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## Standards Assessment Report

### New Dimensions High School

4900 Old Pleasant Hill Road Kissimmee, Florida 34759

Prepared for the AdvancED Quality Assurance Review

Report accepted date : February 4, 2008

# Standards Assessment Report

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# Introduction & Purpose of the Report

## Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

## Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

## Demographics

|                            |                        |
|----------------------------|------------------------|
| Public/Non-public:         | Public                 |
| School Type:               | AdvancED - High School |
| Charter School:            | Start-Up               |
| Enrollment:                | 325                    |
| Gender at School:          | Co-Ed                  |
| Beginning Grade:           | 9                      |
| Ending Grade:              | 12                     |
| Alternate Beginning Grade: |                        |
| Alternate Ending Grade:    |                        |
| Location Type:             | Suburban               |
| Gender at School:          | Co-Ed                  |

# Standard 1. Vision and Purpose

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

**Impact Statement:** A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Definitions of Indicators Rubric:**

|                          |   |
|--------------------------|---|
| <b>Not Evident</b>       | Little or no evidence exists  |
| <b>Emerging</b>          | Evidence indicates early or preliminary stages of implementation of practice                                  |
| <b>Operational</b>       | Evidence indicates practices and procedures are actively implemented  |
| <b>Highly Functional</b> | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**Indicators:** In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

**Highly Functional**

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

**Highly Functional**

1.3 Identifies goals to advance the vision:

**Highly Functional**

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

**Highly Functional**

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

**Highly Functional**

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

### **Highly Functional**

#### **Focus Questions:**

##### ***1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?***

To provide learning that is participatory, involving hope, curiosity and commitment so that action becomes a legitimate result of learning.

The original mission and philosophy and vision of the school was developed by the school founders who actually wrote the charter application and contract for New Dimensions High School (NDHS), which was in turn approved by the School District of Osceola County and the State of Florida Department of Education. Three of the founders are currently serving in various administrative capacities at NDHS. The original foundation for the school's mission and vision was that of educating the whole child. The school's mission, the academic program, the school's extracurricular and elective offerings all revolve around and support this philosophy.

When staffing NDHS, the school leaders believe it is important that all staff members hired support this mission and that those teachers providing the academic program, centered upon project based education, fully buy into the school philosophy and support the vision. Applicants are informed of the vision and mission prior to being offered an employment position at NDHS. After three years of operation, the school administrators asked the staff to develop beliefs for the school. After much discussion and deliberation, a set of belief statements were developed. Each year they are revisited and open for change with input solicited from the School's SAC, staff, and students. To date, the original beliefs remain.

The mission statement and school beliefs are also publicized to all NDHS stakeholders. The mission statement and our school beliefs are printed in the faculty handbook, the student handbook, announced each morning over the PA, and are posted in each room. When visiting the campus or talking to our stakeholders, one can see that the school vision is embedded in the school culture.

##### ***2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?***

NDHS has adopted the Continuous Improvement Model (CIM) as its model of continuous academic improvement. The CIM has eight components which revolve around the Plan, Do, Check, Act Instructional Cycle. The eight components are: Data Analysis (Plan), Time Line Development (Plan), Instructional Focus (Do), Assessment (Check), Tutorials (Act), Enrichments (Act), Maintenance (Check), and Monitor (Check).

The development of a profile is a strong foundation of this process.

The school's process for developing a profile includes using information of student's past standardized assessment scores, which include but are not limited to SDRT, SAT 10, STAR, MAZE, Six Minute Solution Fluency, and FCAT scores. Teachers are provided a Continuous Improvement Model Data Binder each year with the latest available testing data. Administration disaggregates the school-

wide data and presents to the staff the profile of the school as a whole. Together, administration and teachers look at the data to see trends, strengths, and weakness within the school population. Based upon this, teachers are then required to develop individual Data Profiles for their students as well as develop curriculum instructional focus calendars for all the classes they teach. Teachers align their Individual Professional Development Plan (IPDI) to the data for their individual students in order to set instructional and professional learning goals for themselves.

### ***3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?***

Leadership guides the teaching and learning process by creating an environment for teachers to continuously grow and improve. Specifically teachers are invited to attend SAC Meetings with parents and board members. Teachers are able to use the district offered workshops on the Intranet for Professional Development. Standards are adhered to for teacher certification requirements. Teachers are asked to attend conventions, conferences, and other professional development workshops in order to better serve and support leadership, students, parents, and board members. In addition, the school offers many in-house staff development opportunities to ensure that teachers and staff are completely aware of the school's initiatives, policies and procedures, and student achievement goals. This staff development is directly aligned to School Improvement Plan and the needs of the staff and the achievement goals of the students that have been determined from thorough analysis of school-wide assessment data.

### ***4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?***

The school keeps up with the times and remains current by holding teachers and students accountable for their own performances. In the classroom students are given project based curricula and must adhere to strict guidelines of the 4 block semester system. Administration always has the vision and purpose of the school in mind when in the hiring process. Potential candidates are made aware of the unique philosophy of the school and the demanding expectations of its teachers. Much thought and energy is placed upon making the best selection for filling instructional positions to ensure the candidate is fully aligned with the vision and purpose of the school.

Once on staff, teachers must attend continuing education to remain current and keep certification up to date. Staff is surveyed annually to determine the professional development needs important to their professional growth. Staff development workshops are given along with classroom observations and walk-throughs to reinforce that the professional educators at New Dimensions High School are implementing the very best practices to remain current. This also ensures that the educators remain aligned with the school's expectation for student learning and effective teaching. Lastly, faculty meetings ensure that teachers and school leaders are adhering to the school's expectations of learning and school effectiveness.

### **Overall Assessment:**

**Highly Functional:** The school has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The school has clearly defined expectations for student learning aligned

with the school's vision that is fully supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Standard 2. Governance and Leadership

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

**Impact Statement:** A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

|                          |   |
|--------------------------|---|
| <b>Not Evident</b>       | Little or no evidence exists  |
| <b>Emerging</b>          | Evidence indicates early or preliminary stages of implementation of practice                                  |
| <b>Operational</b>       | Evidence indicates practices and procedures are actively implemented  |
| <b>Highly Functional</b> | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**Indicators:** In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:  
**Highly Functional**

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:  
**Highly Functional**

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:  
**Highly Functional**

**Indicators:** In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

**Highly Functional**

2.5 Fosters a learning community:

**Highly Functional**

2.6 Provides teachers and students opportunities to lead:

**Highly Functional**

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

**Highly Functional**

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

**Highly Functional**

2.9 Responds to community expectations and stakeholder satisfaction:

**Highly Functional**

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

**Highly Functional**

### **Focus Questions:**

#### ***1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?***

Every year teachers receive a faculty handbook which outlines the policies and procedures that are implemented. Additionally, during preplanning, teachers review the handbook with the administrators before school starts to clarify any issues. The NDHS Board of Directors meets quarterly where issues and concerns can be reported and where policy is approved. If any changes or additions are made, faculty and staff are advised by email or memo.

Each student receives a planner which outlines the student policies and procedures. For reinforcement, teachers review the school's policies and procedures with students during the first week of school. Teachers may also advise students of classroom policies and procedures using the HomeworkNOW.com web site. There, teachers can post classroom policies, course syllabuses, rubrics for projects, etc. This web site also allows students and parents to email teachers and administration of their concerns. Students also have the ability to review the policies as Student Council Members and through Student Government.

#### ***2. What process does the school's leadership use to evaluate school effectiveness and student performance?***

There are multiple and varied assessments that NDHS uses to evaluate school effectiveness. Among those used, and with the highest stake, is the FCAT. The FCAT is administered to 9th grade students and again to 10th grade students. Other assessment tools are: NRT, SAT 10, PSAT, SDRT, STAR

testing, FORS, MAZE. Furthermore, NDHS issues progress reports to students, at minimum, twice a semester along with student report cards. Many students and parents actually request weekly progress reports and teachers often email and phone parents to keep them abreast of student progress.

In addition to that, teachers administer frequent and varied assessments of their own and the school's, to evaluate school climate and effectiveness, and conduct surveys.

The school's SAC Committee meets monthly giving all stakeholders, parents, teachers, business partners, and students, an opportunity to evaluate school effectiveness. And finally, the faculty has monthly meetings where school effectiveness and student performance are often the topic of discussion.

### ***3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?***

The SAC Committee develops and contributes to the NDHS School Improvement Plan for the upcoming year. The NDHS website includes a link to the SAC Chairperson for all stakeholders, parents, faculty, staff, and community to email and communicate contributions. Informally, suggestions are accepted throughout the school year for changes and additions to the student and faculty handbook in reference to the policies and procedures. Students can formally effect change using the student government by attending the meetings. These meetings, along with the quarterly NDHS Board of Directors' meeting provide opportunities to contribute to the decision-making process. Our external stakeholders are also used as judges for the required senior project. They serve as a panel and judge the students' oral presentations and explanations of the experience they had conducting their intense senior research project. Their input is valuable and provides the students with important insight and feedback.

### ***4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?***

New Dimensions High School's Reading Coach along with our media specialist provide tremendous opportunities for support for innovation through research dissemination, demonstration, classroom walk-throughs, modeling and, lesson planning. Additionally, teachers and administration continuously attend workshops and in-services that further enhance innovation and innovative practices. Teachers and students are always seeking opportunities to encourage their students into competitions with other schools and other students. This allows students an opportunity to evaluate themselves and participate in real-life opportunities and real-life simulations.

It is our belief that all students have equal opportunity for an equal and a quality education. As a result, our students, including ESL and ESE students are mainstreamed. Teachers utilize differentiated instruction to ensure that all students obtain a quality education.

## **Overall Assessment:**

**Highly Functional:** The school has leaders who are advocates for the school's vision and improvement

efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Standard 3. Teaching and Learning

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

**Impact Statement:** A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

|                          |   |
|--------------------------|---|
| <b>Not Evident</b>       | Little or no evidence exists  |
| <b>Emerging</b>          | Evidence indicates early or preliminary stages of implementation of practice                                  |
| <b>Operational</b>       | Evidence indicates practices and procedures are actively implemented  |
| <b>Highly Functional</b> | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**Indicators:** In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:  
**Highly Functional**

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:  
**Highly Functional**

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:  
**Highly Functional**

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

**Highly Functional**

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

**Highly Functional**

3.6 Allocates and protects instructional time to support student learning:

**Highly Functional**

3.7 Provides for articulation and alignment between and among all levels of schools:

**Highly Functional**

3.8 Implements interventions to help students meet expectations for student learning:

**Highly Functional**

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

**Highly Functional**

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

**Highly Functional**

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

**Operational**

**Focus Questions:**

***1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?***

New Dimensions High School teachers ensure that the curriculum, instructional strategies, and assessments they use are aligned and articulated across grade levels by maintaining strict standards for their curriculum and lesson plans. All teachers at New Dimensions create and maintain lesson plans that include detailed information on the Sunshine State Standards they are using for each lesson. Every teacher also aligns his or her lesson plans to a focused course calendar. These calendars provide detailed curriculum mapping. There is school-wide use of the curriculum benchmarks detailed in the school's CIM (Continuous Improvement Model). Teachers at New Dimensions also align their courses with other courses in mind. For example, the American Literature (English III) course and the American History courses echo each other so that students may benefit from seeing the connections across the curriculums. All of these efforts support the high expectations New Dimensions High School established for all students.

***2. In what ways does the school ensure the implementation of research-based instructional***

### ***strategies, innovations, and activities that facilitate achievement for all students?***

NDHS has implemented the researched based Continuous Improvement Model to ensure and facilitate achievement for all students. The CIM has eight components which revolve around the Plan, Do, Check, Act Instructional Cycle. The eight components are: Data Analysis (Plan), Time Line Development (Plan), Instructional Focus (Do), Assessment (Check), Tutorials (Act), Enrichments (Act), Maintenance (Check), and Monitor (Check). Analyzing data combined with frequent assessment allows teachers to have a good grasp of their students' instructional needs. Based on this, the providing of the tutorial activities for those falling behind, and the enrichment activities for those mastering the material helps to address the ever changing needs of the students.

In addition the school uses FCAT Explorer, Accelerated Reader, the Stanford Diagnostic Reading Test, the SAT10, and the Six Minute Solution Fluency Testing to garner as much data as possible to determine the learning gains and needs of our students. Data from these assessments are used to assist teachers in providing the individualized instruction to their students.

Through the use of the CIM, the curriculum/standards, instruction, assessment, professional development, and staff evaluations are all aligned. With this, NDHS ensures and facilitates achievement for all students.

### ***3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?***

The quality of instruction at New Dimensions High School is the single most important factor affecting the quality of student learning, the achievement of expectations for students, the delivery of the curriculum, and the assessment of student progress. Teachers' preparation and reflective ways about instruction have been supported through a variety of processes which have been proven very effective. Supervision and evaluation, ongoing professional development, project based learning, administration's willingness to support new teaching strategies, and clearly designed curriculum guides are indicators for instructional success.

The supervision and evaluation process is thoughtfully designed and plays an integral role in instructional improvement. Moreover, it promotes improvement in individual teacher practices as well as whole school practices. At New Dimensions High School the administration gives continuous feedback to teachers and their overall objective is that of the entire school student achievement.

New Dimensions High School system's most important asset is its teaching force. The most important investment the school, administrators, school board and parents can make is to ensure that teachers continue to learn. Continuous, high-quality professional development is essential to the nation's goal of high standards of learning for every child. Professional development also should enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas and to successfully assume adult responsibilities for citizenship and work.

New Dimensions High School promotes and supports project-based learning methodology. Project-based learning helps students develop skills for living in a knowledge-based, highly technological society. One of the major advantages of project work is that it makes school more relevant to the expectations of the students once they enter the world beyond high school. It's an in-depth

investigation of real-world topics worthy of the students' attention and effort.

Our school's teaching curriculum has a very clear goal which is to ensure that our students' needs are met. The driving force of the goals for the school and the curriculum at NDHS is based on school-wide data. It is known that well written goals improve chances to succeed. The faculty at NDHS writes lesson plans and curriculum with the students' needs in mind. Furthermore, the administration guarantees that these goals are in line with our school's mission and vision.

In conclusion, New Dimensions High School implements a series of proven and successful processes to ensure that teachers are well-prepared and effective in their profession. The administration supports new innovative teaching ideas which are very fundamental to students' success.

#### ***4. How does the school provide every student access to comprehensive information, instructional technology, and media services?***

New Dimensions students have access to all of the above in various ways. NDHS students have access to the school media center before classes begin from 8:30am until 9:10am and during lunch each day. Teacher media center use is set up by the Media Specialist on an equitable rotation basis which is planned out at the very beginning of the semester. Teachers have the flexibility to re-arrange times to have even more access. For example, if a teacher has planning third block then another teacher can have access to the media center during that time.

In addition to our media center, which includes a twenty five station computer lab, we also have an additional computer lab for student use. There is at least one computer in every classroom and several classes have additional computers giving the student multiple opportunities and locations to access a computer as needed. The Media Specialist is an additional resource in researching information and preparing research and reference activities along with instructional enhancements to teachers' lessons at teachers request.

As far as instructional technology we are more than highly operational. We have access to any type of technology such as over head projectors, LCD projectors, laptops, handheld computers, Smart Board, and scientific electronic probes, all used to enhance the educational experience for our students. Our media center is a growing haven of books, periodicals, and reference books, and as teachers we also have various reading materials in many classrooms. All in all, NDHS exceeds the student's expectation when it comes to comprehensive information, instructional technology, and media services.

#### **Overall Assessment:**

**Highly Functional:** The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers

give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Standard 4. Documenting and Using Results

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

**Impact Statement:** A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

|                          |   |
|--------------------------|---|
| <b>Not Evident</b>       | Little or no evidence exists  |
| <b>Emerging</b>          | Evidence indicates early or preliminary stages of implementation of practice                                  |
| <b>Operational</b>       | Evidence indicates practices and procedures are actively implemented  |
| <b>Highly Functional</b> | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**Indicators:** In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

**Highly Functional**

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

**Highly Functional**

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

**Highly Functional**

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

**Highly Functional**

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

**Operational**

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

**Highly Functional**

4.7 Demonstrates verifiable growth in student performance:

**Highly Functional**

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

**Highly Functional**

### **Focus Questions:**

***1. How is the assessment system currently used in your school to analyze changes in student performance?***

NDHS has adopted the Florida Department of Education's Continuous Improvement Model (CIM) as its model of continuous academic improvement. Utilizing the aforementioned eight components of the CIM which are Data Analysis (Plan), Time Line Development (Plan), Instructional Focus (Do), Assessment (Check), Tutorials (Act), Enrichments (Act), Maintenance (Check), and Monitor (Check), NDHS staff stays very current with student achievement data to make the instructional decisions necessary to bring about positive student performance. Analyzing data combined with frequent assessment allows teachers to have a good grasp of their students' instructional needs. Based on continuous data analysis along with the provision of the tutorial activities for those falling behind, and the enrichment activities for those mastering the material, helps to address the ever changing needs of the students.

***2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?***

Assessment results are provided back to students as soon as they are made available. Parent guides are sent home with students also to explain their child's results. Teachers are provided with assessment results for their students so that they can address needs that the results made apparent. In addition, the students receive progress reports that are to be taken home every four and a half weeks as well as quarterly report cards.

NDHS also hosts a fall and spring project night that invites parents and community stakeholders to visit the school and view exemplary samples of student work that the teachers feature in their rooms. Scoring rubrics are also posted so that stakeholders can see what the expectations were for the student

projects and how they were scored.

### ***3. How are data used to understand and improve overall school effectiveness?***

As stated earlier in this report, the school's use of data is an integral part of the continuous improvement process. Information of student's past standardized assessment scores, which include but are not limited to SDRT, SAT 10, STAR, MAZE, Six Minute Solution Fluency, and FCAT scores are compiled into a CIM Data binder for each staff member. Prior to that, administration disaggregates the school-wide data and presents to the staff the profile of the school as a whole. Then together, administration and teachers look at the data to identify trends, strengths, and weakness within the school population. Based upon this, teachers are then required to develop individual Data Profiles for their students as well as develop curriculum instructional focus calendars for all the classes they teach. Teachers align their Individual Professional Development Plan (IPDI) to the data for their individual students in order to set instructional and professional learning goals for themselves. Trends, strengths and weaknesses deemed from the data analysis are used to develop annual School Improvement learning goals.

### ***4. How are teachers trained to understand and use data in the classroom?***

At the beginning of every school year, there is intensive training for staff on data analysis. This is provided as we believe that data analysis is a key component of the CIM, leading to student achievement gains. Prior to the training with the teachers, administration disaggregates the school-wide data and presents to the staff the profile of the school as a whole. Information of student's past standardized assessment scores, which include but are not limited to SDRT, SAT 10, STAR, MAZE, Six Minute Solution Fluency, and FCAT scores are compiled into a CIM Data binder for each staff member. The data is analyzed and updated regularly through out the school year. Teacher lesson plans must demonstrate assessment, tutorials, enrichments that are being used to address student needs. To ensure that teachers are doing this, classroom walk-throughs and observations by administration and the curriculum coach are made. As part of the teacher formal performance assessment process, teachers are asked how they have utilized their data and what results they have found from their students efforts.

## **Overall Assessment:**

**Highly Functional:** The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results, including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, design and improve instructional strategies and practices, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.



## Standard 5. Resource and Support Systems

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

**Impact Statement:** A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

### Definitions of Indicators Rubric:

|                          |   |
|--------------------------|---|
| <b>Not Evident</b>       | Little or no evidence exists  |
| <b>Emerging</b>          | Evidence indicates early or preliminary stages of implementation of practice                                  |
| <b>Operational</b>       | Evidence indicates practices and procedures are actively implemented  |
| <b>Highly Functional</b> | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**Indicators:** In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

**Highly Functional**

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

**Highly Functional**

5.3 Ensures that all staff participate in a continuous program of professional development:

**Highly Functional**

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

**Highly Functional**

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

**Operational**

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

**Highly Functional**

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

**Operational**

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

**Highly Functional**

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

**Operational**

5.10 Provides appropriate support for students with special needs:

**Highly Functional**

**Focus Questions:**

***1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?***

Recruitment for staff has been achieved in a variety of ways. We post our openings on our school website, we accept unsolicited submissions through out the year and keep them on file until openings arise, and word of mouth recommendations from our current staff. However, the most effective tool that we have used for the past five or more years has been the Teach-In-Florida website. We utilize the site to post openings and to review posted résumés. When we find a person that appears on paper to be a good fit, we call the person and set up an interview.

Induction for new staff is intensive, particularly at the beginning of each school year. A week long of professional development sessions to introduce staff to all aspects of the school is provided. In addition, all new teachers are required to participate in the Preparing New Educators Program which documents that first year teachers demonstrate that they meet Professional Education Competencies evidenced by meeting sixteen effective qualities. Dr. Cafiero works with the teachers to make sure that they meet the competencies and successfully complete all components and staff development requirements.

In attempts to retain qualified staff, the administration provides staff members with opportunities to demonstrate leadership, allows input on master schedules and curriculum offerings, and provides flexibility to allow staff members to participate in staff development opportunities that they feel will enhance their practices and skills.

### ***2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?***

The revenue provided to charter schools by the state of Florida must be used carefully by NDHS as it does not provide much room for luxuries or excess. Therefore, approximately 80% of the operating budget is used for salaries and benefits. The school directors then ensure that the financial resources are allocated to support the educational needs and to implement the curriculum and the instructional program. NDHS Board of Directors approves annual budgets, budget adjustments made during the school year and expenditures made over a designated amount.

Monthly financial reports of revenues and expenditures are reported to the school district and the independent accounting firm used by the school. In addition, as a charter school, NDHS is required to have an independent financial audit firm complete a thorough financial audit annually that is also submitted to the Office of the Florida Auditor General.

Charter schools are also required to complete the Charter School Annual Accountability Report through the State Department of Education that includes a financial section that outlines all annual revenues and expenses, as well as report on the facilities, governance, transportation, and the annual school improvement goals of the educational program. This report is submitted to the sponsoring district to validate and is then submitted to the Florida Department of Education.

### ***3. How does the leadership ensure a safe and orderly environment for students and staff?***

School leadership holds student safety is a high priority at NDHS. The staff is trained annually in emergency / crisis management. Practice drills are conducted through out the school year. In addition the local fire marshal and health inspectors visit the school to make sure it meets all local safety and health codes. Monthly emergency equipment inspections are made by and outside firm. In addition, the School District of Osceola County's Health Safety Inspector visits to inspect the facilities to ensure that there are no violations of their codes.

To address the appropriate behavioral expectations of the students, the Student Code of Conduct is published annually and included in the student planner that is issued to every student upon enrollment. Expectations and consequences are presented and discussed at parent/student orientations and during interviews held with students prior to acceptance.

### ***4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?***

With only 300 students, NDHS does not have a fulltime guidance counselor on staff. However, we do contract with the School District of Osceola County for guidance service when needed. When a situation arises that can not be addressed by a staff member, we contact the applicable district services and provide that for the child. Also, we do have ESE and an ESOL Compliance specialists assigned to us that come to the school weekly and conduct testing and screenings when needed and monitor that the needs of theses students are being met.

We also have a bank of outside referral services that we keep up to date and will refer parents, families,

and students to the appropriate agencies when all internal efforts can not meet the needs.

Dr. Cafiero is a certified occupational Specialist and conducts credit checks and scheduling for students. NDHS also has a staff member who has a Masters Degree in Sociology with a specialty in Domestic Violence who serves as a resource to students and families who are in crisis. In addition, students are assigned to a homeroom teacher and they meet once a week. This is particularly crucial for seniors, as their homeroom teachers work with them to complete applications to colleges, write application essays, apply for scholarships, and other important facets of their senior year. The Education Foundation of Osceola County is another resource that NDHS calls on to meet with students and parents for personalized scholarship assistance and to provide college financial aid workshops for families on campus.

### **Overall Assessment:**

**Highly Functional:** The school effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs of all students, and to comply with applicable regulations. The school systematically employs and allocates staff members who are well qualified for their assignments in all content areas. The school provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

# Standard 6. Stakeholder Communications and Relationships

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

**Impact Statement:** A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

**Definitions of Indicators Rubric:**

|                          |   |
|--------------------------|---|
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| <b>Emerging</b>          | Evidence indicates early or preliminary stages of implementation of practice                                  |
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| <b>Highly Functional</b> | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**Indicators:** In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

**Highly Functional**

6.2 Has formal channels to listen to and communicate with stakeholders:

**Highly Functional**

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

**Highly Functional**

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

**Highly Functional**

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

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Highly Functional

**Focus Questions:**

***1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?***

New Dimensions High School exhibits responsiveness to the community in several ways. Conducting annual surveys with students, parents, and teachers provides the school with valuable insight as to the particular needs of our community. Upon registration students and parents are individually interviewed to ensure their educational needs will be met. We also conduct a school-wide orientation that explains the expectations of the school, as well as provide an opportunity for our students, parents, and teachers to become acquainted.

NDHS is also actively involved with the local business community. Working closely with the Chamber of Commerce assures the school invaluable resources, both of the human and monetary. Two teachers are members of the local Rotary Club which helps NDHS students procure college scholarships as well as affords students the opportunity to obtain invaluable business contacts. Through these business associations a mutually beneficial relationship has been formed.

***2. How does the school's leadership foster a learning community?***

New Dimensions High School exhibits responsiveness to the community in several ways. Conducting annual surveys with students, parents, and teachers provides the school with valuable insight as to the particular needs of our community. Upon registration students and parents are individually interviewed to ensure their educational needs will be met. We also conduct a school-wide orientation that explains the expectations of the school, as well as provide an opportunity for our students, parents, and teachers to become acquainted.

NDHS is also actively involved with the local business community. Working closely with the Chamber of Commerce assures the school invaluable resources, both of the human and monetary. Two teachers are members of the local Rotary Club which helps NDHS students procure college scholarships as well as affords students the opportunity to obtain invaluable business contacts. Through these business associations a mutually beneficial relationship has been formed.

***3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?***

Communication between school and home is accomplished in several ways. First and foremost the school website provides stakeholders with current information regarding curriculum, athletics, scholarships, deadlines, and other pertinent items. Each teacher maintains a linked website featuring course syllabuses, homework, and an email address which allows parents to communicate via the internet. In addition, phone calls to the home are strongly recommended, teachers keep a log of phone calls made to parents, and submit them regularly through out the school year. Communication with the administration and school board members is also readily available through the school website. School newsletters are sent home to keep parents aware of what is occurring at the school.

The School Improvement Plan (SIP) is completed each year and is posted on the internet. This document keeps stakeholders abreast of the goals the school sets for the upcoming school year. In addition, as a charter school, NDHS is required to complete an Annual Accountability Report which is submitted to the district sponsor and to the Florida Department of Education. This report is posted on the web for the public to view. The School Advisory Council (SAC) has monthly meetings where school information is shared with community stakeholders. Their input is solicited on various aspects of school improvement.

### **Overall Assessment:**

**Highly Functional:** The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

# Standard 7. Commitment to Continuous Improvement

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

**Impact Statement:** A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

**Indicators Rubric:** Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

## Definitions of Indicators Rubric:

|                          |   |
|--------------------------|---|
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| <b>Highly Functional</b> | Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented |

**Indicators:** In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

**Highly Functional**

7.2 Engages stakeholders in the processes of continuous improvement:

**Highly Functional**

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

**Highly Functional**

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

**Highly Functional**

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

**Highly Functional**

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

**Highly Functional**

### **Focus Questions:**

***1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?***

The process for continuous improvement and its results for delivering student performance and school effectiveness is strongly operational at New Dimensions High School. At the start of each year the faculty participates in thorough pre-planning meetings/staff development which explain the Continuous Improvement Model (CIM), NDHS's adopted improvement model, the school's annual learning improvement goals and expectations, analyze students' standardized test data from the previous year (FCAT, etc.), disaggregate the data and assess trends, and use the data to inform and individualize each teacher's instruction when they develop their student data profiles for each of their students. The faculty also examines the end of year student and parent exit survey data.

In addition, teachers develop Individual Professional Development Plans (IPDI) that helps them stay focused on their student academic needs. These plans are revisited during the school year to maintain effectiveness. Throughout the year, NDHS faculty ensures student performance and school effectiveness through lesson plan checks and feedback from the curriculum coach, and administrative informal and formal observation with feedback, and classroom walk-throughs.

***2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?***

New Dimensions High School has an effective operational system to ensure that the school's improvement goals reflect student learning needs that are aligned with the vision and purpose of the school. More importantly, the goals are data driven. They are derived through the analysis of the school wide data and state test results. The annual School Improvement Plans spells out the academic goals for the school based upon the determined needs from the data analysis. The SAC committee reviews these goals and the goals are presented every fall to the NDHS School District of Osceola County's School Board.

In order to make instruction the most effective toward meeting the goals, NDHS uses project-based education so that both teaching and learning is aligned to our needs and relevant to the real world. This methodology pushes students to be active learners, apply concepts, and engage in higher-order critical thinking. To ensure that student learning needs are addressed, faculty individualizes instruction

through tutorial and enrichment which is documented in lesson plans and observed during classroom walkthroughs and assessments by administrators, the fidelity team, and the curriculum coach. A new initiative this year to better meet the needs of our students and improve student achievement, students receive extra reading, math, and guidance / life skills tutoring, practice, and advice during a dedicated homeroom period on Wednesdays.

The school has also added new physical plant facilities and programs (tech studies, dance, etc.) and made efforts to increase community involvement. To emphasize the shared commitment of all stakeholders to the school's vision and purpose, the mission statement and core beliefs of NDHS are read daily during morning announcements.

### ***3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?***

New Dimensions High School has a highly functional system for providing professional development and technical assistance to teachers in order to enhance their instructional capabilities and help them provide better interventions for students. NDHS holds regular onsite workshops and faculty also pursue supplemental workshops through the county intranet, attend out of state professional development conferences, and take college courses to pursue advanced degrees. NDHS faculty collaborate with the curriculum coach and media specialist and effectively utilize the resources they provide to improve instruction. The NDHS staff is making increasingly better use of technology. Faculty members are currently pursuing the digital educators program, I MUST (Interactive Mathematics United with Science and Technology), FOR-PD (Florida On Line Reading Professional Development) and CAR-PD (Content Area Reading Professional Development), etc. Faculty also use yearly IPDPs and detailed data analysis to gauge necessary interventions and assess the achievement of improvement goals.

### ***4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?***

New Dimensions High School has highly functional mechanisms for ensuring that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders. Students and parents complete required community service by involving themselves actively in school activities. Parents advise the school and direct the use of targeted funds through the SAC committee. Parents and community members judge senior projects and chaperone. Mission statements and history of the school are posted online in the NDHS complete application. Improvement is also monitored and documented through the newsletters sent home to families, progress reports & report cards, parent contact logs, open house, annual project fairs, staff Individual Professional Development Plans (IPDP), FCAT results, the required FLDOE Charters School Annual Accountability Report, annual School Improvement report and presentation to the School Board of Osceola County, a FLDOE required annual Independent Financial Audit, regular NDHS Board of Director Meetings, and the SACS recertification process itself.

## **Overall Assessment:**

**Highly Functional:** The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

## Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

### Focus Questions

***As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?***

In addressing the focus questions for all seven standards, several major themes, trends, or major focus areas were evident. We at NDHS believe that continuous school improvement, sustainability of programs for progress and achievement, stakeholder communication and involvement are the evident themes/foci of the SACS CASI self evaluation process.

***Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?***

NDHS' greatest strengths would lie in the area of continuous improvement, particularly data analysis and assessment. NDHS staff works hard to provide their students with authentic, relevant experiences and opportunities to demonstrate their learning. They then work hard to analyze strengths and weaknesses within their students' efforts and make learning adjustments.

Another strength existing at NDHS is the relationships the school maintains with its internal and external stakeholders. The teachers and staff works hard to keep the communication lines open with parents. The email system and the homework pages are direct access to all teachers that can be access 24 hours per day by all stakeholders. Also, any stakeholder who calls the school is greeted by a human being when calling during the school business day. As a charter school, choice is key and we need to make our stakeholders satisfied so that they continue to choose NDHS.

***What would you consider to be your school's greatest challenges?***

Being a charter school, funding is always a challenge. In particular, funding for new or expanded facilities and keeping existing facilities in proper repair and up to code. Another challenge we face is the rapidly changing demographics of our student population.

***How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?***

Making the entire staff part of the SAR development and SACS review process has given them a deeper understanding of the many different facets of the school. By doing so, teachers understand the interconnectedness of all the aspects of the school. Therefore, when we move forward and attempt to bring about continuous improvement, the whole group is much more invested in the process due to

their deeper understanding of the importance of all aspects of the educational process. The process has built the capacity and continuity for improvement at NDHS.