



Self Assessment

Hayesville High School

Clay County School System

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Hayesville, NC 28904

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Introduction

AdvancED's Self Assessment is based on the AdvancED Standards for Quality, which serve as the foundation of the accreditation and continuous improvement process. The Self Assessment is a valuable tool that should be used to engage staff members and stakeholders in purposeful and honest dialogue and reflection in order to guide the institution's continuous improvement efforts. The Self Assessment is a resource for continuous improvement, as well as a tool to help institutions prepare for their Quality Assurance Review visit. The Quality Assurance Review Team uses the results of the Self Assessment to learn about the institution in preparation for the on-site visit.

The Self Assessment includes the list of self-ratings and the evidence cited for each of the indicators for the standards. At the conclusion of the Self Assessment an overall assessment summary is provided in graph and text form.

DEMOGRAPHICS

Institution

District	Clay County School System
Country	US
State/Province	NC
City	Hayesville
Governance	Public, non-charter
Setting	Rural
Type	High School
Grade(s)	09, 10, 11, 12
Religious Denomination	Not Applicable
Gender	Coed
Enrollment	383

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SCHOOL RESULTS BY STANDARD

Standard 1: Vision and Purpose

Overall Score: Operational

Standard 1: Vision and Purpose

Impact Statement:

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Indicator	Description	Evidence	Rating
1.1.a	What is the process for establishing and building understanding of the vision among stakeholders?	<ul style="list-style-type: none"> •Minutes/attendance lists from school improvement team meetings •Vision statement •Schedule of school improvement team meetings 	Highly Functional
1.2.a	How do stakeholders hear about, respond to, and support the vision?	<ul style="list-style-type: none"> •Minutes/attendance lists from stakeholder meeting •Newsletters containing information about vision •Website addressing vision •Handbooks reflect vision 	Operational
1.3.a	How do expectations for student performance grow out of the vision?	<ul style="list-style-type: none"> •Staff member, parent, student familiarity with the vision and purpose •School improvement plan 	Operational
1.4.a	What can you tell from the school's data-based profile about how closely current organizational effectiveness approaches the vision?	<ul style="list-style-type: none"> •Surveys and evaluation instrument 	Operational
1.4.b	What can you tell from the school's data-based profile about how closely current student achievement approaches the vision?	<ul style="list-style-type: none"> •School profile •Current and trend data relating to student achievement •School demographic and community profile information 	Operational
1.5.a	How are decisions about teaching and learning guided by the vision?	<ul style="list-style-type: none"> •Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics •Lesson plans •Curriculum guides 	Operational
1.6.a	When and how is the school's vision reviewed and renewed?	<ul style="list-style-type: none"> •Indication by parents, staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals •Minutes of governing body and/or stakeholder groups •Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals •SIT Committee, SACS Committee 	Operational

In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

The major trend and theme that emerges across this standard when reviewing the establishment of shared vision and purpose at Hayesville High School (HHS) is that every decision we make is intended to benefit students, maximize learning and provide unlimited opportunities for students to succeed and excel. The purpose and direction of the school begins with the administration and the success of communication with all stakeholders affiliated with HHS.

The school's mission is to facilitate the optimum academic, physical, social and emotional development of all students through the recognition of individual learning styles and diversity so each graduates with the confidence and preparedness to become a productive citizen, and lifelong learner. The vision of HHS is to prepare students to be leaders with a tradition of excellence through a quality education. By recognizing students' diverse learning styles, HHS will instill confidence and skills and that promote globally competitive citizens with high moral character. The school vision and purpose is communicated directly to all stakeholders by posting on webpage, in classrooms, on all school publications, and by the practices, procedures and policies of our school.

In the last few years HHS has made tremendous steps in using students' information and data, specifically from formative and summative assessments, to evaluate the effectiveness of the classroom instruction, inform teachers and identify needs and areas designated for improvement to enhance student mastery of content. HHS makes available a homework lab after school four days a week to give students the opportunity to have teachers available to help tutor and work through students' struggles. HHS has incorporated Moodle, a data management system, to further assist teachers align and correlate lessons with NC Standard Course of Study. Moodle gives students a way to keep abreast of work and assignments they have missed and allows parents to stay in touch with teachers using email technology.

To keep students, parents and other stakeholders informed, HHS uses a safety net approach to communication of grades. Progress reports are sent during the midterm of each grading period to inform and include parents of students' classroom performance and to enable teachers to set up strategies and conferences with parents especially with students at risk of failure. If a student is failing or struggling with the content or other related problems, parents are called, emailed and interventions are initiated. We have a student services team (SST) which identifies students at risk of failure and meets monthly to monitor progress and initiate a plan to help these struggling students. This team seeks ways to locate students with various needs by allowing and encouraging teachers to identify these particular students in their respective classes. This service has grown in capacity and continues to improve various aspects to include a wider range of students and their particular unique needs.

Additional remediation and retesting opportunities are provided to students who fail to earn a proficient score on the NC End of Course Tests (EOC). This requires teachers to remediate and review and administer retests. It encourages students to commit to success and mastery of content by continuing to learn and retest. HHS faculty continues to seek the most effective practices to reteach materials so students do not get left behind.

A new approach to homeroom has been applied in the past two years. Teachers now stay with their respective homeroom throughout the four year cycle. This approach has initiated better one on one relationships with students and given them an opportunity to have a teacher advocate to watch over their academics and extracurricular activities throughout their career. Teachers are able to advise and

monitor attendance and academic performance much more effectively. The appointed advisor also sees that necessary documents forms are provided and can review report cards each grading period. Teachers can help with scheduling and planning of future classes that their homeroom students need. This also has a direct impact on students and their emotional experience of belonging to HHS. HHS has implemented small and effective change with our traditional school clubs. We now have one day a month designated for clubs throughout the day. The first Wednesday of each month students participate in and are encouraged to be part of extracurricular activities other than athletics. Some examples include: Teachers of Tomorrow, FBLA, Fellowship of Christian Athletes, Art Club, HOSA and SADD. This approach has afforded students a chance to be part of multiple clubs. It gives them opportunities they might not have had if these activities were offered past the regular school day due to transportation issues. This part of our school life enables students get involved in a group where they can build healthy relationships among peers, learn new skills, make a contribution to the club or community and find a place where they belong and become invested in life at Hayesville High School.

Identifying weaknesses is not sufficient or effective without a plan and vision. Implementing strategies and policies that address the inadequacies in a timely manner has become imperative to our overall improvement. Hayesville High School is committed to continuous improvement of the overall educational life of our students and their future.

Standard 2: Governance and Leadership

Overall Score: Operational

Standard 2: Governance and Leadership

Impact Statement:

The school provides governance and leadership that promote student performance and school effectiveness.

Indicator	Description	Evidence	Rating
2.1.a	What process is in place to add, remove, or revise governing body policies and procedures for the effective operation of the school?	<ul style="list-style-type: none"> •Policy manuals •Rules posted in classrooms, Student/Faculty Handbooks. School Safety plans posted 	Operational
2.1.b	How do school leaders ensure full compliance with governing body policies and procedures?	<ul style="list-style-type: none"> •Correspondence reference policies •Governing body and school policies •Testing Code of Ethics, Communication between all stakeholders--parents, administration, faculty, students and community 	Operational
2.1.c	How do school-based policies and procedures ensure equity of learning opportunities and support for innovation in the school?	<ul style="list-style-type: none"> •Staff/student handbooks •School policy manual •Agendas and minutes of stakeholder meetings •Prinicipal's Monthly Reports, Individualized Education Plans, Regular Audit, Moodle, SAR reports 	Operational
2.2.a	What kinds of autonomy does school leadership have to make operational choices about how to implement policy?	<ul style="list-style-type: none"> •Meaningful leadership roles assigned •Staff handbook •Personnel evaluation plan •School improvement plan •Agendas and minutes of meetings •Testing Ethics 	Operational
2.3.a	How do school leaders assure that all legal compliance requirements are met?	<ul style="list-style-type: none"> •Compliance historical data •Budget allocation documents •Assurances, certifications •Master calendar •Individualized Education Plans, Principal's Monthly Reports, Moodle, Regular Audit, SAR reports 	Operational
2.4.a	In what ways do school leaders advocate for a culture that is interested in, and reliant on data?	<ul style="list-style-type: none"> •Use of data for continuous improvement or decision-making •Surveys •Multiple methods of using and reporting data •Professional development plans •Workshop attendance •Graduation rate, Win/Loss records, Awards, VoCATS, EOCs 	Operational

2.5.a	How do adult learning principles shape professional development for instructional staff members, so that it takes into account their expertise, learning style, and needs?	<ul style="list-style-type: none"> •Professional development plans and records •Surveys •Testimony from other teachers •Student Services Team, Projects, Collaboration 	Emerging
2.5.b	How do adult learning principles shape professional development for the community of learners so that it takes into account their expertise, learning style, and needs?	<ul style="list-style-type: none"> •Professional development calendar •Minutes/attendance lists from professional development meetings •Observational protocols •Testimony from staff members and stakeholders •Denmark and China student/teacher trip 	Emerging
2.6.a	How do teachers participate in decisions that shape the school?	<ul style="list-style-type: none"> •Organizational charts •Committee rosters •Meeting agendas, minutes 	Operational
2.6.b	How do students participate in decisions that shape the school?	<ul style="list-style-type: none"> •Agendas/meeting minutes of committees indicating student involvement •Meeting rosters showing student involvement •Student projects •Clubs, Guest speakers 	Operational
2.6.c	How do teachers and students lead the school to ensure a safe, orderly environment in which behavior management is consistent school-wide?	<ul style="list-style-type: none"> •Committee agendas and minutes •Documentation of numbers of disruptive events—increase/decrease •Behavioral policies •Collaboration with colleagues 	Operational
2.7.a	In what ways do stakeholders actively participate in and contribute to the school improvement process and other meaningful decision-making roles?	<ul style="list-style-type: none"> •Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders •Schedule of school improvement planning meeting topics •Students participate on SIT committee 	Operational
2.8.a	How are decisions made regarding equity, level of participation, leadership roles, and allocation of resources in curricular and co-curricular activities?	<ul style="list-style-type: none"> •Lesson plans showing support for all students •Class and activity rosters •Distribution of qualified staff members •Distribution of curriculum materials •Student/Parent/Coach Pledge, National Standards 	Operational
2.9.a	How does the school learn about and respond to stakeholder questions, concerns and satisfaction issues?	<ul style="list-style-type: none"> •Newspaper articles and advertisements •Letters to the editor •Committee membership lists 	Operational

2.10.a	What process do school leaders use to monitor instructional practices, provide feedback, encourage reflection, and make available opportunities for professional development that support instructional staff members' needs?	<ul style="list-style-type: none"> •Actions taken as a result of observations •Surveys •Documentation of collection of lesson plans and grade books •Administrative classroom observation protocols and logs •School practices and procedures •Observations, Pre- and post-observation meetings, Professional Development Profiles 	Operational
2.10.b	What process do school leaders use to monitor and support non-instructional staff members' needs?	<ul style="list-style-type: none"> •Attendance rosters/minutes of professional development meetings •Calendars, logs •Job descriptions •Observation protocols •School practices and procedures 	Operational
2.10.c	What process is in place to monitor and support school leaders' needs?	<ul style="list-style-type: none"> •Attendance rosters/minutes of professional development meetings •Continuum of administrative skills, job descriptions •Self-assessments 	Operational

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As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

Hayesville High School (HHS) will make every effort to maintain a high level of governance and leadership throughout the school. Established policies and procedures provide structure for the effective operation of the school. Communication through 21st century learners for teachers and students are noted by careful placement of policies and procedures, as well as the master calendar, testing code of ethics, school improvement plans and crisis plans. Other information, such as department and faculty meeting minutes, are posted on teacher section of school website. More training for faculty and staff with current and future technology will be implemented. Learning will be community-driven in the effort to strive for better communication and a clearer understanding for all members of our learning community.

Hayesville High School ensures compliance with applicable local, state, and federal laws, standards and regulations. Clearer communication is evident by posted rules in the classroom and in both student and faculty handbooks. Administration will show proof of the current assurances and certifications, as well as budget allocation and compliance historical data to any needed stakeholders. Copies and data analysis of surveys and workshops will be distributed and used to help meet the needs of students and staff alike. Said information will also be used to help teachers and staff improve within the limits of the professional development plans and students educational plans.

Hayesville High School recognizes and preserves the executive, administrative and leadership prerogatives of the administrative head of the school through the school improvement plan, agendas and minutes of meetings, staff handbook, personnel evaluation plan, meaningful leadership roles assigned and the testing codes of ethics.

HHS employs a system that provides for analysis and review of student performance and school effectiveness through surveys, workshop attendance, professional development plans, use of data for continuous improvement or decision making, graduation rate, awards, VoCATS and EOCs. We incorporate multiple methods of reporting data such as portfolios, standardized tests and mentor evaluations.

Surveys, professional development plans and records, testimonies from other teachers, and student services team are some of the ways HHS fosters a learning community. International trip opportunities, such as the Denmark and China teacher/student trips, and follow-up presentations will be assessable at school to include more students in each and every opportunity as well as many different perspectives from all departments. It is important that students as well as teachers have the opportunity to participate in this type of cultural exchange to enhance their global perspectives. In the same vein, student projects, clubs projects and meetings, and school and classroom guest speakers are utilized to expose all members of our learning community to the world outside our school building and help all to meet the needs of our changing community and global world view.

Teachers and students at HHS have the opportunity to pursue leadership roles in a variety of ways. Evidence of leadership at HHS are organizational charts, committee rosters, student projects, documentation of numbers of disruptive events, behavioral policies and collaboration with colleagues. Students who are active in clubs such as SkillsUSA, Teachers of Tomorrow, and National Technical Honor Society demonstrate leadership skills through public speaking events and orchestrating classroom activities with elementary and middle school students.

Stakeholders are a vital role on our campus through current booster clubs like the Yellow Jacket Club, Choral Boosters and Band Boosters, as well as through different committees such as the school improvement team and events such as the Art and Poetry Contest.

Administration and faculty members maintain accurate and current records in regards to class and activity rosters, distribution of curriculum materials and qualified staff members while meeting higher standards to surpass student needs and community expectations. HHS responds to community expectations and stakeholder satisfaction through newspaper articles, guidance newsletters, and website information to celebrate achievements and share general information about what is going on at HHS.

With the new state-mandated evaluation instrument, Hayesville High School has implemented this new evaluation system that provides for the professional growth of all personnel. Classroom observation protocols and logs are kept in order to assist teachers with instructional strategies, classroom management, and professional development. Required actions taken as a result of logs will be discussed individually and agreed upon with teachers and the principal. Other evidence include identifying and following school practices and procedures, documentation of grade books, surveys, calendars and logs. Staff development activities are evidenced by attendance and minutes of professional development meetings, observations, professional profiles, job descriptions, and continuum of administrative skills.

Standard 3: Teaching and Learning

Overall Score: Operational

Standard 3: Teaching and Learning

Impact Statement:

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Indicator	Description	Evidence	Rating
3.1.a	How does the school ensure that its curriculum is based on clear and measureable expectations for student learning?	<ul style="list-style-type: none"> •Curriculum, instructional guides •Written curriculum documents 	Operational
3.1.b	How does the school ensure that current written curriculum documents are aligned to state and national standards or curriculum required by the governing body?	<ul style="list-style-type: none"> •Curriculum guides •Alignment documents •Guides that contain scope and sequence 	Operational
3.1.c	How does the school ensure effective implementation of the curriculum so that teachers know what they are expected to teach in each grade level or course?	<ul style="list-style-type: none"> •Written units or lesson plans •Curriculum documents that show scope and sequence 	Emerging
3.1.d	How is the curriculum evaluated and revised on a regular basis?	<ul style="list-style-type: none"> •Curriculum review protocol •Surveys •Counseling programs, PDPs, Teacher-made surveys 	Operational
3.2.a	How are students taught to use feedback from the formative assessment process to guide their own learning?	<ul style="list-style-type: none"> •Professional development agendas addressing formative assessment •Samples of exemplars, models, rubrics, and other formative assessments •Lesson plans 	Highly Functional
3.2.b	How do teachers provide students with opportunities to focus on higher order thinking skills such as critical and creative thinking, problem solving, and inquiry as learning strategies?	<ul style="list-style-type: none"> •Program/project descriptions •Examples of student engagement in the classroom •Professional development agendas •School leadership investigation of new strategies for innovative instruction 	Highly Functional
3.2.c	How do teachers provide students with opportunities to apply, practice, and deepen their understanding of new knowledge using authentic content and context?	<ul style="list-style-type: none"> •Internships and job shadow opportunities for students •Examples of student engagement in the classroom •Extracurricular opportunities tied to curriculum •Guest speakers, special presentations, mentors •Students' self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning) •Classroom strategies that encourage involvement of students in their own learning 	Highly Functional
3.3.a	How does the school ensure that classroom assessments align with the standards/expectations in the curriculum?	<ul style="list-style-type: none"> •Formative and summative classroom assessments 	Highly Functional

3.3.b	To what extent are achievement data and teacher input used when developing or modifying curriculum or instructional programs, practices, or processes?	<ul style="list-style-type: none"> •Professional development tied to results of evaluations •Program modifications and rationale 	Emerging
3.3.c	How does the school support teachers in developing high quality assessments?	<ul style="list-style-type: none"> •Classroom assessments 	Emerging
3.3.d	What kind of collaborative, reflective analysis of student work has been conducted by teachers?	<ul style="list-style-type: none"> •Exemplars and models of performance levels •Descriptions of lessons revised based upon analysis of student work •Informal collaboration with colleagues 	Operational
3.4.a	How do teachers use current research and the strengths and characteristics of their students to design instruction?	<ul style="list-style-type: none"> •Lesson plans 	Emerging
3.4.b	How has the whole school planned and developed research-based instructional reform strategies to strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students?	<ul style="list-style-type: none"> •School improvement team meeting minutes •School improvement plan 	Operational
3.4.c	What is the process teachers use to prioritize expectations?	<ul style="list-style-type: none"> •Curriculum documents that identify highest priority expectations •Pacing guides 	Operational
3.4.d	How do teachers vary instructional delivery methods to meet diverse learning needs?	<ul style="list-style-type: none"> •School leadership investigation of strategies for improved instruction •Interventions for improvement designed for students of all performance levels •Differentiated instruction provided to students with specific needs •Variety of learning opportunities provided to students 	Highly Functional
3.5.a	How does the school ensure that all staff members hold high expectations for each student they work with, and encourage all students to achieve their full potential?	<ul style="list-style-type: none"> •Lesson plans indicating individualized strategies •List of students identified as needing support 	Highly Functional
3.5.b	How does the school support students with special needs to fully participate in all aspects of its programs?	<ul style="list-style-type: none"> •Curriculum documents •Individual accommodations and adaptive equipment •Lesson plans •Individualized Education Plans 	Highly Functional
3.5.c	In what ways does the school assure that differing cultures and languages of students and families are taken into account?	<ul style="list-style-type: none"> •Classroom rosters •Demographic distribution of students in special programs •Lesson plans that indicate differentiated learning •Interventions for improvement that include students of all performance levels 	Highly Functional
3.6.a	In what ways does the school maximize the use of time for instruction?	<ul style="list-style-type: none"> •Schedules (assemblies, non-academic scheduling, special programs) •Changes designed to protect student learning time •Memos to teachers •Times for announcements 	Highly Functional

3.7.a	How do teachers interact, plan, and share with others teaching similar subjects across grade levels and between schools?	<ul style="list-style-type: none"> •Professional development plan •Alignment/articulation documents •Calendars •Agendas, meeting minutes 	Operational
3.8.a	How does the system of support individualize interventions and differentiate instruction for identified students whose pace/style of learning differs in some way?	<ul style="list-style-type: none"> •Re-teaching of students who have not met expectations •Time frames that vary to enable all students the time to complete their programs •Variety of learning opportunities provided to students 	Highly Functional
3.8.b	How has the school planned and implemented schoolwide research-based instructional strategies that provide timely additional instruction for those who are experiencing the greatest degree of difficulty mastering the state's academic achievement standards/ expectations?	<ul style="list-style-type: none"> •Agendas/minutes of school improvement meetings •Lists of students who have greatest degree of difficulty •Curriculum appropriate for the educational program is selected, revised, and reviewed •Review of student data •Surveys •Curriculum and instruction requirements by the government are met 	Highly Functional
3.9.a	What evidence shows that a sense of belonging and self-esteem exist in the school?	<ul style="list-style-type: none"> •Student work displayed •Indication that there is a positive, caring, supportive, respectful atmosphere •Indication of engagement of students •Positive interactions between students and students, students and adults, adults and adults 	Highly Functional
3.9.b	How does the school ensure that its classrooms are safe and orderly?	<ul style="list-style-type: none"> •Student handbook •Documentation of number/percentage of disruptive events •Posted and written expectations of student behavior •Indication that school climate is important and is used to help guide school decisions 	Highly Functional
3.10.a	In what ways does the school provide comprehensive resources, technology, multimedia, and other learning tools to support the curriculum?	<ul style="list-style-type: none"> •Procedure for purchase of materials •Evidence of teacher input into selection and purchase of materials •Calendar for updates and review list •Balanced, relevant, and up-to-date media center collection 	Highly Functional

<p>3.11.a</p>	<p>To what extent is technology integrated into the instructional program in all classrooms to meet the needs of all learners?</p>	<ul style="list-style-type: none"> •Media services and instructional technology plan •Access to library/media services •Technology resources. i.e., computers, computer lab •Internet use policy •Protocol for assessing credibility of Internet information •A library/media center space that is appropriate for the size of the school •A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats) •Lesson plans that show link between technology and instruction 	<p>Operational</p>
<p>3.11.b</p>	<p>What expectations does the school hold for the level of technological sophistication and comfort adults should be able to model for students?</p>	<ul style="list-style-type: none"> •Technology plan •Professional development offerings that showcase new developments and trends •Samples of record keeping, communication, and instruction •School budget •Surveys •Inventory of students' and teachers' technology knowledge and skills •Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials •Professional development/school improvement plans •Yearly Media Surveys 	<p>Operational</p>

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As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

Teaching and learning is the heart of Hayesville High School (HHS). The faculty implements the required curriculum and delivers sound instruction to students affording them the opportunity to receive an exemplary education. The necessary tools and resources are made available to students and faculty in order to achieve these expectations. HHS has a small enrollment which ensures each child receives individual attention, support and guidance.

All teachers are familiar with their respective curriculums and use the North Carolina Standard Course of Study in the development of lessons, assignments, and assessments. The staff collaborates regularly through formal and informal meetings seeking opportunities to align curriculum goals across disciplines, to reflect upon instructional strategies/activities, and to develop high quality assessments. Administration monitors the delivery of instruction while promoting and encouraging innovation to improve student achievement. Each teacher completes a Professional Development Plan (PDP) and is monitored and reviewed throughout the school year. Teachers complete a needs based survey each year and the appropriate staff development is offered based on the results. Our LEA offers early release days which are devoted to either system wide meetings or school level meeting to discuss curriculum, student, and school safety needs. Sixty-four percent of our faculty has obtained advanced degrees; five are currently participating in graduate level courses; 15 teachers have also acquired National Board Certification in their teaching areas as two are awaiting renewal certification.

The School Improvement Team (SIT) would like to implement a peer review/learning system in order to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. This peer review would not replace more traditional methods of evaluation; however, it could deepen and expand the processes of accountability. It would allow our teachers to take a more active role in their professional development through a non-threatening, secure environment in which we learn and grow together.

Students are consistently provided ways to expand their understanding and apply knowledge in real-world contexts. These opportunities are given in many forms including but not limited to inter-disciplinary projects, portfolio assessments, writing keepsakes, and senior exit projects. Teachers observe student progress and analyze data to determine appropriate instruction for each student. Additionally, students travel to Denmark and China where international learning and knowledge propels students towards acceptance and understanding of an array of different cultural, educational, and community perspectives. All students are encouraged to participate in extracurricular activities in school clubs and organizations, and interscholastic athletics, contributing to each student's education by developing leadership, team building skills, and creativity.

To meet the needs and learning styles of all students, intervention and remediation programs are in place. An after school homework center is offered four days a week providing a structured setting for homework completion, instructional support, and a computer lab for enrichment or remediation. Students identified and placed in the Exceptional Children's program are offered a guided studies (GS) class. GS teachers help students develop organizational and proper study skills while assisting with homework, test preparation, and monitoring academic progress. Transition plans are developed and implemented for these students, creating a smooth transition into high school. Occupational Course of Study students participate in rigorous courses, completing 300 hours with the school enterprise-- Busy Bee Factory, 240 hours as a junior intern, and 360 hours as a paid intern with local employers. This ensures that these graduates will be better qualified to enter the work force or seek additional training opportunities at a community college or technical school.

Teachers use technology such as computers, calculators, document cameras/readers, and SmartBoards as tools to increase student achievement and to prepare students for success in a global environment. Computer labs are available for whole classroom use or individual use. Projection units are installed in each classroom which allows teachers and students a whole new dimension in how they share ideas and information while supporting a variety of intelligences. Projectors can also be partnered with SmartBoards to offer additional teaching strategies. Other technology supports for instruction include initiatives such as United Streaming, discovery learning tools, Moodle, EVAAS, Study Island, and LearnNC. Study Island and other web-based tools allow teachers to assess and monitor skills of students in an ongoing manner. Some teachers have flip cameras, document cameras and other technology innovations. Training has been an essential ingredient to enable these tools to be used effectively for instruction and learning. Staff members, with the support of technology specialists, provide school based training and maintain the school's web page. STAC, Student Technology Advisory Council, and faculty, has offered additional training to our staff.

Faculty and staff of HHS is dedicated to partnering with parents, students and other education stakeholders in an effort to raise student achievement and increase stakeholder communication. In 2009, our school system earned the No. 1 ranking in the state of Parent Friendly Schools as assessed by the John Locke Foundation. HHS provides students with a sound education in a stable environment that is responsive to stakeholder needs. We are committed to a school culture promoting stakeholder involvement. For this reason, we want to implement new ideas to build trust, establish credibility, and bolster community partnerships.

Standard 4: Documenting and Using Results

Overall Score: Operational

Standard 4: Documenting and Using Results

Impact Statement:

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Indicator	Description	Evidence	Rating
4.1.a	To what extent has the school agreed upon assessments that measure progress toward its established learning expectations in each core subject area?	<ul style="list-style-type: none"> •Written assessments •Lesson plans •Surveys •EVAAS, graduation rate 	Operational
4.1.b	What performance measures has the school established to determine the effectiveness and efficiency of its governance, support, and administrative functions?	<ul style="list-style-type: none"> •Questionnaires •Student Handbooks, display of student work, Teacher Working Conditions Survey 	Operational
4.1.c	How does the school ensure reliability, validity, and freedom from bias in the data collected to measure performance?	<ul style="list-style-type: none"> •Policies •Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification 	Highly Functional
4.2.a	To what extent does the school's data system incorporate all types of data—student records, demographics, results data, process data, and perception data?	<ul style="list-style-type: none"> •Demographic data •Student portfolios •Policy and/or procedure to monitor overall student performance •Verifiable growth in student performance •Program/process data •Student achievement results from various formative and summative assessments •Retention and graduation rate data •Survey (perception) data •Demographic analysis and/or process data to correlate with student achievement results 	Operational
4.2.b	How broad a range of stakeholders have been involved in the design and utilization of the school's data system?	<ul style="list-style-type: none"> •Agendas/minutes of stakeholder meetings •Showing discussion of data system development 	Emerging
4.3.a	To what extent are classroom assessments developed and shared school-wide, so that results can be analyzed across classrooms?	<ul style="list-style-type: none"> •Teacher reports •Samples of classroom assessments and documentation of how used 	Emerging
4.3.b	How do overall achievement results drive decision-making about teaching and learning in the school?	<ul style="list-style-type: none"> •Use of schoolwide assessment systems •Student Services Committee 	Emerging
4.4.a	To what degree does the school maintain and implement a process for analyzing data and turning it into useful information?	<ul style="list-style-type: none"> •Teacher reports about efforts to keep them informed regarding trend and comparison data •Evaluation protocol 	Emerging

4.4.b	Do staff members have the skills to analyze and use data?	<ul style="list-style-type: none"> •Professional development plan •Competency expectations for staff •School improvement plans showing professional development •Surveys 	Operational
4.4.c	To what extent do school staff members possess the collaborative skills necessary to undertake difficult self-examination and make meaningful information out of data?	<ul style="list-style-type: none"> •Professional development plan, school improvement plan •Protocols for conversation 	Operational
4.5.a	How easily can stakeholders and decision-makers get access to data that is appropriate for their use?	<ul style="list-style-type: none"> •Reports to students and parents •School profile •Communications to stakeholders 	Operational
4.5.b	How are successes celebrated and feedback provided to students?	<ul style="list-style-type: none"> •Displayed successful work in classrooms and hallways •Frequent recognition programs •Awards ceremony, honor rolls, morning announcements 	Highly Functional
4.6.a	What can be learned about the school's effectiveness and student achievement by looking at trends across time and at other comparable schools in the community/region?	<ul style="list-style-type: none"> •Collection and analysis of multi-year trend data regarding student achievement and school effectiveness •Comparative analysis of student achievement among similar schools •Follow-up studies of data on graduates and other former students are used to determine the school effectiveness 	Operational
4.7.a	Do student achievement results regularly show improvement across all core subject areas?	<ul style="list-style-type: none"> •Longitudinal student achievement data reflect growth in student performance •NC Report Card 	Operational
4.7.b	Do student achievement results for all grade levels regularly show improvement?	<ul style="list-style-type: none"> •Committee agenda/minutes that show review of data •SAT scores, EVAAS 	Highly Functional
4.7.c	Do student achievement results for all subgroups show improvement?	<ul style="list-style-type: none"> •Longitudinal student achievement data reflect growth in student performance (disaggregated) 	Operational
4.8.a	Describe the policies that exist to regulate the security of data systems, student records, and their authorized users.	<ul style="list-style-type: none"> •List of authorized users at various levels of access •Policies that guide security of data and authorized users 	Highly Functional

In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

As a result of our self assessment of Documenting and Using Results, we found that we do an excellent job at communicating and celebrating student achievement. Student accomplishments are recognized by the NC Report Card, newspaper publications, honor roll lists in classrooms and college acceptance list. The first day of each school year includes an awards ceremony for the highest class average, perfect attendance and citizenship awards. Spring semester is dedicated to a senior awards night to recognize high averages, citizenship and scholarship recipients. Each class is aligned to the North Carolina Standard Course of Study (NCOS) which establishes performance measures for student learning. End of Course (EOC) tests and VoCATS allow us to analyze performance to help guide classroom instruction to optimize learning. When compared to other schools in our region, Hayesville High School (HHS) continuously performs at the top. From EOC/VOCAT scores, SAT/ACT scores, National Latin Exam, student projects, nurses aid test (CNA), choral adjudication, and band contests to graduation rate of 86.49% and preliminary dropout rate of 2.97% for the 2009-2010 school year, we are consistently at the top in our region. Growth is demonstrated in student performance by test scores and EVAAS information. In 2009-10, HHS was recognized as a School of Excellence, meaning that 90% of students scored at or above grade level on EOC tests. Elements, the newly implemented Career-Technical Education (CTE) web-based instructional tool, for CTE testing breaks down scores immediately so teachers and students know which specific standards have been mastered. We were ranked #1 by the John Locke Foundation's assessment of parent-friendly schools. Our student record system is secure and accurate, in accordance with state and federal regulations. Teachers work closely with the guidance department to obtain information on students when completing the Professional Educational Plan for students.

During our self assessment we realized we were operational due to the fact we do not conduct a systematic analysis of instructional and organizational effectiveness to improve student learning on a school-wide scale. Individual teachers assess their classrooms on a daily basis, but as a faculty, we need to assess our data as a whole in order to have a more positive impact on our students. Information drawn from EVAAS and the breakdown of standardized test scores could be used at greater length to optimize student learning. Student educational pathways could be tailored to fit them to help each individual to succeed. An attempt has been made to schedule department meetings so teachers can have collaborative time to disaggregate data. Teachers are trained on NCWISE for attendance and six week and final grades. Due to financial limitations, other segments of NCWISE are unavailable such as discipline records, performance in other classes and other viable information. We use Easy Grade Pro to record and calculate our grades but the information is not automatically uploaded in NCWISE.

To increase our students' abilities to become 21st Century Learners, additional computers in the Media Center is requested. Some of our students do not have computer access at home and allowing them to have these resources at school is necessary. On most days, our media center/computer lab has two classes scheduled per block. Students have to partner on the computers for the classes to get their respective work completed. Additional computers would ease this strain and allow each student to work at their own pace. Since Career-Technical Education (CTE) testing (Elements) will be state-mandated to be given online in the fall of 2011, these extra computer workstations would allow a proactive approach to testing efficiency. Post-assessment Elements scores are sent directly to NCWISE and each CTE teacher's computer. With the incorporation of the Microsoft Academy, many students have the opportunity to expand their knowledge and gain certification to use throughout their lifetime. Students have the opportunity to become a Microsoft Specialist (MOS), perfecting their technology skills in Word, PowerPoint, Excel, Publisher, and Access.

To expand our students knowledge base, the School Improvement Team recognizes the need to increase course offerings that are available to our students. To gather input from all stakeholders, especially teachers, a curriculum committee and a scheduling committee is needed to help improve communication to students and parents addressing changes in course requirements and curricula. With new course changes in US History, mathematics, and CTE, it is imperative that teachers have a voice in deciding which classes should be offered to our students so that they are global competitors and are ready for the workforce.

Professional learning communities on LEARNNC are already established for teachers to work with others across the state through a password protected site. Incorporating this into our professional development opportunities would allow teachers to learn from others and bring new ideas to our classrooms.

Hayesville High School will continue to monitor student performance and evaluate opportunities for improvement.

Standard 5: Resources & Support Systems
Overall Score: Operational
Standard 5: Resources & Support Systems
Impact Statement:

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Indicator	Description	Evidence	Rating
5.1.a	What is the process for attracting highly qualified staff members to this school?	<ul style="list-style-type: none"> •Policies and procedures designed to encourage retention •Percentage of staff Highly Qualified •Description of school/governing body promotions to attract new staff members •Day Care 	Operational
5.1.b	How do school leaders ensure that staff members meet governing body requirements and possess appropriate expertise for their role in the school?	<ul style="list-style-type: none"> •Documented demonstration lessons •Audit of teacher credentials •Extent to which staff meet certification and licensure requirements 	Operational
5.1.c	What is the process for induction, mentoring, and coaching of new staff members?	<ul style="list-style-type: none"> •Surveys of staff •Description of induction and mentoring program •New teacher orientation materials •Mentoring logs, reports, and correspondence 	Operational
5.2.a	What criteria are used to ensure that staffing assignments match staff qualifications to student needs and the school improvement plan?	<ul style="list-style-type: none"> •Documentation of demonstration lessons •Organization charts •School improvement plan •Collection of data about staff strengths •Governing body strategic plan •Observation protocols •Disaggregation of student data 	Operational
5.3.a	How do school leaders encourage collaborative reflection, investigation, and inquiry about teaching practices?	<ul style="list-style-type: none"> •Calendar of meetings •WRESA updates, Professional development updates 	Emerging
5.4.a	In what ways are data used to evaluate the sufficiency of student to staff ratios?	<ul style="list-style-type: none"> •Organizational charts •Supplemental funds •School improvement plan •Indication that leader has communicated with governing body leadership •Disaggregation of student data 	Operational

5.5.a	How do school leaders ensure that the allocation of financial resources is supportive of the school's vision, educational program, and plans for school improvement?	<ul style="list-style-type: none"> •Accounting of supplemental funds •School improvement plan •Listing of fiscal resources aligned with school improvement goals •Monthly budget 	Operational
5.6.a	How does the school ensure that a regularly audited accounting system is used?	<ul style="list-style-type: none"> •Evidence that school abides by legal and ethical business and educational practices •Annual budget •Last financial audit 	Operational
5.6.b	What is the process for ensuring that all funds are spent in accordance with regulations?	<ul style="list-style-type: none"> •Description of policies in place and monitoring •Documentation of compliance reporting - assurances 	Highly Functional
5.7.a	How does the leadership ensure that the facilities, services, and equipment are safe and orderly for students and staff?	<ul style="list-style-type: none"> •Facilities and technology maintenance plan and long range facilities plan •Indication that facilities are regularly inspected and maintained •Surveys 	Operational
5.7.b	How are decisions made about the use of space?	<ul style="list-style-type: none"> •Changes in space over time in response to changing need •Required safety certificates •Survey data from stakeholders regarding the extent to which the school improvement plan and safety issues characterize the operation of the school •Creative uses of space that align with the school goals •Facilities report addressing safety concerns 	Highly Functional
5.8.a	How comprehensive and well understood is the school's crisis management plan?	<ul style="list-style-type: none"> •Crisis management plans •Security plans 	Highly Functional
5.9.a	What process is used to ensure and monitor that each student gets the counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning s/he needs?	<ul style="list-style-type: none"> •School policies/handbooks •Correspondence •Reports •Partnership documents •Student files •Print and electronic communications •Stakeholder surveys 	Operational
5.10.a	What process is in place to identify students with special needs?	<ul style="list-style-type: none"> •Records indicating reassessment data and practices •Lesson plans •Evidence of differentiation of instruction •Description of use of data to target instruction to students not meeting expectations •Log of team meetings and results 	Highly Functional

5.10.b	How does the school ensure that the appropriate interventions are selected?	<ul style="list-style-type: none"> •Teacher surveys •Instructional plans •IEPs 	Operational
5.10.c	How are the interventions monitored and evaluated?	<ul style="list-style-type: none"> •School policies and procedures •Administrative classroom observation logs/protocols •Meeting minutes •Data review 	Emerging

In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

Despite a significant decrease in the education budget due to declining economic conditions and reductions in state funding, Hayesville High School (HHS) continues to operate with limited resources and services available to support its vision and purpose, while continuing the work of increasing overall student performance. For the past two years, North Carolina educators have not received pay increases to offset cost of living increases. In 2010, HHS was able to retain all positions for classroom teachers; however, some class sizes have increased and some course offerings have been eliminated due to small class size. Financial challenges continue and it is expected that staff reductions are anticipated in the next school year.

Hayesville High School faculty members meet governing body certification requirements in the content and grade levels, and staff members demonstrate competency through documented teaching practices, collaborative planning, and shared materials development. New staff members receive orientation training at the Central Office, and they receive continued support from administration and experienced teachers on staff. Administrators consider student achievement goals and teacher qualifications when making staff assignments. Grade level teachers and/or departments collaborate periodically, and some staff members have initiated and participated in classroom action research, peer study teams, and peer coaching; however, this is not on a regularly scheduled basis. School leaders ensure that the allocation of fiscal resources is supportive of the school's vision, educational program, and plans for school improvement. Decisions are made yearly, as well as monthly, and there is an ongoing effort to seek additional support for student needs when necessary. Hayesville High School ensures that all funds are spent in accordance with regulations, and school leaders use goals from the school improvement plan to guide space usage in the school.

Hayesville High School's security and crisis management plan is comprehensive and well-understood by staff, students, parents, and community agencies. Staff and students have received training and information about the school's security and crisis management plans. Frequent reminders about school safety and security are given by administrators. Faculty members are assigned duties on campus during classroom changes and at other times during the school day to ensure orderly movement and general supervision of students. Administrators are notified immediately of activity that might pose a potential disruption in the school's learning environment. Teachers follow specific procedures when reporting disciplinary issues with students. In-school suspension is in place for students who do not follow school procedures and policies.

Hayesville High School monitors and mentors students to ensure that they receive the counseling and career planning guidance necessary to succeed. HHS has one full-time guidance counselor who assists students with scheduling, personal issues, college information, and career guidance. College information is readily available to students wishing to pursue further education. A variety of social and support services is made available through the school and partnering community agencies such as Communities-In-Schools. Hayesville High School faculty members communicate effectively with the guidance services and Special Education teachers to identify students with possible special needs. Teachers and administrators provide appropriate support for students with special needs, and individual plans include interventions that are based on modern learning research that is differentiated, documented, and developed by a team of key individuals, including the students, parents, and administrators. Individual plans also include expected outcomes, and a plan is in place to monitor the effectiveness of the selected interventions. School leaders observe classrooms and participate in committees to monitor and evaluate implementation of interventions and accommodations.

As outside opportunities for staff development have declined with a decreasing budget, learning opportunities within the school system are being expanded. Classes to improve staff effectiveness are offered by "in-house" faculty members who are willing to share their expertise in areas that will benefit teachers and students, free of charge to the school or teachers. Staff development programs, such as the Student Advisory Technology Council (STAC) technology workshop, initiate collaboration between teachers and allow them to envision what is happening in their colleagues' classrooms.

Doing more with less is the reality of education. All stakeholders who impact our learning environment recognize the financial and educational challenges that we face and will work above and beyond expectations to ensure that Hayesville High School students receive the best possible education.

Standard 6: Stakeholder Communication & Relationships
Overall Score: Operational
Standard 6: Stakeholder Communication & Relationships
Impact Statement:

The school fosters effective communications and relationships with and among its stakeholders.

Indicator	Description	Evidence	Rating
6.1.a	What is the system in place for identifying community experiences, resources, and willingness to support student learning?	<ul style="list-style-type: none"> •Mailing lists •Examples of school communications •Program lists and student schedules •Program materials •Event co-sponsorships •Health Occupations Rotations, Health Fairs 	Operational
6.2.a	What process is in place to communicate information and gather feedback from all stakeholders about students, their performance, and school effectiveness?	<ul style="list-style-type: none"> •Notices for student performances and showcases •Surveys •Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness •HHS Webpage, AlertNow, Parental Satisfaction survey 	Operational
6.3.a	What is the system in place for identifying parents' expertise and willingness to volunteer?	<ul style="list-style-type: none"> •Teacher/parent communications •Protocol for teachers to request volunteer help •Database of volunteers •Communities in Schools Parent List 	Operational
6.3.b	In what ways does the school encourage families to support children as learners, (including development of a parent compact if one is used)?	<ul style="list-style-type: none"> •School committee participation lists and minutes •Newsletters and other print communications •Surveys •Invitations to meetings and programs •Web and e-mail communications •Email contacts, Academic Coaching, HHS Webpage, Financial Aid Night 	Operational
6.3.c	How representative of the school population is the active parent population?	<ul style="list-style-type: none"> •Teacher/staff member communications •Survey responses •Participation lists •HHS Athletic Club, Open House, Awards Ceremonies, Financial Aid Night 	Emerging

6.4.a	How are student expectations communicated to parents/stakeholders in a manner that is timely and understandable?	<ul style="list-style-type: none"> •Correspondence •Lesson plans •Competency profiles and syllabi •Classroom displays •Meeting agendas and minutes •Print and web communications •Course descriptions •Written curriculum documents •8th Grade Orientation, Progress reports, AlertNow, Student Handbook, Open House 	Emerging
6.5.a	How are improvement efforts and evaluation results communicated with parents and other stakeholders on a regular basis?	<ul style="list-style-type: none"> •School newsletters and website •Data reports •IEPs, NC report card, Local newspapers 	Emerging

In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

This standard addresses the clarity and efficacy of the relationships that a school develops and maintains with its stakeholders. The indicators for this standard focus on the collaborative efforts between the school and its stakeholders and enhancing student learning through the formation of specific communication channels, the implementation of the stakeholders' knowledge and skills and the fostering of mutual efforts among the stakeholders.

Hayesville High School (HHS) fosters effective communications and relationships with and among its stakeholders through many venues. Common communication avenues with stakeholders include print, web, and email communications. Surveys are incorporated to gather data and information from our students, parents, and community concerning issues that relate to our educational environment. Teachers complete the NC Working Conditions yearly survey to rate the school system on items such as class size, instructional time, supervisory duties, facilities, technology, and budget concerns. The Guidance Department hosts a yearly financial aid workshop to assist parents and students in the process to receive financial aid to attend college. A weekly guidance newsletter announces information about scholarships and leadership opportunities for our students and is posted on the school website.

School personnel recognize the importance of building collaborative relationships with students, their families and the community at large. Teachers call and email parents about student grades, behavior, health concerns, and disciplinary matters. Administrators are well aware of issues with students and communicate with teachers about specific concerns. Educators are encouraged to attend extracurricular activities such as athletic events, cultural performances, field day, and award ceremonies so they interact with students and support their efforts outside of the classroom. Teachers who are senior sponsors participate in graduation ceremonies. Some teachers volunteer to participate in various band and chorus performances during the year. Recently, a faculty chorus was started to engage teachers who have an interest in the arts as they perform at the yearly chorus concert. Teachers also take part in the band performance at graduation. Another opportunity to engage our students with the community is Kids Voting. Students are selected to assist at local voting polls on Election Day.

Currently, HHS informs parents, teachers, students, and administrators of schedule changes, school delays, cancellations, open house, and other activities that affect all stakeholders through AlertNow. This communication system is extremely effective in reaching everyone affected by changes in our school day, calendar, or it may provide general information to remind our community of certain activities that are happening.

Our Student Council president is responsible for daily morning announcements for the entire student body and staff, relating to meetings, athletic event dismissals, scholarship information, student birthdays, etc. The monthly calendar in the commons area exhibits what is happening each day as many students and faculty refer to the calendar for daily activities. The principal also distributes a monthly calendar to teachers so that they have first-hand knowledge of daily occurrences and can limit instructional interruptions while providing meaningful and productive lessons.

Moodle, an instructional management tool, is utilized by some teachers so that students and parents are kept current on class assignments, important dates, and student progress. Parents and students can communicate with teachers by email through Moodle and other technology sources. Since Moodle is a requirement in middle school, students and parents are accustomed to this type of

communication. The school improvement team would like to see more teachers employ this resource.

HHS handbooks are given to each student at the beginning of the school year, providing a hard copy of policies and procedures. Homeroom teachers discuss the handbook with their students, pinpointing specific information. Students sign a statement saying they have reviewed and received a copy of the handbook. The handbook is posted on the school website for all stakeholders to view its contents.

In 2010, HHS became involved in a project that engages students in Clay County Schools with county-wide efforts aimed at ecological sustainability, specifically increased recycling and energy conservation, funded through a federal Learn and Serve grant. Monies were allocated to purchase individual recycling containers for all classrooms and offices and two recycling trailers (for mixed paper and plastics) to transport collected goods to our local transfer station. Teachers and students develop and implement educational programs for each of our three schools. Local partnerships and stakeholders include: Communities in Schools of Clay County, Greening Clay County, Keep Clay County Beautiful, County Extension Office, and the Town of Hayesville. Faculty members are representatives on community groups such as Kids Voting, Clay County Revitalization Committee, Arts Council, and Rural Development Committee. Our priority is to show appreciation to all stakeholders by communicating in various ways.

When assessed by the indicators of this specific standard, HHS is rated as operational as evidenced by its variety of channels of communication and various partnerships with its stakeholders. While we have a variety of ways to communicate with stakeholders, improvement needs to take place in the area of soliciting the knowledge and skills of stakeholders outside of the school environment to enhance the work of the school. All stakeholders need to become familiar with the school's vision statement in order to facilitate understanding of the goals of the school. A video could be embedded on our webpage to enhance our communication with all stakeholders.

Standard 7: Commitment to Continuous Improvement

Overall Score: Operational

Standard 7: Commitment to Continuous Improvement

Impact Statement:

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Indicator	Description	Evidence	Rating
7.1.a	How does the school work through all the parts of a systematic school improvement planning cycle, beginning with gathering and analyzing data, and then using that information to establish a vision, set goals, choose strategies, develop a plan, implement the plan, and monitor and evaluate results?	<ul style="list-style-type: none"> •Schedule of school improvement planning topics showing attention to all stages in the cycle •Minutes/attendance lists from school improvement/other meetings •Surveys •School communication tools showing communication among stakeholders •PDPs, Moodle, NC School Report Card, SIT Subcommittee meetings 	Operational
7.2.a	How do internal and external stakeholders hear about the school improvement process?	<ul style="list-style-type: none"> •Handbooks reflecting vision •Newsletters describing vision, purpose, improvement strategies, and results •Website addressing school improvement •Learning Center, Goal sheets, Art Club 	Emerging
7.3.a	How do the school's improvement plan goals, strategies, and activities align with and/or capitalize on existing programmatic elements to maximize student success?	<ul style="list-style-type: none"> •Self-assessment findings •Minutes of action items •School improvement plan and process employed in development •Reflection time 	Highly Functional
7.4.a	How do professional development activities support strategies that are based on student needs and address the school improvement plan goals?	<ul style="list-style-type: none"> •Description (or lesson plans) of teaching practices that demonstrate student-centered instruction •Professional development schedule or topics •Spreadsheet of individual professional development plans cross-walked to school improvement plan •Online resources support, Employability skills, Curriculum alignment 	Operational

7.5.a	How does the leadership ensure that the improvement plan is implemented, monitored, achieved, communicated to stakeholders, and used for future improvement?	<ul style="list-style-type: none"> •Monitoring and evaluation plan for school improvement plan •Feedback/revision documents indicating responsiveness to feedback and use for improvement •Procedure for recognizing team for their work •Minutes/attendance lists from school improvement team meetings showing monitoring and evaluation •Surveys •Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters •Schedule of school improvement planning meeting topics •Student progress reports, Moodle, Parent emails, AlertNow, Communication logs 	Operational
7.6.a	What is the school's plan to analyze and evaluate the impact and effectiveness of its strategies and interventions on student achievement and organizational effectiveness?	<ul style="list-style-type: none"> •Professional development topics •Minutes of action items •Evaluation plan and results •School improvement plan and process employed in development •Revisions to school improvement plan •Test scores, NC Report Card, Career Clusters, SAT scores 	Operational
7.6.b	How is the information gained from the evaluation of the plan used for making decisions about student learning?	<ul style="list-style-type: none"> •Professional development topics •Evaluation plan and results •School improvement plan and process employed in development •Revisions to school improvement plan •Attendance policies 	Operational

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As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

During review of our commitment to continuous improvement our committee noticed that Hayesville High School (HHS) makes great efforts in ensuring that plans for ongoing improvement are aligned with the vision and purpose of the school and expectations for student learning. While we found areas that could use attention we also discovered many things we are doing right. Evidence for this includes the process of self-assessment in developing our new school improvement plan which includes not only input from faculty and staff but perspectives from students, parents and members of the community needed to ensure ongoing quality fits the reality of our town, state, country and globe.

Documentation of minutes from general meetings and standards committee meetings show commitment to the continuum of school improvement. Analysis of internal data such as attendance, graduation rate, pathway progress and individual teacher's identification of students at risk has lead to enhanced student services. Our Student Services Team meets monthly to focus on students considering dropping out. They take proactive measures to ensure these students know they matter and offer interventions to, hopefully, help them choose to stay in school. Personal education plans for students at risk of failing include teacher, student and parent/guardian involvement in the plan's development. An after-school learning center is open four afternoons per week to assist students with homework. Tutoring is an option for student success as two teachers are readily available to offer assistance. Other incentives for student success include free admission to all home sporting events for perfect attendance, achievement awards, and opportunities to participate in leadership programs.

Further evidence of HHS putting improved student learning first are progress reports, peer tutoring, study groups and remediation that come, not only from the individual classroom teachers, but through our Academic Coach's role of staying informed of student needs. The coach has teachers identify potential problems then takes preemptive measures before students get too far behind. Keeping abreast of technology, our new Career-Technical Education (CTE) Elements instructional program gives immediate feedback through online testing to identify mastery and non-mastery skills that allow teachers to adjust and change instructional strategies to improve student performance.

HHS is committed to advancing teaching skills by encouraging reflective practices and continuing education. While transitioning from Individual Growth Plans to Professional Development Plans (PDP), a shift from administrator evaluation to emphasis on instructor self-assessment has put much more accountability and control on the teacher. While administrators still observe and provide critiques, the PDP process requires more personal analysis of teaching practices. Teachers look at lessons, outcomes, student interest and satisfaction. Hard data from classroom and standardized assessments are considered as instructors determine how to effectively provide relevant, meaningful opportunities for learning.

The insights gained from this assessment have lead our committee to recommend HHS to take a more purposeful approach to communication with all stakeholders through a two way communication process. An online, two way, feedback loop utilizing a social network where all stakeholders have a safe mode of communicating could be setup, monitored by a cross continuum committee of stakeholders, to encourage positive progress toward school improvement. This would encourage open dialogue and responsibility as all stakeholders would have opportunity to voice concerns and ideas. HHS can work toward developing a tool that encourages effective criticism, understanding that some comments are emotionally driven but, still having merit, should drive toward the ultimate goal of

ongoing school improvement. Our website offers frequently updated information regarding efforts of the school improvement committee but we feel more input from all stakeholders is needed. However, to achieve optimum communication, a full-time webmaster is needed to maintain our webpage.

Additionally, our reflection took into account the challenges our county's recent economic situation has created. Some suggestions for improvement require funding; the economy necessitates creative, economical means of professional development. With commitment to continuous improvement, many teachers choose to engage in professional learning groups where collaboration is considered an integral part of ongoing improvement. Interdisciplinary peer observations are a great way to keep teaching fresh and to get new ideas for improving the classroom climate. It also fosters comradary and builds trust among faculty. This positive vibe is felt by all members of the school community which improves everything else. Some teachers currently use this but the model is quite informal. HHS could develop a plan that allows teachers to earn CEUs through such activities turning them into a real win-win situation.

To improve our course offerings and meet the changing needs of our students, the SIT Team recognizes the need to take a proactive instead of reactive approach. We tend to steer away from change, but now, more than ever, we need to gather input from all stakeholders, specifically a scheduling and curriculum committee. This committee will assist in developing a master schedule to establish courses that benefit all students. The changes in curricula--Common Core, Career Clusters, Elements, EOC testing--also require updated technology. Expansion of our media center to accommodate more students is a need. Communicating this with our community of stakeholders and asking for their input will likely bring about solutions we had not previously considered. Improved communication will keep HHS in its path toward continuous improvement.

REPORT SUMMARY

Self-Assessment Scores By Standard

