| **Self-Assessment for Schools Serving At-Risk Youth**  | **Never** | **Sometimes** | **Often** | **Always** |
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| **MISSION AND VISION OF SCHOOL**  |
| Mission statement, goals and expectations are clearly defined and communicated to staff, students and parents |  |  |  |  |
| The mission and vision statements express a unified value system that is based on personalized teaching and learning, promoting common high expectations, cultivating student aspirations and ambitions, and nurturing the holistic development and wellness of every student.  |  |  |  |  |
| Input from staff, students, parents, and community members created a bold, student-centered, long-term vision for ongoing school improvement and professional growth.  |  |  |  |  |
| The vision and mission statements are clear, understandable, and powerful, and exemplify the shared principles and ideals of the school community. |  |  |  |  |
| **LEADERSHIP**  |
| The principal is a skilled instructional leader who understands teaching, regularly observes classrooms, and collaboratively creates and sustains a model of professional learning that includes reflection, application, and coaching |  |  |  |  |
| The principal understand the needs of the student body and develops a student-centered academic program to meet those needs |  |  |  |  |
| The principal and administrative team are committed to providing high-quality professional development to all teachers, and work to cultivate leadership skills, increase professional knowledge, and use feedback from teachers and students to improve practices and leadership strategies. |  |  |  |  |
| Administrators make teaching assignments based on student needs and specific academic goals. |  |  |  |  |
| Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been marginalized or underrepresented |  |  |  |  |
| Performance data are used for redesigning school structures and practices in ways that will address student needs more effectively |  |  |  |  |
| School leaders are self-reflective, process concerns and conflicts openly, and ensure the collective dialogue is professional and in the best interest of students  |  |  |  |  |
| **EQUITY**  |
| Staff engage in ongoing reflection and courageous conversations with colleagues about their own practice and beliefs and acknowledge the role bias and privilege play in their work |  |  |  |  |
| Teachers develop strong, trusting relationships with all students and employ asset-based approaches to teaching and learning |  |  |  |  |
| Every member of the school community is able to recognize and interrupt implicit and explicit prejudicial and harmful language and actions such as racial micro-aggressions or bullying based on gender identity, sexual orientation, religious affiliation, social class, or disability. |  |  |  |  |
| Educators help build upon the experiences and strengths each student brings and promote positive self-images and high academic expectations for all learners |  |  |  |  |
| The actions, structures, policies, and practices of the school clearly reflect the belief that all students can succeed.  |  |  |  |  |
| Discipline systems and structures are restorative and instructive in their approach, leading to an increased ability for students to address differences in positive and healthy ways. |  |  |  |  |
| **CURRICULUM AND INSTRUCTION**  |
| Schools have a curriculum and time in the schedule to allow students to engage in creating MyCAP (My Career and Academic Plan) - a personal plan for post-secondary success.  |  |  |  |  |
| Individualized delivery systems as well as group learning opportunities are offered to accommodate different learning styles, speeds, and abilities. |  |  |  |  |
| All students have access to a rigorous course of study including AP and Early College opportunities.  |  |  |  |  |
| Learning expectations are communicated to all students at the beginning of courses and lessons as well as each day in every class. |  |  |  |  |
| Students feel the curriculum prepares them for future education/training, careers and informed citizenship.  |  |  |  |  |
| Teachers promote the learning and growth of all students by providing high-quality and coherent instruction utilizing multiple modalities to meet the individual needs of students. |  |  |  |  |
| Teachers design and administer authentic and meaningful student assessments.  |  |  |  |  |
| Teachers provide specific, timely, and actionable oral and written feedback to students to help identify learning strengths and weaknesses. |  |  |  |  |
| **SCHOOL CULTURE AND CLIMATE** |
| The school has formal structures and opportunities to engage and fully include staff, students, and parents in decision-making.  |  |  |  |  |
| The school has clearly established and consistently follows behavioral expectations and practices that support students’ learning  |  |  |  |  |
| Students feel a sense of pride in their school and ownership over their learning. |  |  |  |  |
| Students from diverse social and cultural backgrounds are active in school governance and serve as leaders in co-curricular and extracurricular activities. |  |  |  |  |
| Structures are in place to quickly and sensitively resolve tensions or problems that may arise. |  |  |  |  |
| School leaders and staff do not tolerate hurtful language, prejudicial behavior, or the perpetuation of false stereotypes about other people and cultures. |  |  |  |  |
| **SUPPORTS AND INTERVENTIONS** |
| The school provides supports and interventions informed by data and identification of student-specific needs. |  |  |  |  |
| Support systems ensure that all students receive the personalized interventions and instructional time they need to achieve high learning standards. |  |  |  |  |
| There is a school-wide tiered system of support for academic, social, emotional, and health needs for ALL students  |  |  |  |  |
| Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs. |  |  |  |  |
| The school has policies and protocols to address student and/or family crises as they arise. |  |  |  |  |
| Accommodations for cultural differences are made to allow for personal success within the learning environment  |  |  |  |  |
| The school’s approach to academic support extends beyond traditional remediation to include tailored supports, recovery and acceleration options as well as opportunities for deeper exploration of commonly defined learning expectations. |  |  |  |  |
| Data (e.g. EWIS) is used for early identification of struggling students and interventions are readily available, especially for incoming ninth graders  |  |  |  |  |
| **POST-SECONDARY PREPARATION** |
| Students, with the support of at least one caring adult, are required to develop their personal career and academic plan (MyCAP) |  |  |  |  |
| Students make the connection between what they do now with future plans and select courses that align with self-identified career interests |  |  |  |  |
| The school provides a variety of learning options to every student—including classroom-embedded, co- curricular, and outside-of-school activities |  |  |  |  |
| Access to college and career ready learning options is available to all students in all subgroups as well as students with disabilities and English Learners  |  |  |  |  |
| Participation in college and career learning options prepares students for success in post-secondary learning options (credential [technical training], licensing [trades], 2-year and 4 year college) and into globally competitive careers. |  |  |  |  |
| Career Development Education is offered through a coherent implementation system so all students have access to Awareness, Exploration and Immersion activities |  |  |  |  |
| Work-based learning opportunities such as job shadowing, apprenticeships, and internships, are available for all students  |  |  |  |  |
| Early college options are available to all students  |  |  |  |  |
| Staff are offered professional development opportunities to enhance the teaching of academic content, personal/social skills development, and workplace readiness skills for success after high school  |  |  |  |  |