

Section II – Examples of Responses to Accreditation Report Recommendations

Five-Year Progress Report of Soaring Eagle High School March 1, 2009

STANDARD FOR ACCREDITATION: Mission and Expectations for Student Learning

1. Develop a process for the regular review of the mission statement and student expectations.

Classification: Completed

Response: Following the completion of our accreditation visit, our steering committee recognized the need to establish a group that could develop a process for revising and updating our school mission statement and Expectations for Student Learning. The task began in the spring of 2007 and was completed in the fall of 2008. The plan was presented and discussed at two faculty meetings in order to ensure a balanced perspective. We will review our mission and expectations annually and communicate it regularly with all stakeholders via our School Council.

2. Formalize the plan to use the school-wide performance rubrics as a part of the instructional and assessment program across all departments.

Classification: In Progress

Response: See highlighted recommendation #9.

STANDARD FOR ACCREDITATION: Curriculum

1. Develop a plan to broaden K-12 curriculum articulation across all disciplines.

Classification: Completed

Response: The district began a curriculum mapping initiative three years ago in order to increase and improve K-12 articulation. All teachers are involved in mapping curriculum utilizing TechPaths software. The maps are on our network in order to facilitate their accessibility across buildings, grade levels and departments. Individual teachers are encouraged to consult maps when planning units of study. In addition, we have been sharing our maps at grade levels and within departments to promote sequencing of skills across levels. Completed maps have been the focus for discussion at 7-12 articulation meetings and at district grade level meetings. We plan to continue this initiative in order to improve curriculum articulation and, as a result, student learning experiences. District level meetings are also held in the various subject areas to facilitate communication and provide the interaction needed to address areas of concern within a discipline. The development of curriculum maps will continue as a district initiative over the next several years, providing an important tool for articulation K-12.

STANDARD FOR ACCREDITATION: Instruction

1. Formalize the process used to place middle school students in the appropriate high school course considering the importance of heterogeneity.

Classification: Completed

Response: Middle and high school teachers in core areas discuss student placement during annual fall articulation meetings. Specific placement criteria and guidelines are reviewed. Teacher recommendations and student level of success are key factors in the process. However, the final choice rests with the parents and the students. We want our students to enter high school with a positive outlook and a sense of confidence in their ability to be successful. A copy of the placement criteria for English is included in our files as a sample.

STANDARD FOR ACCREDITATION: Leadership and Organization

1. With the increase in enrollment, ensure appropriate class sizes in elective areas and at all levels.

Classification: In Progress

Response: Class size and number of staff members are clearly linked to the budget. The administration considers staffing a high priority and each year looks to add staff and provide more reasonable and equitable class sizes. While two and one-half additional positions were requested for the 2008-09 school year, fiscal constraints eliminated that request entirely. The administration establishes class size limits for each course. These limits are imperative in courses that involve lab activities or the utilization of technology that must be accessible to all course participants.

STANDARD FOR ACCREDITATION: School Resources for Learning

1. Publicize the student assistance process to staff, students, and parents and include regular education teachers and the school nurse on the team.

Classification: Completed

Response: As of the fall of 2008, two regular education teachers serve on our student assistance team. The nurse sits in on meetings for students who have medical issues/problems. This broadens the perspective of the team and promotes other links within the school community. In addition, the team developed a brochure for all parents, students and interested community members. The brochure explains the purpose of the team, the procedures for the student assistance process, the most frequently used strategies, and a list of the team members. This brochure will be updated each fall and the contents will be included in our Student Handbook.