School Name

City, State

Date

Schoolwide Title Reporting

# Executive Summary

We want to know more about your institution. Your description of your institution should be 2,000 words (four to five pages) or less. Consider composing a paragraph or two based on each these prompts to guide you in writing your first narrative:

1. Provide a brief description of the history of your institution.

2. Describe the community your institution serves.

• Is the community urban, suburban, or rural?

• What language(s) are spoken?

3. Describe how your institution is governed.

• Is your institution independent, related to a special association or religious group, or under a state department or ministry of education?

• Is there a board of directors or other governing authority?

4. Describe the mission, vision, and values of your institution.

• When were these statements last reviewed and/or updated?

5. Describe the enrollment trends in your institution for the past three to five years.

6. Describe your institution’s philosophy of education.

• Is the philosophy traditional?

• Is it based on a particular model or does it include research developed by John Dewey, Piaget, Vygotsky, Glaser or Gardner’s work? Perhaps it’s a combination of multiple sources of research.

7. Describe your institution’s curriculum.

• Does your governing authority require a certain curriculum?

• Do you have a traditional curriculum based on reading, writing, and mathematics?

• Do you offer special programs such as STEM, music, and arts?

• How and when is the curriculum updated?

8. Describe instruction in your institution.

• Is it traditional lecture format, competency-based, on-site, and/or remote?

• How much is technology integrated into instruction?

9. Discuss personnel management (such as hiring practices, evaluation, and supervision).

10. Give a brief description of student performance.

• Are you required to give certain assessments at certain grades?

• In what curricular areas do your students perform well?

• What curricular areas need improved student performance?

• Does trend data indicate student performance is improving, staying about the same, or declining?

11. Describe current major improvement initiatives.

• Include progress and status on each initiative.

• Include the intended outcome or goal of each initiative

12. (For Schoolwide Title Schools) Describe methods of coordination of programs: federal, state, and local.

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| Insert Executive Summary Here |

# Key Characteristic: Culture of Learning

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| **Standard**  **1** | Leaders cultivate and sustain a culture that demonstrates respect, fairness, equity, and inclusion, and is free from bias. | Choose an item. |
| **Standard**  **2** | Learners’ well-being is at the heart of the institution’s guiding principles such as mission, purpose, and beliefs. | Choose an item. |
| **Standard**  **3** | Leaders actively engage stakeholders to support the institution’s priorities and guiding principles that promote learners’ academic growth and well-being. | Choose an item. |
| **Standard**  **4** | Learners benefit from a formal structure that fosters positive relationships with peers and adults. | Choose an item. |
| **Standard**  **5** | Professional staff members embrace effective collegiality and collaboration in support of learners. | Choose an item. |
| **Standard**  **6** | Professional staff members receive the support they need to strengthen their professional practice. | Choose an item. |

# Key Characteristic: Leadership for Learning

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| **Standard**  **7** | Leaders guide professional staff members in the continuous improvement process focused on learners’ experiences and needs. | Choose an item. |
| **Standard**  **8** | The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution’s priorities and to drive continuous improvement. | Choose an item. |
| **Standard**  **9** | Leaders cultivate effective individual and collective leadership among stakeholders. | Choose an item. |
| **Standard**  **10** | Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning | Choose an item. |
| **Standard**  **11** | Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments. | Choose an item. |
| **Standard**  **12** | Professional staff members implement curriculum and instruction that are aligned for relevancy, inclusion, and effectiveness. | Choose an item. |
| **Standard**  **13** | Qualified personnel instruct and assist learners and each other in support of the institution’s mission, purpose, and beliefs. | Choose an item. |
| **Standard**  **14** | Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners’ personal interests. | Choose an item. |
| **Standard**  **15** | Learners’ needs drive the equitable allocation and management of human, material, digital, and fiscal resources. | Choose an item. |

# Key Characteristic: Engagement of Learning

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| **Standard**  **16** | Learners experience curriculum and instruction that emphasize the value of diverse cultures, backgrounds, and abilities. | Choose an item. |
| **Standard**  **17** | Learners have equitable opportunities to realize their learning potential. | Choose an item. |
| **Standard**  **18** | Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking. | Choose an item. |
| **Standard**  **19** | Learners are immersed in an environment that promotes and respects student voice and responsibility for their learning. | Choose an item. |
| **Standard**  **20** | Learners engage in experiences that promote and develop their self-confidence and love of learning. | Choose an item. |
| **Standard**  **21** | Instruction is characterized by high expectations and learner-centered practices. | Choose an item. |
| **Standard**  **22** | Instruction is monitored and adjusted to advance and deepen individual learners’ knowledge and understanding of the curriculum. | Choose an item. |
| **Standard**  **23** | Professional staff members integrate digital resources that deepen and advance learners’ engagement with instruction and stimulate their curiosity. | Choose an item. |

# Key Characteristic: Growth in Learning

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| **Standard**  **24** | Leaders use data and input from a variety of sources to make decisions for learners’ and staff members’ growth and well-being. | Choose an item. |
| **Standard**  **25** | Leaders promote action research by professional staff members to improve their practice and advance learning. | Choose an item. |
| **Standard**  **26** | Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning. | Choose an item. |
| **Standard**  **27** | Learners’ diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions. | Choose an item. |
| **Standard**  **28** | With support, learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers. | Choose an item. |
| **Standard**  **29** | Understanding learners’ needs and interests drives the design, delivery, application, and evaluation of professional learning. | Choose an item. |
| **Standard**  **30** | Learners’ progress is measured through a balanced system that includes assessment both for learning and of learning. | Choose an item. |

# Narratives

Please provide narrative on three to five standards of strength and three to five standards to target for improvement.

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| Insert Areas of Strength Narrative Here |

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| Insert Areas for Growth Narrative Here |