

# Quality Review Report

**Roosevelt Career and Technical Academy**

**730 West 25 Avenue**

**Gary**

**Indiana**

**46407**

**Principal: Lloyd Booth**

**Dates of review: October 14 - 15, 2009**

**Reviewer: Barry King**

**Cambridge Education (LLC)**

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## Part 1: The School Context

### Information about the school:

Roosevelt Career and Technical Academy was created in August 2009 as a result of an amalgamation of three schools. This was part of a District-wide strategy to rationalize school places and create a secondary sector that educates students from grade 7 through 12. The District's plan is for each of its secondary schools to develop a distinctive specialism. This school has a name that reflects its goal of providing an education that equips students with the skills necessary to obtain employment in a range of technical occupations. The Principal was appointed from outside the three schools at very short notice as the new school opened.

The school currently has 1597 students enrolled, compared with less than 800 students on this site in the previous year. Ninety-nine percent of students are Black and one percent have mixed demographic backgrounds. The school did not have data to indicate whether there are any English language learners. Twenty-two percent are special education students.

The percentage of students entitled to free or reduced-cost lunches was 63 percent in 2008-09 in Theodore Roosevelt High School, compared to the national average of 43 percent and the Indiana average of 45 percent. Data on the current position was not available during the review. From the start of this academic year the school is in receipt of Title 1 funding.

Achievement, as measured by the pass rates in the Indiana Statewide Testing for Educational Progress-Plus (ISTEP) in the pre-existing Theodore Roosevelt High School, was well below the State average, particularly in math in which 14 percent passed compared with 75 percent on the most recently available three-year State average. Black and special education students, and those on free or reduced-cost lunch, failed to make their adequate yearly progress (AYP) targets. Students at the Dunbar-Palaski Middle School made their AYP in the previous year, albeit via Safe Harbour.

Attendance at the Theodore Roosevelt High School decreased from 97.7 percent in 2006-07 to 91.8 percent in 2007-08, which brought it below the three-year State average of 95.9 percent. Attendance rose in 2008-09 to 94.3 percent. No figures on current attendance levels were available at the time of the review.

## Part 2: Overview

### What the school does well:

- Students feel they have someone to turn to if they do not feel safe.
- Classrooms are generally orderly environments.
- Certain staff work hard to raise achievement and ensure that students feel valued.
- Staff have good opportunities to meet together in common planning time.

### Areas for Improvement:

#### Responsibility of the school:

- Substantially reduce the number of major disciplinary offences by:
  - engaging more staff in the process;
  - making fuller use of support staff;
  - ensuring punishments are proportionate;
  - building stronger relationships with families.
- Build a common vision for the school by:
  - basing it upon agreed values;
  - ensuring it is thoroughly understood by all stakeholders;
  - developing a strong sense of common purpose to improve student achievement.
- Assert much stronger instructional leadership by:
  - establishing a common understanding of necessary lesson protocols;
  - instituting a program of frequent lesson visitations to monitor and support staff in their implementation.
- Improve the assessment and analysis of data by:
  - carrying out a comprehensive assessment of students' personal and academic needs on admission;
  - on going assessment of students' work;
  - ensuring data is accessible to those who need it.
- Improve teaching by:
  - developing teaching styles that are more engaging for students;
  - aligning it to the personal and academic skills students need to develop;
  - using assessment data to set personal goals and matching work to capability.
- Improve the quality of the physical environment by:
  - improving the quality of display;
  - celebrating students' work;
  - posting rubrics.

### **Responsibility of the School Corporation:**

- Ensure the stability of leadership within the school and build the administration's capacity to meet the school's considerable challenges.
- Monitor the implementation of the school's action plan rigorously and provide rapid support where it is not meeting its benchmark goals.
- Give freedom to the principal to hire staff so that he can have the opportunity to attract those best suited to the school's needs.
- Support the school in the professional development of staff to create a stronger sense of common purpose.

### **Responsibility of the Indiana Department of Education:**

- Support the School Corporation in building the school's capacity to make improvements by:
  - providing advisory support for aligning the curriculum to the State's standards;
  - ensuring effective use of curriculum plans.

## Part 3: Main Findings

### Overall Evaluation: The school's overall performance

#### **The overall performance of this school is poor.**

The three schools that amalgamated to become Roosevelt Career and Technical Academy have not yet fused into a single school with a shared vision and sense of direction. Staff are still meeting each other, and they are working largely independently without accountability for common approaches. Many are highly committed to their students' education and welfare. A significant minority of teachers display resistance to the changes that are necessary to improve the school after years of very low achievement. Those who are committed to improvement are looking for clear instructional leadership.

The principal has led from the front in terms of facing up to the violence and gang problems that flared up as the school opened. He and his senior team have succeeded in decreasing serious incidents, and hallways and classrooms are generally calm. However, students do not feel that the school has completely solved these problems. They say behavior can still be violent, but they are clear that if they have a problem they know a member of staff who will support them. At the same time, they are disappointed that many teachers do not make enough effort to help them. Parents, both as partners and stakeholders, do not feel sufficiently included in the school's work.

Teachers' preferred methods of instruction center very much on teacher-led delivery of the content. This is mainly through exposition, worksheets, and textbook exercises. Students are willing learners, who comply with these undemanding tasks. It is rare to find the use of modern technology and other means of exciting their interest. Students' opportunities for independent research or interaction are very limited, and so they are not developing the skills and personal qualities they will need for the future.

The assessment of student performance is weak, on entry and subsequently. A few teachers plan carefully how they will assess student work, for example by encouraging them to comment on each other's pieces, but such advantageous approaches are rare. Marking of work is often minimal, and students gain few clues from rubrics or exemplars about how they can improve. The school does not use the data it collects to inform teachers how to adjust their teaching plans. The assessment of progress is not frequent enough to allow a rapid response to learning difficulties. Instruction is usually the same for all students in the class. The school does not use data to set student goals as a way of raising achievement.

Teachers do not display or share the learning intentions for lessons and so lessons often do not have a clear sense of direction. The school has not agreed to a set of basic classroom protocols that would give consistency to the teaching effort. The administration does not make regular lesson "walkthroughs" to monitor instruction and support teachers to develop their practice. The learning environment generally is underdeveloped and lacks stimulating materials or celebrations of student work.

As a new school, there is much to be achieved and an opportunity to restore this site to its former reputation. The administration is beginning to articulate its direction. It requires substantial support from the Corporation and State if it is to have the capacity to realize its ambitions.

## **1: Readiness to Learn**

**This area of the school's work is poor.**

### **1.1: Safety, Discipline, and Engagement**

**The school culture, environment and student engagement are poor.**

The amalgamation of the three schools contributed to a rise in violent incidents as gangs contended with each other. The principal and his administration team made it a first priority to combat this and they have been largely successful as the number of serious incidents has decreased and the classrooms and corridors are calm. Students are vigorous in explaining that the problems have not been entirely rooted out, that it only "takes a spark" to ignite violence, and that security personnel need to be strong enough to deal with potential problems. Consequently, many of them do not yet feel safe in school.

Suspensions are running at 10 to 15 per day, which is very high. This is by no means entirely due to serious infractions, as the school commonly suspends students for minor misdemeanors, such as not wearing the uniform correctly. Students complain of the inconsistency with which rules are applied and parents feel that a zero tolerance policy towards disciplinary offenses should not result in such major penalties for small transgressions. The school is implementing an internal detention centre to reduce suspensions in the future.

The school building does not display its behavioral expectations adequately. More generally, it is not providing students with a stimulating environment that engages their minds and indicates to them the standards they should aspire to. Displays of student work and rubrics to indicate how they might improve are largely absent. In recent years, attendance at the school has oscillated, but students generally enjoy being in the school environment despite their reservations about behavior. However, they are very tardy in arriving at lessons in the high school grades and attendance in lessons there is often low. The school does not monitor this or pursue absence generally with enough vigilance.

The administration does not have a clear view of whether curriculum plans align to the State standards or teachers implement them in classrooms. It believes that, for a substantial number of teachers, these things may not be in place. Students' classroom experience does not give them the opportunity to develop the range of personal qualities and skills to empower them to become successful, independent learners. The school enriches its curriculum with a reasonable range of extra-curricular experiences that include a marching band that is very popular and successful. The curriculum is adapted for students who seek vocational pathways by a link with the local careers center. However, the school does not counsel students closely and early enough to establish career aspirations, raise expectations and set goals for their achievement.

### **1.2: Action against Adversity**

**The way the school directly address student's poverty-driven deficits is unacceptable.**

The school does not conduct a comprehensive assessment of students' personal and learning needs on admission to the school, or subsequently, to ensure that poverty-driven deficits are identified and dealt with. Consequently, it is not in a position to set goals for personal growth outside the arrangements for special education students. The school does not have a coherent strategy for addressing the needs of families. Parents report that workshops to support them used to occur, but are not currently provided.

In the lessons observed, very little teaching enthused the students and encouraged them to develop the wide range of skills that would help them to become independent learners and successful in careers. They typically sit silently in rows and listen to the teacher or work, albeit methodically and with some gains in literacy and numeracy, through worksheets and exercises. They have insufficient opportunities to interact with the teacher or each other, or undertake personal research. Modern technology is rarely in use. As a result of the very teacher-centered nature of instruction, which leaves little scope for initiative, the students' oral skills and personal self-confidence remain low. In these respects, they are

badly prepared for the next stages of their lives. In certain lessons, such as a French session in which students took turns to read from the interactive whiteboard while others listened intently, the instruction motivates the students, but this is rare. The faculty does not have a coherent approach to developing basic skills.

### **1.3: Close Student- Adult Relationships**

#### **The students' relationships with mentors/teachers are poor.**

Family representatives are unhappy with the quality of education and the extent to which the school informs them about their children's progress. They receive little information between the four progress reports. The school has not yet launched the fledgling parent/teacher/student association. The district has a plan to promote parent assistants. As one teacher said, "There is a lot of work to do in building contacts with parents."

A substantial proportion of staff do not take an active part in building relationships with students and this is a significant reason why relationships and behavior in the school are not better. Students generally appreciate the way many teachers care for them and feel that they have someone to turn to if they need support. However, students say many teachers display a lack of respect for them and exhibit negative attitudes. One student said certain teachers "don't like it if we ask questions". Another expressed his alienation by stating that, "teachers really don't care". There is a marked difference in the routines of greeting students between the middle school and high school grades, which is much stronger in the lower grades. This illustrates the lack of a consistent approach. The school has a few adult mentors, but not as part of a concerted program to develop relationships.

### **Criterion 2: Readiness to Teach**

#### **This area of the school's work is unacceptable.**

#### **2.1: Shared Responsibility for Achievement**

##### **The school's organizational structure is unacceptable.**

The organizational and disciplinary challenges of the newly created school have overwhelmed the administration in the early weeks of this academic year, so that instructional leadership has not been evident so far. For example, the school does not have an agreed set of basic classroom protocols for instruction, and has not monitored teachers' work, through one-to-one discussion or direct observation.

The self-imposed accountability of staff is very variable. A number of teachers demonstrate a very strong desire to provide teaching for students that will help them improve their achievement. The very low achievement of the former Theodore Roosevelt High School indicates that this has not been a successful mission for the faculty as a whole. The evidence in lessons is that teachers do not give nearly enough attention to their methodology to develop key skills and bring pleasure and self-belief to the learning process. It is also the perception of the administration and District that, while certain staff work very hard to raise achievement, a significant number do not. Even in the face of very poor student progress, a significant minority of staff are very resistant to adapting the ways they teach. The middle school staff differ in this respect. They are proud of the fact that they achieved AYP in their previous school and are working hard to repeat this in a new setting, although even here classroom methods require adaptation if the school is to meet the full range of student needs.

The school lacks an agreed vision. The principal's primary goal is to secure AYP, but this is not sufficiently clear to all staff. He has begun to acquire trophies to reward high achievement, but the high expectations he desires do not run through the building. He recognizes that the school is "a house divided", and has different factions within it. There are those staff who are committed to renewal and improvement and those who are not. The middle school staff work in a different part of the building to their high school colleagues and differing schedules mean that the two groups rarely meet. Team-building activities have not taken place. As a result, the school lacks shared values and common purpose.

The district superintendent states that, "Accountability has not been one of the strong suits". Principals do not have goals against which to evaluate their performance, although there are plans to do this in the future. As part of a District initiative, the school has a school improvement team, but this is barely off the ground and has not so far had an impact.

## **2.2: Personalization of Instruction**

### **The use of assessment data to personalize instruction is unacceptable.**

The inflexible approaches to teaching that result from insufficient use of data to plan instruction are a major reason, especially in the high school grades, for the low levels of achievement. The school generates data on student achievement on a regular basis through the four marking periods and the formative district quarterly assessments, but data is not coordinated or rendered into a useable form easily accessible to teachers. Instead, the school puts data into individual student folders and is not readily available, for example through an intranet. The Theodore Roosevelt High School staff met in the previous year to discuss the ISTEP results, but this has not been the case this year. The lack of a systematic approach to data collection and analysis means that information is not readily available to oversee the performance of the school, individuals, or subgroups. During the review, the administration found considerable difficulty in laying hands on the test data for 2009.

Parents are dissatisfied with the level of communication about their children's progress. They say they receive almost nothing between marking periods, and the school does not have a system for communicating data on progress on a more frequent basis. The quality of feedback to the students is very variable. The more conscientious teachers mark regularly and offer constructive feedback, but other marking is inadequate in terms of frequency and quality. Many students, due to the lack of comment on their work and the absence of rubrics and displayed specimens of work, have little idea of how to improve.

Teachers do not use data on prior performance to modify what they teach, for example by extending the faster workers and giving more support to the slower ones. In certain lessons, students arrive, sit, and work through exercises and leave, with little interaction with others. Not only do these lessons lack vitality, but also students are unsure of the relevance of what they are learning. Related to this, teachers typically do not assess students to see whether they have understood. Where teachers use questioning, this is frequently superficial and does not probe deeper understanding. One student explained how, in her class in the middle school, students read pieces of work and classmates scored it. This is not common.

The school does not use data to set individualized student goals. Where students have goals, they usually generate them for themselves, which can lead to low aspirations. For example, one senior student explained how, for some years, he had "tried to make 3.8" in his tests. No one had counseled him on whether he should aim higher than this.

The school tracks students' accumulation of credits and adjusts their schedules according to their needs. However, the school has poorly developed data systems, which means that special education students, the great majority of whom who are in segregated special education classes, are not tracked closely enough to see whether they could move into the mainstream classes. For example, a student in a grade 9-10 special education class read a complex text accurately and fluently to a reviewer and it was not readily apparent why he remained in this class.

The appointment of two transition coaches and a literacy coach (with a math coach to come) has enhanced the school's capacity to use data to identify and meet student needs. They are enthusiastic about their roles, but do not yet have a clear program of action.

## **2.3: Professional Teaching Culture**

### **The professional culture within the school is poor.**

The school makes good provision for teachers to meet with each other, having made significant extensions this year. Teams of teachers from “subject families” in the middle school grades and grade 9 have daily common preparation times. In the high school all core subject teachers (but not those teaching electives) also have daily meetings scheduled. In practice, teachers do not meet on all occasions and sometimes the discussions lean more toward case studies than curricular matters, but they appreciate the opportunity to meet. Departmental heads meet frequently. Despite these arrangements, as the principal admits, “This is not a unitary staff yet.” It is very difficult for the differently scheduled middle school and high school staff to interact with each other. As an example, the middle school and high school staffs meet as separate faculties. They are critical of the district for what they see as poor communication running up to the school amalgamation and feel there was no strategy to weld the disparate staff into one force. The district did run four training and team-building days, but they had mixed attendance. This reiterates the fact that a sizeable proportion of teachers have yet to demonstrate a desire to reflect upon their practice and adapt it to student needs.

The administration makes incidental visits to classrooms outside the program of formal lesson observations. It does not have a planned schedule of visitations to observe teaching and learning from which to build a picture of instructional strengths and weaknesses. The administration so far had not worked with the faculty to establish common teaching protocols to be features of all lessons, such as the sharing of learning intentions at the start of each lesson.

Certain members of the faculty are highly committed and professional teachers, who are constantly reflecting on how they can best meet the needs of their students. The frequent meetings for staff facilitate reflection on this. The evidence from classroom practice and the persistently low achievement in the high school indicate that the impact of staff development is not great in the upper grades. Progress in the middle school grades is stronger.

## **Criterion 3: Readiness to Act**

### **This area of the school’s work is poor.**

#### **3.1: Resource Authority**

##### **The principal’s freedom in making decisions is poor.**

The principal has a team of assistant principals assigned to a familiar range of responsibilities that include whole-school functions such as scheduling and leadership of specific grades. Rational though this arrangement may appear, the staff do not feel that it provides a clear sense of direction or, in particular, a strong enough lead on instruction. No single person has the role of coordinating data to provide the school with an evidence base for its decision-making.

The principal does not have freedom to select and assign staff within the school. The district selects staff, and then assigns them to schools. The district’s freedom of maneuver is limited because, in hiring, it is bound to observe the seniority rule agreed with the union. These factors mean that the principal has no capacity to select new staff best fitted to the school he is striving to create.

The school has no evidence-based means of constructing whole-school priorities for professional development. In turn, it does not base teachers’ planning for professional development on a careful consideration of each individual’s needs in the light of the school’s strategic goals. Teachers do not have personal development plans or goals, or a clear sense of the overall direction of the school. They feel the need for professional development on data-driven instruction, but this has not so far been central to the school’s thinking.

The district is supportive in the sense that it is ready to provide resources for school initiatives and it has tapped into funding streams to hire extra staff, such as the transition and other coaches. However, the

lack of clarity over the principal's performance goals creates difficulties, for it is not clear to him what scope he has for personal initiative.

### **3.2: Resource Ingenuity**

#### **The principal's resourcefulness and ingenuity is poor.**

The school has generally weak partnerships with the community with which to strengthen its push to raise student achievement. It has a number of individual links, for example with a local church and the Urban League, but no systematic strategy to develop more. Parents feel powerless to impact upon the school as they struggle to set up an association, and are not yet acting as assistants in school. The school has little in the way of education/business partnerships. Because of these factors, the students have few external role models with whom they are in regular contact.

Plans for the school's specialist status, as a career and technical academy, include greater contact with outside bodies, such as the District Career Center and Ivy Tech, but these links are not yet underway. The school remains too inward looking, both in terms of building bridges with external bodies and in seeking support for teachers to take risks and devise interesting instructional strategies. On a more positive note, the school has a strong alumni association from its days as a school of high reputation, although has not fully engaged this resource. It also has influential support for its future, as demonstrated by the visit of the mayor during the review.

### **3.3: Agility in the Face of Turbulence**

#### **The principal's inventiveness and flexibility during conflicts and challenges is poor.**

During the principal's brief period of office, his high visibility around the school and decisive action have had a significant impact upon calming the building. The evidence for this is in orderly classrooms and transitions. As a cost of this, he and his administration team have not given nearly enough time to instructional leadership. Their continuing attention to conflict resolution and "fire fighting" compromise their capacity to do this. The abrupt merging of the three schools did not allow sufficient opportunity for team building and the school remains one of disparate parts without a coherent vision and common purpose. Many staff are anxious for a strong lead so that they can make their obvious commitment count, while a significant minority are uncooperative and have still to understand the need for change. The monitoring and evaluation of the school's instruction are weak due to lack of data analysis and regular observation of the heart of the school, in the classroom. The school is not yet actively reaching out to capitalize on projects that will support its mission to be a career and technical school.

The district has made fundamental decisions to change the profile and the orientation of the school, but has not supported the amalgamation strongly enough. The superintendent is fully aware that the school must face up to the high school's unacceptable performance in the past. The district is providing a necessary measure of support for it do so, as the school constructs its plans for growth. For example, it organized a visit to a successful school in Indianapolis to seek key lessons for the future.

# Summary of Findings

Roosevelt Career and Technical Academy

October 14 – 15, 2009

		SCHOOL RATING			
		Finding			
		1-Unacceptable <i>No evidence</i>	2-Poor <i>Minimal evidence</i>	3-Fair <i>Present, though limited and/or inconsistent</i>	4-Acceptable <i>Routine and consistent</i>
<b>1 Readiness to Learn</b>			X		
<b>1.1: Safety, Discipline, and Engagement</b>			X		
<i>Is the school culture environment safe and conducive to learning?</i>					
<b>1.1a</b>	students are effectively encouraged to behave well, relate well to others and to have positive attitudes toward learning.		X		
<b>1.1b</b>	classrooms and hallways provide an attractive and stimulating environment that fosters high academic and personal expectations.	X			
<b>1.1c</b>	school routines and rules are implemented consistently and communicated clearly to students, parents and staff.		X		
<b>1.1d</b>	the school has effective measures for promoting good attendance and eliminating truancy and tardiness.		X		
<i>Do students feel secure and inspired to learn?</i>					
<b>1.1e</b>	a robust core program ensures that students develop key learning and personal skills.	X			
<b>1.1f</b>	the school provides a well-rounded curriculum and enrichment activities add interest and relevance.		X		
<b>1.1g</b>	career education and personal goal setting are used to raise student aspirations and motivation.	X			
<b>1.2: Action Against Adversity</b>		X			
<i>Does the school directly address students' poverty-driven deficits?</i>					
<b>1.2a</b>	the school knows and understands the personal as well as academic needs of the students in order to address the effects of students' poverty head-on..	X			
<b>1.2b</b>	the school addresses the needs of families so that they can better support student learning.	X			
<b>1.2c</b>	The school develops students' skills, behaviors and values that enable them to effectively advocate for themselves.	X			
<b>1.3: Close Student-Adult Relationships</b>			X		
<i>Do students have positive and enduring mentor/ teacher relationships?</i>					
<b>1.3a</b>	the school works with parents to build positive relationships and to engage them as partners in their children's learning	X			
<b>1.3b</b>	the school is successful in implementing a variety of strategies specifically designed to promote a sense of connection between students and adults.		X		

## SCHOOL RATING

	Finding			
	1-Unacceptable <i>No evidence</i>	2-Poor <i>Minimal evidence</i>	3-Fair <i>Present, though limited and/or inconsistent</i>	4-Acceptable <i>Routine and consistent</i>
<b>2 Readiness to Teach</b>	X			
<b>2.1: Shared Responsibility for Achievement</b>	X			
<i>Does the school have a strong organizational culture, characterized by trust, respect and mutual responsibility?</i>				
<b>2.1a</b>	the principal ensures that there is a strong accountability for student achievement throughout the school	X		
<b>2.1b</b>	the staff feel deep accountability and a missionary zeal for student achievement.		X	
<b>2.1c</b>	a shared commitment to a vision of the school which includes challenging goals for all students	X		
<b>2.1d</b>	the school corporation drives the accountability agenda.	X		
<b>2.2: Personalization of Instruction</b>	X			
<i>Are diagnostic assessments used frequently and accurately to inform instructional decisions and promote student learning?</i>				
<b>2.2a</b>	the school utilizes a coherent system to provide detailed tracking and analysis of assessment results.	X		
<b>2.2b</b>	teachers use data gathered from multiple assessments to plan instruction and activities that match the learning needs of students.	X		
<b>2.2c</b>	teachers give feedback to students, involve them in the assessment of their work and in the setting of achievement goals.		X	
<b>2.2d</b>	the schedule is used flexibly to ensure that individual student needs are met effectively.		X	
<b>2.2e</b>	the overall impact of planning, instruction and assessment leads to effective student learning.	X		
<b>2.3: Professional Teaching Culture</b>			X	
<i>Does the professional culture promote faculty and staff participation, collaboration and training to enhance student learning?</i>				
<b>2.3a</b>	the faculty works together, incessantly and naturally to help each other improve their practice.			X
<b>2.3b</b>	the principal uses classroom observation and the analysis of learning outcomes to improve teaching and learning.	X		
<b>2.3c</b>	professional development is job-embedded and directly linked to changing instructional practice in order to improve student achievement.		X	

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		Finding			
		1-Unacceptable <i>No evidence</i>	2-Poor <i>Minimal evidence</i>	3-Fair <i>Present, though limited and/or inconsistent</i>	4-Acceptable <i>Routine and consistent</i>
<b>3 Readiness to Act</b>			X		
<b>3.1: Resource Authority</b>			X		
<i>Does the principal have the freedom to make streamlined, mission-driven decisions regarding people, time, money, and program?</i>					
3.1a	the principal has the authority to select and assign staff to positions in the school without regard to seniority.	X			
3.1b	the school has developed adequate human resource systems.		X		
3.1c	the principal has the authority to implement controversial yet innovative practices.		X		
3.1d	the school corporation enables the principal to have the freedom to make decisions.		X		
3.1e	the school corporation directs resources, including staffing, to schools differentiated on the basis of need.		X		
<b>3.2: Resource Ingenuity</b>			X		
<i>Is the principal adept at securing additional resources and leveraging partner relationships?</i>					
3.2a	external partnerships have been strategically developed to engender academic improvement.	X			
3.2b	the community is encouraged to participate in the decision making and improvement work of the school	X			
3.2c	the principal promotes resourcefulness and ingenuity in order to meet student needs.		X		
3.2d	the school corporation has district-wide structures and strategies to maximize external resources.		X		
<b>3.3: Agility in the Face of Turbulence</b>			X		
<i>Is the principal flexible and inventive in responding to conflicts and challenges?</i>					
3.3a	the principal has the capacity to ensure school improvement.		X		
3.3b	the principal provides competent stewardship and oversight of the school.	X			
3.3c	decisions are made, and plans developed on the basis of rigorous monitoring and evaluation.	X			
3.3d	key faculty members have the capacity to support the work that is needed.		X		
3.3e	the principal reshapes and incorporates local projects and special initiatives to meet students' needs.	X			
3.3f	the school corporation has the capacity to drive school improvement initiatives.		X		
3.3g	the school corporation supports and enables flexibility and inventiveness within the school.		X		

## RATING DESCRIPTION

Using the School Quality Rubric, the school is rated on a 1-4 scale in each of the three domains. The scale is described below:

1	Red= Unacceptable	The school shows no attempt to meet the standard
2	Orange= Poor	The school has made minimal progress towards the standard
3	Yellow= Fair	The school is making progress towards the standard
4	Green= Acceptable	The school meets the standard

The goal is that the school receive a rating of 4 (GREEN) for the school to be considered as performing that element to an acceptable level. The 4 rating indicates the school meets the standard.