Teachers may choose to attend Techno Tuesdays where subjects range from using STI to developing PowerPoint presentations. Good Hope's leadership encourages teachers to attend professional development classes and seminars that reflect our school's mission statement, underscore the commitment to the school improvement process, support student achievement, impart knowledge, and foster an effective learning environment.

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

Avenues that are used to communicate information to stakeholders about students, their performance, and school effectiveness vary greatly. Teachers are constantly communicating with parents via telephone, letters, and email about their individual children. Communication about students and their performance also takes place when progress reports and report cards are sent home and through parent/teacher conferences. Phone Reach notifies parents of student absences, school events, school

closures due to weather, and other routine notifications.

School effectiveness, on the other hand, is communicated in an entirely different way. We have a ninth grade orientation that parents and their children are encouraged to attend for information. The Parent Teacher Student Organization (PTSO) is something that our faculty has been working on to better inform parents about what is going on in our school. During this time, we hope to get feedback from them as well. Our school's report card is another avenue of communication that informs the entire community of our school's effectiveness.

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):

Operational

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

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

Operational

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:

Operational

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

Operational

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?

For continuous improvement in our school, we conduct a self-study and data analysis each year to identify our strengths and weaknesses as an academic institution. From this self-study we then develop and implement an action plan (school development plan) to address priorities for improving our school. Plans are developed for staff professional development and student achievement.

The results of this process for student performance and school effectiveness have been positive. Our graduation examination results have improved, reading scores have increased, and the graduation rate has also increased. Because of these results our school is no longer in state-sanctioned school improvement.

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?

Our School Improvement Plan provides strategies and interventions that will be evaluated by data from test scores, school report cards, and other reports. The two primary goals of increasing the graduation rate and improving the AHSGE scores in Social Studies and Reading are being accomplished by a variety of steps that the faculty and administration have implemented. Some of these steps that are allowing our school to be successful are BBSST, subject level tutoring, remediation classes, ninth grade transition classes, inclusion classes, resource rooms, Dual Enrollment, Fast Track, and Credit Recovery. There have been successes in student performances by the active participation of the faculty and administration in the integration of these steps.

Our secondary goal is to improve our daily attendance. This is being accomplished by the improvements to our primary goals. When a student feels that he or she can succeed academically, then truancy is not a problem. The continuous monitoring and fine tuning of all the intervention steps are having a positive affect on our students.

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?

One of the processes used by our staff to ensure appropriate professional development is to perform informal assessments to determine areas of needed improvement and to set improvement goals. Professional development activities are chosen to address these needs.

Delegates are sent to represent our staff at local and out-of-area/state training and are then responsible for empowering the remainder of the faculty. Such conferences include High Schools That Work held in Atlanta, Georgia, as well as National Staff Development Conferences in Philadelphia, Pennsylvania, and Nashville, Tennessee. Data-driven goals based on learner needs provide in-service activities for professional development and technical assistance. Faculty surveys are used to schedule activities needed to achieve the goals set forth in the School Improvement Plan.

Technical assistance is provided by a professional library and technical personnel. In-service training (Techno Tuesday) includes workshops explaining use of computer programs, STI Gradebook, STI Assessment, Classroom Performance System, United Streaming, and other topics that encourage technology integration. Department and grade level meetings also identify areas of need as determined by data analysis.

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

Implementation of the School Improvement Plan is monitored by the principal in reviewing weekly lesson plans which correlate lessons to the course of study standards and AHSGE objectives. Lead teachers review Benchmark Testing results to ensure AHSGE objectives are being met by students. Grade-level chairpersons monitor progress reports and report cards to ensure that School Improvement Plan objectives are being met for each grade. The BBSST chairman, along with the principal, monitor the academic and behavioral performance of At-Risk students through teacher evaluation forms, attendance records, and classroom observations.

The Guidance Counselor and 504 Committee monitor the progress of 504 students through teacher evaluation forms and report cards. AHSGE results, ADAW results, report card grades, and attendance records mirror the achievement of the School Improvement Plan objectives. The results of each measure are communicated to faculty, students, and parents.

Overall Assessment:

Operational: The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

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?

One major theme that cuts across the standards is the use of data-driven decisions and data-differentiated curriculum. Our school improvement plan, AHSGE scores, AYP rating, and the Alabama Course of Study guide our development of instruction and curriculum and allow us to fully and effectively utilize reliable data to facilitate learning as well as proper course placement for all students. This is evidenced, for example, by the creation of remediation classes for students that have not passed portions of the AHSGE, 9th Grade Transition Program, and the implementation of the Credit Recovery program. A concerted effort has been made to identify specific instructional initiatives that we feel will best serve our student body. A commitment from our administration, faculty, and staff has been firmly placed behind our chosen instructional initiatives.

Another major theme is the strength of our school mission and vision which is strong, clear, and incorporated into planning efforts at all levels so that all stakeholders have opportunity to understand and support efforts at aligning the mission with all educational opportunities as well as participating meaningfully in the decision-making process. All administrative decisions, curricular adjustments, staffing, and instructional initiatives are based on a shared purpose as stated in our mission, vision, and belief statements.

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 greatest strength remains rooted in the school-wide commitment to the individual student which includes an individual plan for course progression based on a student's individual needs. This emphasis on the individual student is supported by dedication to teamwork, communication, and cooperation. Our staff and faculty maximize their efforts to support each other in order to fully realize our mission and vision. Consequently, we have been successful at tapping into the vast areas of expertise that each of our staff members lends to the program.

Another strength lies within our desires and abilities to use various data sources to promote collaboration, enhancement of school culture, and improvement in teaching and learning. A distinct emphasis is placed on data-driven instruction. All administrative and instructional initiatives are based on information gathered on a continuous and consistent basis. All decisions and adjustments in scheduling, curriculum, activities, and counseling are made only after analyzing the available data. All stakeholders in our program have access to that information to further support our mission.

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

The greatest challenges faced by our school are improving our graduation rate, AHSGE scores, and attendance. Another challenge faced by our school is the ability to acquire and maintain parental and community involvement.

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

The amount of reflection and analysis involved with the type of self-assessment afforded by the continued accreditation process with specific emphasis on our school improvement efforts is enormous; however, it does allow each of us to take a detailed look at how we generate curriculum and instruction, assess our students, work with our parents, schedule our time, and communicate among all stakeholders. That self-reflection has identified strengths that will be built upon and weaknesses that will be addressed.