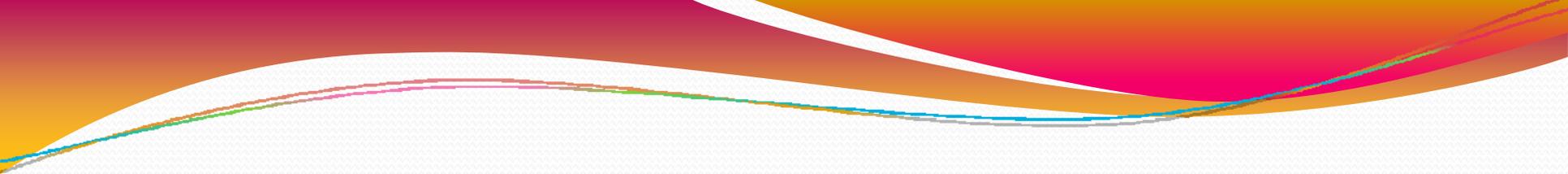


Standard 1: Vision and Purpose

Overall Score: Operational

- 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.



Vision

All youth can succeed-no exceptions- with the right conditions and support.

Mission

To Empower our students with the skills and education necessary to achieve success transitioning back into the global community.

Branding our Vision & Mission



Screen saver branding in the classroom



"Where hope exists ignorance perishes"

VISION

All youth can succeed - No exceptions - with the right conditions and support.

Date:

Dear Mrs.

Linda Morrow (Superintendent) and Michael Lange (Administrator) wanted to take this opportunity to let you know that your child is receiving educational services from Hope School while incarcerated at the Navajo County Restoration Center. Hope School is an accredited educational facility through North Central Association Commission on Accreditation and School Improvement. Our teachers are certified and highly qualified by No Child Left Behind standards.

The student will receive instruction (Monday through Friday) in math, language, and life skills; in a classroom environment. They will also work in our computer lab on A+ny Where Learning System® which is an individually tailored accredited program.

In most cases our students are with us for only a brief period and our objective is to keep them active in their academic pursuits.

If you have any questions regarding how your child is doing in school, please feel free to call us at (928) 524-4312.

Sincerely,

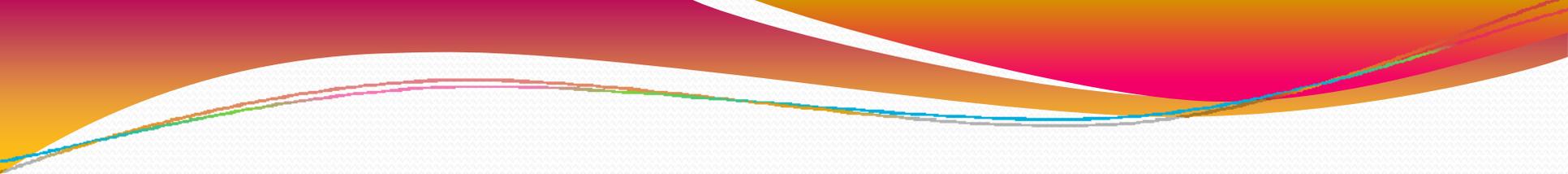
Michael Lange
Lead Teacher/Administrator

Lelanie Solidarios
Transition Coordinator

Standard 2: Governance and Leadership

Overall Score: Operational

- 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.



...Detention and School Governance and Leadership

- Detention
 - Michala Ruechel :Juvenile Judge
 - Arno Hall: Probation Admin.
- School
 - Linda Morrow: Superintendent of Schools
 - Tami Philips: Chief Deputy

Detention Governance Leadership cont.

Jake
-Operations Supervisor ...

Randy-
Detention Manager
'The Rock'



School Governance & Leadership cont.

Patty –H.Q. Teacher
2009/2010 Got engaged
and moved to Phoenix!



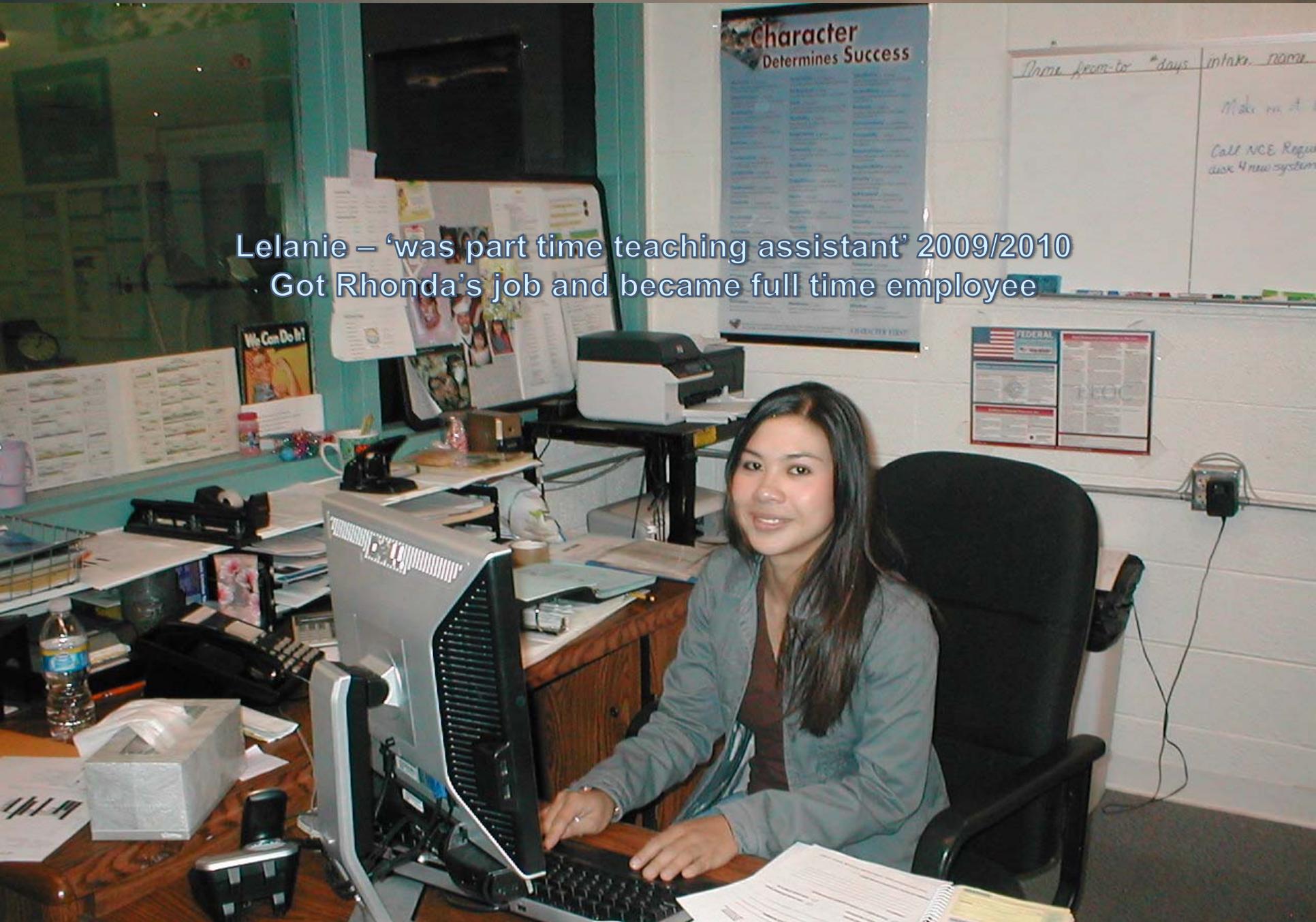
Replaced by Sara – HQ Spec. Ed. _ ELL and Spanish endorsed



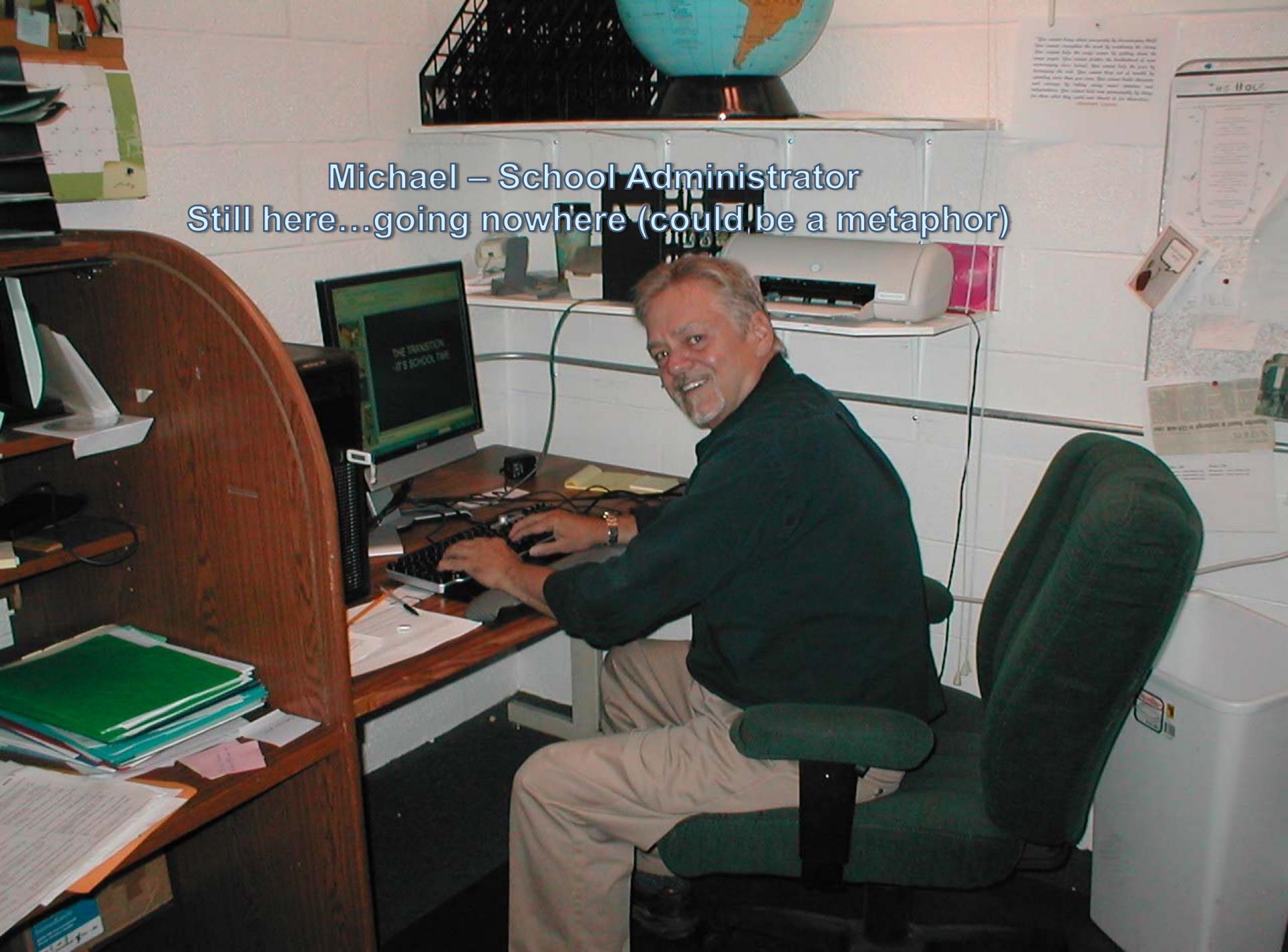
Rhonda –Transition Coordinator 2009/2010
Got pregnant again... and became 'full time' momma



Lelanie – 'was part time teaching assistant' 2009/2010
Got Rhonda's job and became full time employee



Michael – School Administrator
Still here...going nowhere (could be a metaphor)



Standard 3: Teaching and Learning

Overall Score: Operational

- 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.

Teacher

Navajo, HOPE School

Century, New

Navajo, HOPE School

Testing, Day

Group / Class

HOPE School

HOPE Girls

HOPE School

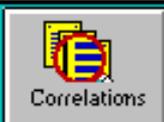
Inactive students

{Public} GED Math

{Public} GED Reading

Student All None

Student list area with a large green rounded rectangle covering the content.



Select Report Type

- Objectives Mastered
- Lesson Path History
- Spelling Lesson Results
- Spelling Lesson Summary
- Mastery/Pretest Results
- Diagnostic Profile
- Gains Profile
- Writing Performance Summary
- Lesson Path Report

Selection Criteria

Start Date: / / End Date: / /

Week of: / /

Lesson/Test: []

Program: NCEC New Century Education Corp. [v]

Curriculum: Reading [v]





From:



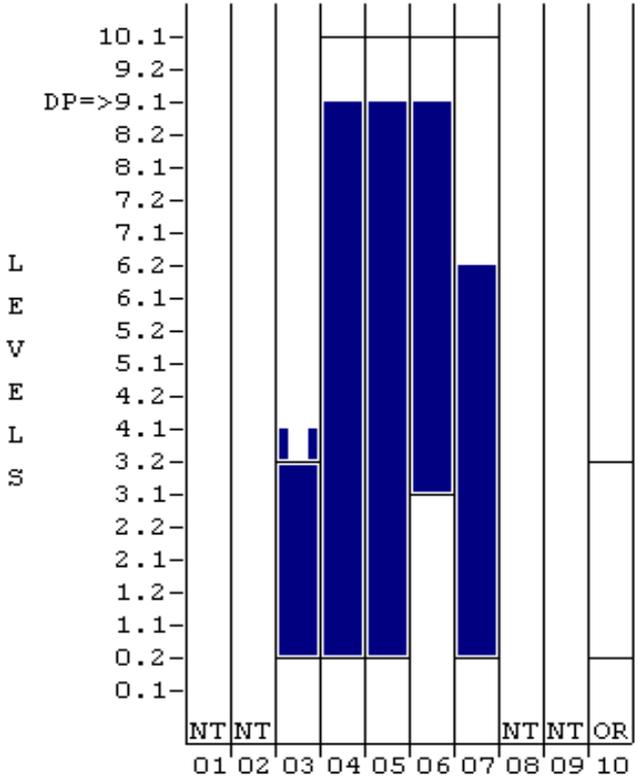
Page: 2

Activity Flag	Date	Day of Week	Activity	Description	Total % Score	Pts	Criterion Items	Task Time (min)
WEEK		Mon	MN MT-3	Level MN Mastery Test 3	76 %	X		11
		Fri	MN 1-10	Fractions and mixed numbe	80 %	1	75 %	30
		Fri	MN 1-24	Scientific notation	93 %	2	90 %	9
WEEK		Fri	MN MT-3	Level MN Mastery Test 3	88 %	1		8
		Mon	MN 1-34	Polygons: Recognizing att	89 %	1	69 %	34
		Mon	MN 1-36	Area and circumference of	72 %	0		35
		Mon	MN MT-4	Level MN Mastery Test 4	80 %	1		9
		Mon	MN 1-38	Latitude and longitude	91 %	1	100 %	11
		Mon	MN 1-50	Finding mean, median, mod	87 %	1		22
		Mon	MN 1-52	Problem solving: Collecti	67 %	X	57 %	43
		Mon	MN 1-52	Problem solving: Collecti	100 %	1	100 %	7
		Tue	MN 1-48	Probability mathematics	79 %	0	80 %	8
		Tue	MN MT-5	Level MN Mastery Test 5	87 %	1		6
		Tue	MN PT-3	Pretest 3 for Level MN	50 %	1		10
		Tue	EP 1-32	Extended Practice: Multip	90 %	1		8
		Tue	MN 2-4	Dividing decimals by powe	94 %	1	89 %	9
		Tue	MN 2-6	Dividing by decimals	78 %	0		18
		Tue	MN 2-8	Converting fractions to d	94 %	1	100 %	13
		Wed	MN 2-16	Customary units of length	62 %	X	100 %	11
		Wed	MN 2-16	Customary units of length	100 %	1	100 %	4
		Wed	MN MT-6	Level MN Mastery Test 6	95 %	1		8
		Wed	PM 6-21	Practice for Mastery: Tim	93 %	1		2
WEEK		Wed	MN 2-14	Add, subtract, and conver	93 %	1		13
		Tue	MN 2-10	Metric unit selection and	75 %	0	68 %	43
WEEK		Fri	MN 2-18	Metric units of length, m	82 %	1	63 %	78
		Mon	MN 2-20	Solving proportions	86 %	1	77 %	36
		Mon	EP 1-46	Extended Practice: Ratio,	85 %	1		7
		Mon	MN MT-7	Level MN Mastery Test 7	65 %	X		14

Diagnostic profile: reading

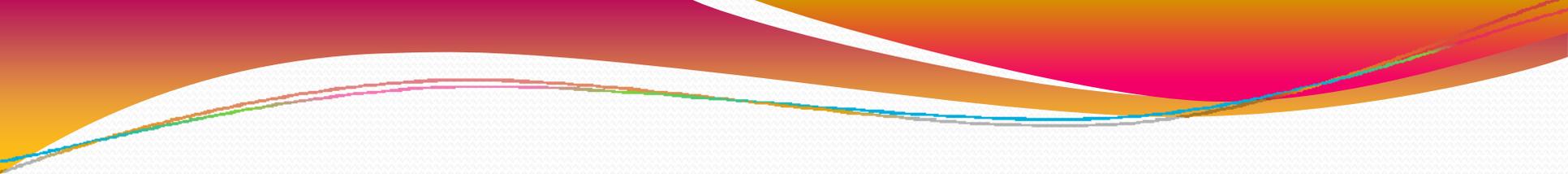
Student:
 Student ID:
 Group/Class:
 Curriculum: Reading

Date:
 Teacher:
 Test Date:



- STRAND LEGEND**
- 01 Reading Readiness
 - 02 Letter Recognition
 - 03 Phonetic Analysis
 - 04 Literal Comprehension
 - 05 Inference
 - 06 Main Idea
 - 07 Vocabulary/Language
 - 08 Author's Purpose/Attitude
 - 09 Study and Life Skills
 - 10 Structural Analysis

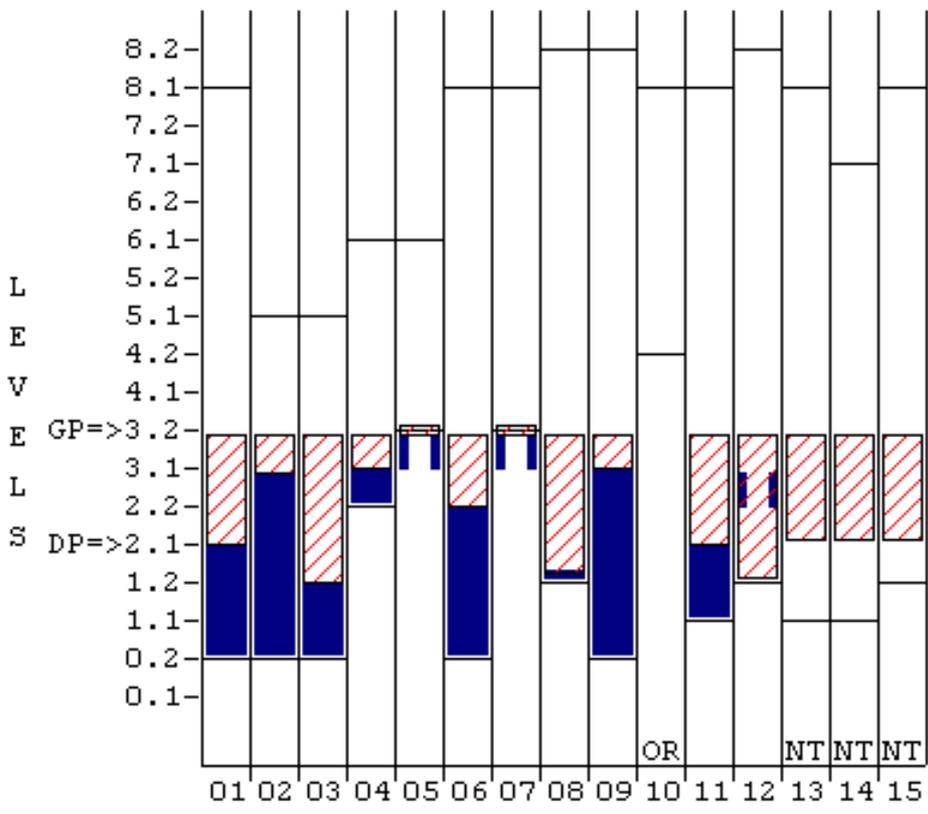
- SYMBOL LEGEND**
- Tested Strand Limits
 - Diagnostic Performance
 - OR Out of Range
 - NT Not Tested by Diagnostic
 - DP Developmental Point
 - ▬ Top Out of Strand
 - ▬ Bottom Out of Strand



A SPECIAL NEEDS ANALYSIS

Student:
 Student ID:
 Group/Class: cs
 Curriculum: Mathematics

Date:
 Teacher:
 Diagnostic Date:



- STRAND LEGEND**
- 01 Numeration and Place Value
 - 02 Addition of Whole Numbers
 - 03 Subtraction of Whole Numbers
 - 04 Mult. of Whole Numbers
 - 05 Division of Whole Numbers
 - 06 Fractions and Mixed Numbers
 - 07 Decimals
 - 08 Geometry
 - 09 Measurement
 - 10 Ratio, Proportion, Percent
 - 11 Probability and Statistics
 - 12 Pre-Algebra
 - 13 Problem Solving
 - 14 Estimation
 - 15 Patterns and Functions

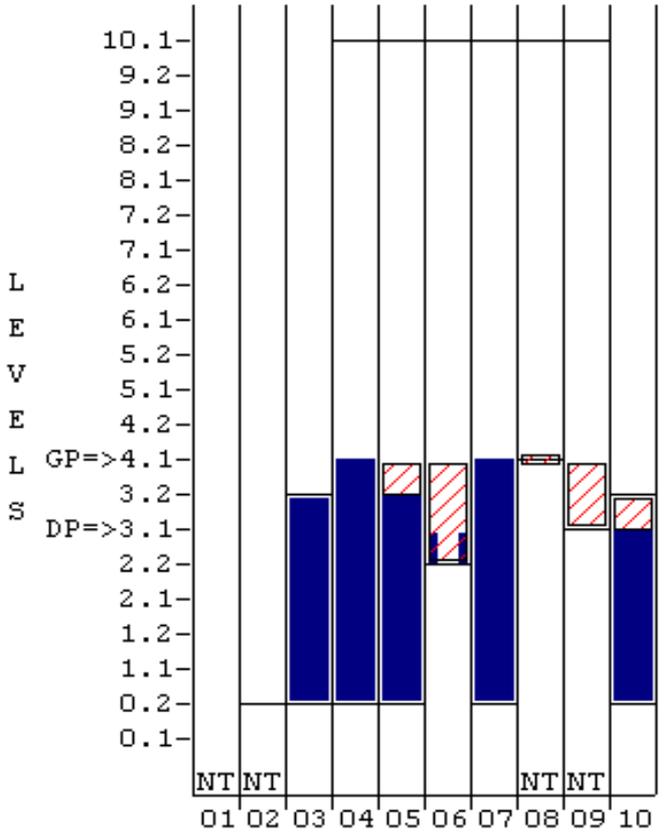
- SYMBOL LEGEND**
- Curriculum Strand Limits
 - ▨ Gain Performance
 - Diagnostic Performance
 - OR Out of Range
 - NT Not Tested by Diagnostic
 - GP Gain Point
 - DP Developmental Point
 - Bottom Out of Strand

Print

Quit

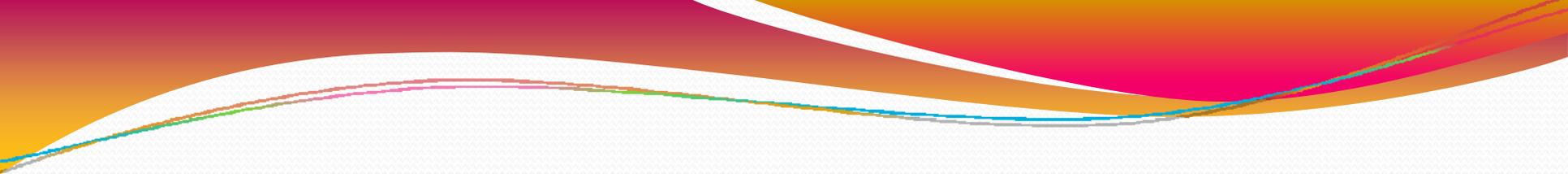
Student:
 Student ID:
 Group/Class:
 Curriculum: Reading

Date:
 Teacher: School
 Diagnostic Date:



- STRAND LEGEND**
- 01 Reading Readiness
 - 02 Letter Recognition
 - 03 Phonetic Analysis
 - 04 Literal Comprehension
 - 05 Inference
 - 06 Main Idea
 - 07 Vocabulary/Language
 - 08 Author's Purpose/Attitude
 - 09 Study and Life Skills
 - 10 Structural Analysis

- SYMBOL LEGEND**
- Curriculum Strand Limits
 - ▨ Gain Performance
 - Diagnostic Performance
 - OR Out of Range
 - NT Not Tested by Diagnostic
 - GP Gain Point
 - DP Developmental Point
 - ▬ Bottom Out of Strand



Merging Two Worlds

pre – post testing

Home Insert Page Layout Formulas Data Review View

Clipboard Font Alignment Number Styles Cells Editing

MTW UNIT 1 page 4 completion sheet [Compatibility Mode]

MERGING TWO WORLDS: COMPLETION SHEET												
WHO AM I?												
TEACHERS: [Redacted]			600 POD				UNIT 1					
Minor's Name	Pre-test date	Pre-test %	LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5	POST TEST	REPET UNIT	EARNED CERTIFICATE		
[Redacted]	12/17/2007	6/17,35%	12/17/2007	2/20/2008	2/21/2008	3/17/2008	3/20/2008	14/16,88%		3/26/2008		
[Redacted]	3/26/2008	9.5/17,56%	4/18/2008		4/14/2008	4/17/2008						
[Redacted]	7/21/2008	7/17,41%										
[Redacted]	5/14/2008	9/17,53%	5/16/2008									
[Redacted]	7/7/2008	10/17,59%	7/7/2008	7/8/2008	7/10/2008	7/14/2008						
[Redacted]	5/2/2008	7/17,41%	5/6/2008									
[Redacted]	7/17/2008	6/17,35%										
[Redacted]	2/7/2008	5/17,29%	2/7/2008	2/14/2008	2/18/2008	2/19/2008	2/20/2008	11/16,69%		2/21/2008		

Selection and Visibility

Shapes on this Sheet:

Show All Hide All Re-order

Merging two worlds

File Edit View Favorites Tools Help

Back Search Folders

Address C:\Documents and Settings\Hope_School\My Documents\My Documents\Merging two worlds

Salazar MTW UNIT ONE CHECKLIST [Compatibility Mode] - Microsoft Word

Home Insert Page Layout References Mailings Review View

Clipboard Font Paragraph Styles Editing

Times New Roman 24

Emphasis Heading 1 Normal Change Styles

MTW UNIT ONE WHO AM I? CHECKLIST

NAME _____
DATE STARTED _____
DATE FINISHED _____

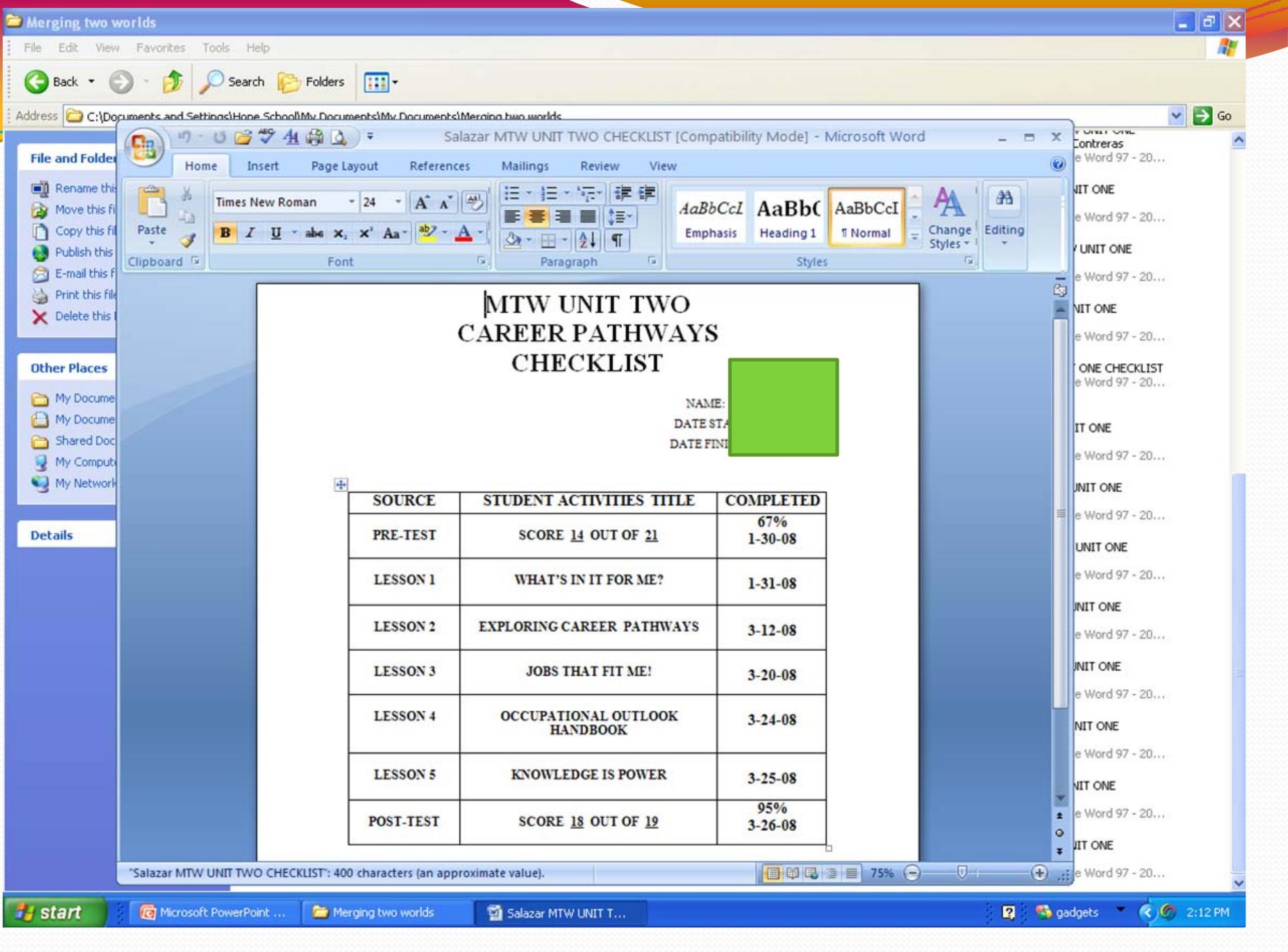
SOURCE	STUDENT ACTIVITIES TITLE	COMPLETED
PRE-TEST	SCORE : <u>13</u> OUT OF <u>17</u>	76% 10-31-07
LESSON 1	EXPLORING MY INTERESTS	10-31-07
LESSON 2	EXPLORING MY VALUES	11-1-07
LESSON 3	EXPLORING MY LEARNING STYLES	11-6-07
LESSON 4	EXPLORING MY SKILLS	1-18-08
LESSON 5	EXPLORING MY PERSONALITY	1-29-08
		88%

"Salazar MTW UNIT ONE CHECKLIST": 401 characters (an approximate value).

75%

start Microsoft PowerPoint ... Merging two worlds Salazar MTW UNIT O...

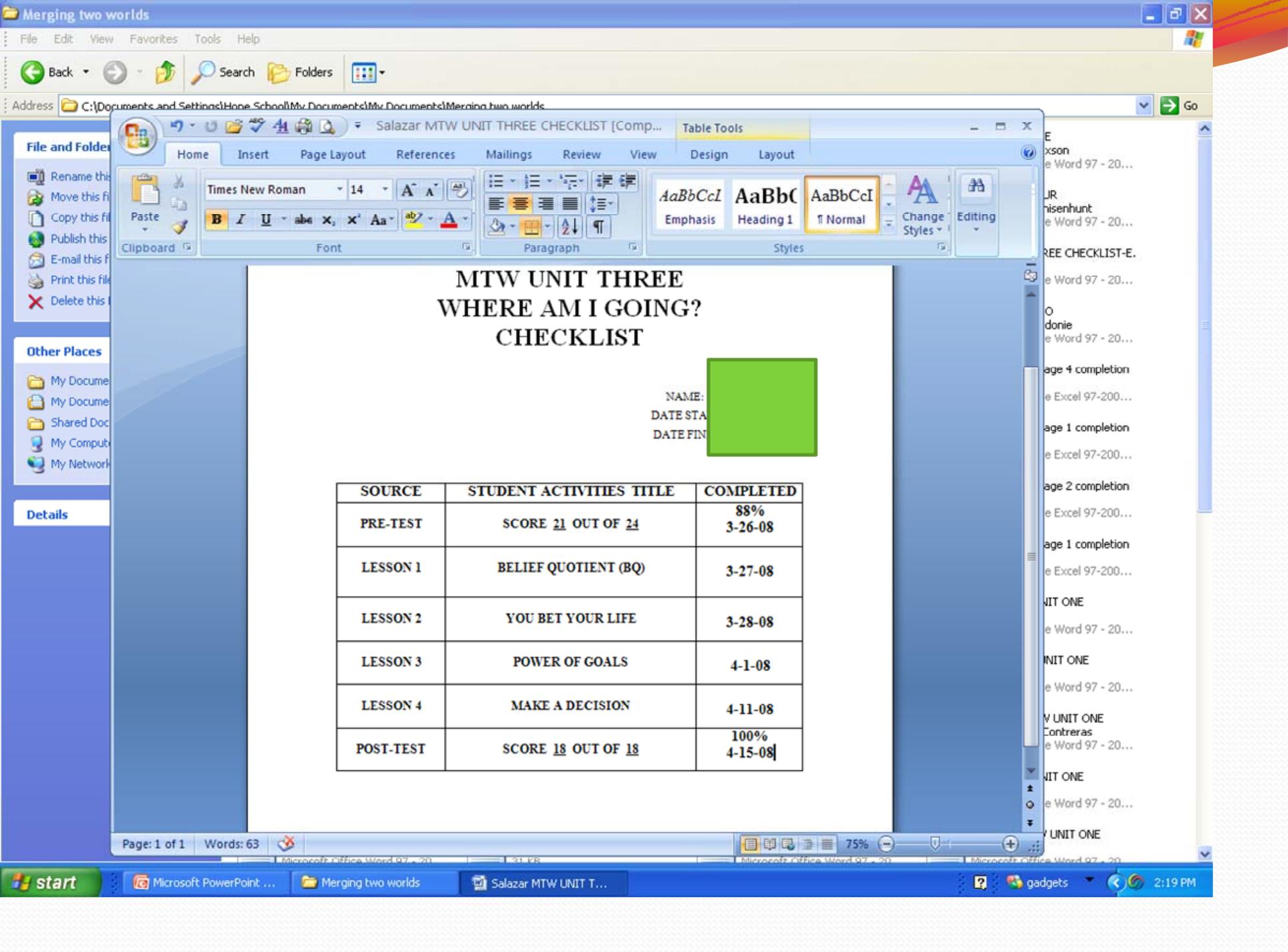
gadgets 2:01 PM



MTW UNIT TWO CAREER PATHWAYS CHECKLIST

NAME:
DATE STARTED:
DATE FINISHED:

SOURCE	STUDENT ACTIVITIES TITLE	COMPLETED
PRE-TEST	SCORE <u>14</u> OUT OF <u>21</u>	67% 1-30-08
LESSON 1	WHAT'S IN IT FOR ME?	1-31-08
LESSON 2	EXPLORING CAREER PATHWAYS	3-12-08
LESSON 3	JOBS THAT FIT ME!	3-20-08
LESSON 4	OCCUPATIONAL OUTLOOK HANDBOOK	3-24-08
LESSON 5	KNOWLEDGE IS POWER	3-25-08
POST-TEST	SCORE <u>18</u> OUT OF <u>19</u>	95% 3-26-08



MTW UNIT THREE WHERE AM I GOING? CHECKLIST

NAME:
DATE STA
DATE FIN



SOURCE	STUDENT ACTIVITIES TITLE	COMPLETED
PRE-TEST	SCORE <u>21</u> OUT OF <u>24</u>	88% 3-26-08
LESSON 1	BELIEF QUOTIENT (BQ)	3-27-08
LESSON 2	YOU BET YOUR LIFE	3-28-08
LESSON 3	POWER OF GOALS	4-1-08
LESSON 4	MAKE A DECISION	4-11-08
POST-TEST	SCORE <u>18</u> OUT OF <u>18</u>	100% 4-15-08

Salazar MTW UNIT FOUR CHECKLIST [Compatibility Mode] - Microsoft Word

Home Insert Page Layout References Mailings Review View

Times New Roman 11 A A+ A-
B I U abc x x' Aa ab A-
Clipboard Font Paragraph Styles Editing

AaBbCcI Emphasis AaBbC Heading 1 AaBbCcI 1 Normal Change Styles

LOOKING FOR WORK CHECKLIST

NAME: [Redacted]
DATE STARTED: [Redacted]
DATE FINISHED: [Redacted]

SOURCE	STUDENT ACTIVITIES TITLE	COMPLETED
PRE-TEST	SCORE <u>12</u> OUT OF <u>15</u>	80% 4-15-08
LESSON 1	FINDING YOUR CAREER	4-28-08
LESSON 2	HOW TO FIND A JOB IN THE "ADS"	5-1-08
LESSON 3	INTERNET JOB SEARCH	5-8-08
LESSON 4	APPLICATIONS FOR EMPLOYMENT	5-12-08
LESSON 5	PRACTICE APPLICATION	5-15-08
POST-TEST	SCORE <u>17</u> OUT OF <u>19</u>	89% 5-16-08

File and Folder navigation pane on the left with options like 'Rename this file', 'Move this file', 'Copy this file', 'Publish this file', 'E-mail this file', 'Print this file', and 'Delete this file'. Below it are 'Other Places' (My Documents, Shared Documents, My Computer, My Network Places) and 'Details'.

Microsoft Word ribbon with tabs: Home, Insert, Page Layout, References, Mailings, Review, View, Design, Layout. The 'Table Tools' context menu is open, showing 'Emphasis', 'Heading 1', and 'Normal' styles.

CHECKLIST

NAME: 

DATE STARTED: _____

DATE FINISHED: _____

SOURCE	STUDENT ACTIVITIES TITLE	COMPLETED
PRE-TEST	SCORE <u>19</u> OUT OF <u>24</u>	79% 5-16-08
LESSON 1	COVER LETTER	5-20-08
LESSON 2	WRITING THE COVER LETTER	5-23-08
LESSON 3	RESUME	5-26-08
LESSON 4	WRITING A RESUME	6-2-08
LESSON 5	PART-TIME AND SUMMER JOBS	6-3-08
POST-TEST	SCORE <u>17</u> OUT OF <u>24</u>	77% 6-5-08

Standard 4: Documenting and Using Results

Overall Score: Operational

- **Standard 4: Documenting and Using Results**
- Overall Score: Operational
- 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.

History of the CITA/NCA Journey for the Arizona Detention Schools:



North Central Association
Commission on Accreditation and School Improvement

Arizona NCA CASI

P.O. Box 871008

Tempe, AZ 85287-1008

1-866-837-2229 fax: 480-773-6901

www.ncacasi.org

The Purpose: What's the Goal of the Journey!

Single agreement and rate structure to ensure participation by all detention schools to qualify for accreditation regardless of size and/or resources.

Accreditation guarantees that all other schools so accredited... will accept credit for work completed by students in detention schools

Systemic approach to address NCLB highly qualified teacher compliance.

educational services to school age youth detained in a juvenile or adult detention facility.

DOB: 10/30/1994

SAIS #19888576

CLASS DAYS # 97

Alternative Education Service Provider: HOPE School Program, Navajo County Juvenile Court Center

A Superior

B Above Average

C Average

D Below Average

F Failing

P Pass

Incomplete

E Excellent

atisfactory

Cou
LIFE SK

Cred

0.50

LANGUAGE ARTS

NCE & BASIC GRAMMAR

0.50

B

NCE BASIC MATH

NCE MATH DIAGNOSTICS

A

SOCIAL STUDIES

WE THE PEOPLE

0.50

B

TYPING

MAVIS BEACON 41 WPM

0.25

P

Educational NOTES:

HOPE School does not X does have transcripts from other schools.

We **do not** have immunization records nor a birth certificate on this student.

For all inquiries, please contact (928) 524-4312.

School Improvement Action Plan 2010/2011

Name of School: HOPE SCHOOL

Goal: Insure students are meeting Arizona state academic standards in transitional skills, language arts, math and electives. Use pre & post tests for gains measurements and issue credit based on quality standards, growth development and student achievement.

Standardized Assessments:

- A.I.M.S
- Backbone A+
- MTW pre-post test

Intervention:

- 1. Implement our recently acquired 60 curriculums Backbone A+ computer academic program for individually tailored, state standard aligned, student participation. Pre-test and post test skill levels are measured. Specific lessons are monitored for scoring and diagnostic progress based on lesson mastery and over all gains profiles. Credit will be given on credit recovery determined by course completion. This will be an eight hour a week program.
- 2. Schedule training seminars quarterly, through Backbone A+, for our education staff.
- 3. Continue to Utilizing CAPE School's modified version of Merging Two Worlds, providing pre-test and post-test for all lessons; All students will receive credit based on goal achievement and completion of life skills work. This will be a five hour a week curriculum.

Credits Awarded 2009/2010

-
- **High School Credit Awarded and/or GED**
- **Math** **English** **Typing**
- **14.50** **16.50** **4.25**

- **Social Studies** **Life Skills (MTW)**
- **5.25** **22.75**

It's In the Numbers

2006/2007

- 313 detainees
- Average daily population: 12.9
- Average length of stay: 15.1 days
- Recidivism 33%

2007/2008

- 324 detainees
- Average daily population: 9.9
- (daily population decreased by 33.3%)
- Average length of stay 11.6 days (length of stay decreased by 33.2%)
- Recidivism 35%

Almost all credits are given to recidivism detainees/students

2008/2009

- 453 detainees
- Average daily population: 10.0 (approx. Same as 2007/2009)
- Average length of stay: 7.8 days (length of stay has decreased by 48.3% from 2007)
- Recidivism 47%
- 256 detainee/students
- students (school recidivism count 71 students)

2009/2010

- 442 detainees
- Average daily population : 12.3 (slight increase over last year)
- Average length of stay: 10.3 days (24.3% increase over last year)
- Recidivism 29.6%
- 240 detainee/students
- student (school recidivism count 63 students)

Standard 5: Resources & Support Systems

Overall Score: Operational

- 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.

Purchased Backbone A+ Curriculums

- Hope School was able to fund the purchase of 60 A+ curriculums... June, 2010.
- This will expand our curriculum and assure our goal of assured Alliance with Arizona Academic Standards.
- We also invested in 6 new computers & monitors...
- Hope School invested in classroom internet connection to enable A+ curriculum access for certain programs and A+ Learning Link Assessments.

Standard 6: Stakeholder Communication & Relationships

Overall Score: Operational

- 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.

E-mail to Superintendent of Schools:
Linda Morrow Subject: GED furlough

Linda,

Randy Sullivan and I would like to have a meeting with Judge Ruechel and you to discuss a student opportunity. We have administered the official GED pre-test to one of our student/detainees, J..... ?..... He has scored very high in all 5 testing areas. The next GED testing date at NPC is Aug 25th. I have received his official removal from class; his parent's signed consent form, and contacted NPC. NPC requires a minimum 48 hour preregistration. So our deadline for registration of J----- would be Friday Aug. 20th ... (I confirmed this with NPC). Randy is leaving for a meeting Wed. afternoon, Aug. 18... I am leaving Thursday, late afternoon, Aug. 19th, for an accreditation presentation in Flagstaff Aug. 20th.

If Judge Ruechel can furlough this young man on AUG 25, to take his GED, I will volunteer to take him to his testing and bring him back to detention. Linda, I know that we will also pay his testing fees as per our conversation. I will have Lelanie, our associate, register Justin on Friday, if we get the 'go ahead' from Judge Ruechel. In case you're curious, the next testing date is Sep.22nd. J----- is scheduled to be released Sep.12th.

Superintendent Morrow's e-mail (same day) follow up

- Dear Judge Ruechel,

We have an opportunity for a student to test for and possibly receive his GED through HOPE School, but there is a time issue looming. Please read the e-mail below and you will see that time is of the essence!

We have the funding to pay for this test, as the registration needs to be completed this week for testing next week. Evidently, he is scheduled to be released in mid-September and the next testing date is nearer to the end of September.

I hope you will favorably consider this furlough request.

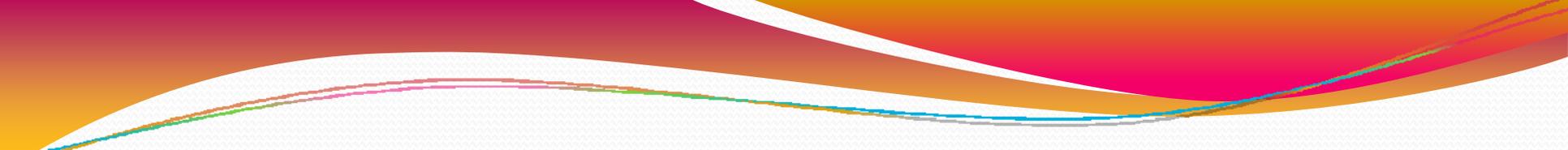
Thanking you in advance,

Linda

Standard 7: Commitment to Continuous Improvement

Overall Score: Operational

- 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.



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

- Annual report to the community
- Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters
- Description (or lesson plans) of teaching practices that demonstrate student-centered instruction Professional development schedule or topics
- Evaluation plan and results
- Professional development topics
- feedback -Revisions to school improvement plan

Self Assessment Report

HOPE School-Navajo County Juvenile Detention Center Customer Number: 218061

Sup. of Schools Office P.O. Box 668
Holbrook, Arizona 86025
US

TABLE OF CONTENTS

REPORT INTRODUCTION AND PURPOSE	3
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REPORT INTRODUCTION AND PURPOSE

Your ASSIST-Generated Self-Assessment

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the-art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

This report was generated through the ASSIST Self-Assessment Module, which asks schools to answer questions linked to AdvancED's 7 standards and 56 indicators; it averages their answers to calculate a self-assessment "score" for each indicator and aggregates them into standard-level self-assessments. This report includes the results of your school's self-assessment work in ASSIST.

This report is designed to serve as a valuable self-assessment as your school conducts its ongoing improvement efforts. It also serves as a tool to help you prepare for your Quality Assurance Review. 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.

Using ASSIST, your school has engaged its entire community in an in-depth assessment of each of the seven AdvancED standards. ASSIST supported you in identifying the data, information, evidence, and documented results that validated its results according to each standard. This report now helps you identify areas of strength and opportunities for improvement.

This document also serves as the primary resource for the Quality Assurance Review Team, which uses its findings to prepare for its visit to your school. The team uses insights gathered from this self-assessment and information obtained during its on-site visit to provide feedback to the school and make an accreditation recommendation.

Report Structure

The ASSIST Self-Assessment Report is organized by the AdvancED standards. For each standard, the report includes robust information about the indicators and data that support your school's results. This information is organized into five sections, as follows:

- Standard Definition and Impact Statement: Each section of the report sets out the meaning and scope of each AdvancED standard in clear and concise terms. The report also describes what a school that is successful in meeting the standard is doing, and why it is important.
- Standard Score: Your school's responses to questions about its practices are tabulated, analyzed and scored on a standard-by-standard basis.
- Results by Indicator: Each of the self-assessment indicators is included, along with your school's response to focus questions, related evidence and self-assessment scores. Any relevant assurances that are necessary for state and federal compliance purposes also are noted here.
- ASSIST Analysis: Graphical depictions of your school's specific results are included for immediate analysis and discussion among various stakeholder groups.

- "Explaining Context" Narrative: School leaders and stakeholders have an opportunity to provide more detailed narrative information about their progress.

This report concludes with a summary of your school's overall progress, charts and graphs showing aggregated results, comparisons with other AdvancED-accredited schools, and suggestions for moving forward with improvement discussions in your community.

DEMOGRAPHICS

Institution

District	Arizona Supreme Court
Country	US
State/Province	AZ
City	Holbrook
Governance	Public, non-charter
Setting	
Type	Supplementary School
Grade(s)	06, 07, 08, 09, 10, 11, 12
Religious Denomination	
Gender	
Enrollment	269

Contact

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SCHOOL RESULTS BY STANDARD

Standard 1: Vision and Purpose

Overall Score: Operational

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.

Indicator		Rubric Rating
1.1	Establishes a vision for the school in collaboration with its stakeholders	Operational
1.2	Communicates the vision and purpose to build stakeholder understanding and support	Operational
1.3	Identifies goals to advance the vision	Operational
1.4	Develops and continuously maintains a profile of the school, its students, and the community	Operational
1.5	Ensures that the school's vision and purpose guide the teaching and learning process	Operational
1.6	Reviews its vision and purpose systematically and revises them when appropriate	Operational

Evidence

Annual report to community	School demographic and community profile information
Current and trend data relating to student achievement	School improvement plan
Curriculum guides	School profile that includes organizational effectiveness measures
Curriculum guides and teacher lesson plans linked to the stated vision	Staff member familiarity with appropriate data regarding student achievement and engagement
Indication by staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals	Staff member, parent, student familiarity with the vision and purpose
Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals	Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics
Lesson plans	Student characteristics and relevant community information
Minutes of governing body and/or stakeholder groups	Vision statement
Minutes/attendance lists from school improvement team meetings	Website addressing vision
Minutes/attendance lists from stakeholder meeting	Written policies/procedures of stakeholder involvement in development and revision of vision, purpose, and goals
Schedule of school improvement team meetings	student characteristics information and some relevant community information
School annual report to the community (or comparable document)	using evaluation instruments but not surveys

Standard-level Contextual Narrative

The emerging theme and goal that cuts across this standard is the school's vision should guide allocations of time and human, material, and fiscal resources with school personal and stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness.

The school uses a variety of processes to ensure stakeholders are aware of the school vision and mission. The vision and mission are pervasive in the culture of the school through documents, mailings, trainings, and website.

- included in enrollment packets for students with signature of understanding required
- included in annual staff trainings
- mission and vision statements are included on all transcripts and record requests
- mission and vision statements are posted throughout the facility and education department

The school staff is committed to collecting, maintaining, and utilizing data to describe the student population. Enrollments, attendance, educational software, and grade report data are all compiled to develop a comprehensive profile of the students.

- enrollment packets include demographic information, baseline academic data, and a learning style survey for differentiated instruction
- attendance reporting includes monthly and annual data collection including demographic information
- GED preparation includes pre and post tests. Profile data is gleaned from this process and annual reports are compiled and submitted
- unit pre and posts test data is compiled
- grade reports and credit accumulation is tracked and reported annually
- NCE (New Century Education) and now, A+ educational software tracks and maintains student information and progress...

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

The school's vision, purpose, and goals guide the teaching process through collaboration with peers, developments of annual School Improvement Plans, teacher observations and mentoring, and curriculum construction. The vision permeates throughout the teaching process through differentiated instruction and individualized student education programs.

- At Hope School the administrator is also a teacher (and therefore part of the school leadership)
- participation in quarterly collaborative ADJC meetings
- annual School Improvement Plan process reinforces the vision, purpose, and goals
- annual teacher observations occur and are carried out by an independent master teacher who also works as a mentor
- all student education plans are designed based on the vision, purpose, and goals of the school

Standard 2: Governance and Leadership

Overall Score: Operational

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.

Indicator	Rubric Rating
2.1 Establishes policies and procedures that provide for the effective operation of the school	Operational
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school	Operational
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations	Operational
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness	Operational
2.5 Fosters a learning community	Operational
2.6 Provides teachers and students the opportunities to lead	Operational
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	Operational
2.8 Controls curricular and extracurricular activities that are sponsored by the school	Operational
2.9 Responds to community expectations and stakeholder satisfaction	Operational
2.10 Implements an evaluation system that provides for the professional growth of all personnel	Operational

Evidence

Actions taken as a result of observations	Master calendar
Administrative classroom observation protocols and logs	Meaningful leadership roles assigned
Agendas and minutes of meetings	Meeting agendas, minutes
Agendas and minutes of stakeholder meetings	Minutes/attendance lists from professional development meetings
Assurances, certifications	Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders
Attendance rosters/minutes of professional development meetings	Multiple methods of using and reporting data
Behavioral policies	Observation protocols
Budget allocation documents	Observational protocols
Calendars, logs	Personnel evaluation plan
Class and activity rosters	Policies/Procedures that address leadership roles
Committee membership lists	Policy development procedures
Committee minutes	Policy manuals
Compliance historical data	Policy to ensure that there is no conflict of interest between the governing body's policies and school improvement plans
Continuum of administrative skills, job descriptions	Procedures for purchasing materials and equipment that consult teachers
Copies of agreements	Professional development calendar
Correspondence reference policies	Professional development plans
Criteria for selecting and terminating partners and contractors	Professional development plans and records
Distribution of curriculum materials	Role of leaders in use of data and interpretation

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Distribution of qualified staff members	Schedule of school improvement planning meeting topics
Documentation of collection of lesson plans and grade books	School improvement plan
Documentation of numbers of disruptive events—increase/decrease	School policy manual
Evaluation forms	School practices and procedures
Examples of English Language Learner student/parent communication	Self-assessments
Feedback/revision documents indicating responsiveness to feedback	Staff handbook
Governing body and school policies	Staff/student handbooks
	Stakeholders are encouraged to collaborate and share school responsibility with educational staff for continuous school improvement through the ACE Symposium, Transition Conference, Mega Conference, TECBD conference, any professional development opportuni
Governing body meeting minutes	Student projects
	Students are encouraged to participate in team activities and make leadership choicesâ?i career development decisionsâ?i and role play interviewing scenarios.
Job descriptions	Testimony from other teachers
Lesson plans showing support for all students	Testimony from staff members and stakeholders
Lessons plans that show time, resources, and students served as required by federal funding	Use of data for continuous improvement or decision-making
Logs of concerns expressed	Workshop attendance
Maintaining feedback	
Maintenance of consistent academic oversight, planning, and resource allocation	

Standard-level Contextual Narrative

The major themes and trends which cut across this standard are how policies and procedures are in compliance with the school governance while fostering a meaningful and measurable role for all stakeholders.

Juvenile Detention Education has been operating statewide in Arizona since 1994. The fundamental purpose of juvenile detention education in Arizona is to provide an education program for all school-age youth detained in the respective county juvenile detention facilities that is compatible with public school education goals and requirements pursuant to Arizona Revised Statute (ARS 15-913).

The process for establishing and implementing policies and procedures for the effective operation of the school is guided by the statutory responsibility for juvenile detention education. This statute assigns a dual responsibility to the County School Superintendent pursuant to Arizona Revised Statute 15-913 (A), which also requires that the County School Superintendent and the Presiding Juvenile Court Judge in each county shall agree on the method of delivery of the education program in the juvenile detention center. In addition, the Arizona Detention Operational Standards, Section II A-5, Academic Services provides the required framework for educational/Diagnostic Screening/Records Retention, Educational Program Structure, Education Assessments, Educational Plan, and Transfer of Educational Records for detention schools.

The Arizona Supreme Court, Administrative Office of the Courts provides a centralized process for administrative oversight and coordination, data collection, professional development, and grants administration. However, each county juvenile detention school is responsible for establishing, communicating and implementing policies and procedures for their respective schools, consistent with the statutory regulations and guidelines.

Examples of the process for establishing, communicating and implementing policies & procedures are evident through:

- Post our vision/mission statements
- FERPA
- Detention officers and support staff involved in enforcing school rules
- Informal student staffing between detention staff, education staff, and administrators
- Review and revise site manual, when necessary
- AJDEAC quarterly meetings are for both the facility end and the educational administrators.

We have several processes in place that provide useful resources for school effectiveness and student performance including but not limited to:

- IEP review and implementation
- Review of all student records
- Student surveys
- Annual school improvement plan
- Staff and teacher evaluations
- ADE and Special Education monitoring
- AOC site visits

Stakeholders are encouraged to collaborate and share school responsibility with educational staff for continuous school improvement through the ACE Symposium, Transition Conference, Mega Conference, TECBD conference, any professional development opportunity, and the quarterly AJDEAC meetings. Informal meetings with detention staff, administrators, and education staff are held frequently.

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

We ensure students have access to SPED staff, outside consultants such as psychologists, speech therapists, counselors, and other support services such as: A+ LS ONLINE Curriculum and Assessment, Educational Options, Rosetta Stone, AzCIS, ECAP, Merging Two Worlds, AIMS testing, classes in health education, GED preparation and more.

Standard 3: Teaching and Learning

Overall Score: Operational

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.

Indicator	Rubric Rating
3.1 Develops and implements curriculum based on clearly-defined expectations for student learning	Operational
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	Operational
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices	Operational
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice	Operational
3.5 Challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity	Operational
3.6 Allocates and protects instructional time to support student learning	Operational
3.7 Provides for articulation and alignment between and among all levels of schools	Operational
3.8 Implements interventions to help students meet expectations for student learning	Operational
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning	Operational
3.10 Provides comprehensive information and media services that support the curricular and instructional programs	Operational
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

Evidence

A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats)	Language support services for students learning in a non-native language
Access to library/media services	Lesson plans
Alignment documents	Lesson plans indicating individualized strategies
Alignment of instructional activities within content areas and across grade levels	Lesson plans referencing objectives from curriculum
Alignment/articulation documents	Lesson plans that indicate differentiated learning
Assessments	Lesson plans that show link between technology and instruction
Balanced, relevant, and up-to-date media center collection	List of students identified as needing support
Calendar for updates and review list	Listing of skills within content areas and across grade levels
Calendars	Lists of students who have greatest degree of difficulty
Changes designed to protect student learning time	Local assessment items align with standards/expectations
Changes in lessons or programs to accommodate evaluation conclusions	Media services and instructional technology plan
Classroom assessments	Memos to teachers
Classroom level observations documenting use of curriculum guides	Minutes of collaborative meetings, descriptions of analysis of work
Classroom rosters	Pacing guides

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Classroom strategies that encourage involvement of students in their own learning	Peer feedback documentation
Comprehensive needs assessment	Positive interactions between students and students, students and adults, adults and adults
Curriculum and instruction requirements by the government are met	Posted and written expectations of student behavior
Curriculum appropriate for the educational program is selected, revised, and reviewed	Procedure for purchase of materials
Curriculum documents	Professional development agendas
Curriculum documents that identify highest priority expectations	Professional development offerings that showcase new developments and trends
Curriculum documents that show scope and sequence	Professional development plan
Curriculum guides	Professional development tied to results of evaluations
Curriculum maps	Professional development/school improvement plans
Curriculum maps that reference standards/expectations	Program modifications and rationale
Curriculum review protocol	Program/project descriptions
Curriculum showing enrichment/acceleration elements	Protocols for collaboration among all staff members
Curriculum, instructional guides	Re-teaching of students who have not met expectations
Decisions made	Reports from curriculum development focus groups
Degree of teacher engagement in innovative approaches to learning	Research citations in lesson plans
Descriptions of lessons revised based upon analysis of student work	Review of research-based interventions
Differentiated instruction provided to students with specific needs	Review of student data
Documentation of number/percentage of disruptive events	Samples of alignment of assessments and tasks
Evaluation documents	Samples of exemplars, models, rubrics, and other formative assessments
Evaluation plan	Samples of record keeping, communication, and instruction
Evidence of data review	School budget
Evidence of teacher input into selection and purchase of materials	School improvement plan
Examples of student engagement in the classroom	School leadership investigation of new strategies for innovative instruction
Exemplars and models of performance levels	School leadership investigation of strategies for improved instruction
Formative and summative classroom assessments	Student work displayed
Guest speakers, special presentations, mentors	Students' self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning)
Guides that contain scope and sequence	Technology resources. i.e., computers, computer lab
Indication of engagement of students	Time frames that vary to enable all students the time to complete their programs
Indication that school climate is important and is used to help guide school decisions	Times for announcements
Indication that there is a positive, caring, supportive, respectful atmosphere	Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials
Individual accommodations and adaptive equipment	Variety of learning opportunities provided to students
Individualized Education Plans	Walkthrough logs (protocols)
Interventions for improvement designed for students of all performance levels	Written curriculum documents
Interventions for improvement that include students of all performance levels	Written units or lesson plans

Standard-level Contextual Narrative

The major trend and theme which emerges and cuts across this standard is that curriculum implemented must be based on clear and measurable expectations for student learning. This is a reciprocal process between teacher and student. Teachers use proven instructional practices that actively engage students, provide opportunities for students to apply their knowledge, and skills to real world situations and give students feedback to improve their performance.

Hope School programs (NCE, A+, etc.) are based on Arizona State Standards. These instructional programs assess and assign each student an individual development plan at their appropriate grade level. When requested and appropriate "home" school curriculum and materials are incorporated into the students learning process.

- New Century Diagnostic
- A+ Diagnostic
- Lifeskills curriculum

Hope School follows the research-based instructional strategies by adhering to the Arizona State Standards; these standards are incorporated into the computer based programs. We utilize Orchard / A+ curriculum to facilitate and monitor students learning and progress. We adhere to IEP's and addend if necessary to meet the students needs.

- Arizona State Standards
- IEP
- AIMS test results
- Computer based assessments

Instructors are required to meet the status of "highly qualified" through the appropriate Arizona teacher certification. Professional development hours are generously allocated and funded to ensure certification is maintained.

- NCLB Highly Qualified Teacher compliance
- Knowledge of Arizona state standards

Detention center "Best practices

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

Hope School will continue to provide every student access to comprehensive information, instructional technology, and media services by offering:

- A+ computer based programs
- New Century computer based programs
- AIMS data
- Rosetta Stone software
- Mavis Typing program
- GED preparation program
- Budget and grant allocations for text books and technology equipment
- Community guest speakers/visits
- Computer based reference materials

Standard 4: Documenting and Using Results

Overall Score: Operational

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.

Indicator	Rubric Rating
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free	Operational
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning	Operational
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes	Operational
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance	Operational
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	Operational
4.7 Demonstrates verifiable growth in student performance	Operational
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	Operational

Evidence

Agendas or minutes of peer learning community meetings showing discussion of data	Longitudinal student achievement data reflect growth in student performance
Agendas/minutes of stakeholder meetings for data analysis and use of data	Longitudinal student achievement data reflect growth in student performance (disaggregated)
Agendas/minutes of stakeholder meetings for data analysis, dialogue, and use of data	Method for students and parents to track completion of objectives, academic grades, and programs
Analysis of trend data	Policies
Annual report	Policies that guide security of data and authorized users
Classroom level observations documenting use of assessments	Policy and/or procedure to monitor overall student performance
Collection and analysis of multi-year trend data regarding student achievement and school effectiveness	Professional development plan
Committee agenda/minutes that show review of data	Professional development plan, school improvement plan
Committee agendas/minutes that show review of data	Professional learning community/agendas and minutes
Communications to stakeholders	Program/process data
Comparative analysis of student achievement among similar schools	Reports to students and parents
Competency expectations for staff	Samples of classroom assessments and documentation of how used
Data analysis, including analysis of school-wide assessment results	School profile
Displayed successful work in classrooms and hallways	Showing discussion of data system development

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Efforts by the school to determine gaps between achievement goals and improvement expectations	Student achievement results from various formative and summative assessments
Evidence that assessment of student performance is conducted in each course and at the completion of the program to compare performance to the intended learning outcomes	Student assessment plan
Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services	Student performance information system
Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification	Student portfolios
Frequent recognition programs	Teacher reports
Inclusion of data analysis topics in the agenda of professional development activities	Teacher reports about efforts to keep them informed regarding trend and comparison data
Learning materials for skill development	Trend data
Lesson plans	Unusual, unique methods of recognition
Lesson plans that reflect shared information	Use of schoolwide assessment systems
List of approved data users	Verifiable growth in student performance
List of authorized users at various levels of access	Written assessments

Standard-level Contextual Narrative

The major trends, goals, and or themes that cut across this standard are that 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. The emphasis being on clearly defined performance measures.

Our school uses an assessment system which is based on clearly defined performance measures. The system is used to assess student performance based on clear expectations of student learning, the effectiveness of curriculum and instruction is evaluated and interventions are determined to improve student performance. We analyze change in student performance in a number of ways:

- Weekly review of students' performance by the education staff
- Home school contacts to request current data report
- AIMS test results review
- AIMS preparation classes
- Require pre and post testing in all classes
- Credit analysis to plan courses needed for graduation
- Bloom's taxonomy training is used in lesson planning and objective writing
- Data shared with parents, home schools, and students

We communicate results in a number of ways that are teacher, student, parent, and community-friendly. Some examples are:

- Parent letters informing student performance
- Report cards
- AIMS/Terra Nova mailed to parents
- Leadership monitors performance communication
- Progress reports sent at time of exit to home schools and parents
- Bilingual staff
- AIMS reports shared with teachers
- Special education coordinator and teacher mentor available to assist in meeting special education needs

School performance is continually being improved based on data. Data is disseminated to the entire education staff to improve instruction and review curriculum. Management team meetings are held to discuss the implication of assessment data for review and revision of policies to help implement changes if necessary.

- Testing data is used to focus instruction (i.e. AIMS and Terra-Nova)
- New Century diagnostic test results are used for targeted tutoring
- Credit reports for High School students are used to make graduation plans and assign the required courses
- Data is used also to review needs for specific staff trainings and professional development

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

Hope School will continue to provide all staff access to comprehensive information, instructional technology, and media services by offering:

Professional development opportunities to understand and use data to improve their instruction. Staff training is continually provided in the use of A+ software to understand assessment results and plan intervention strategies:

- School employs fulltime registrar and transition coordinator to maintain up to date information on all students.
- Education staff is encouraged to seek information from our student data
- Professional development is offered to understand the implications of data and use it to plan intervention

- Staff meetings are used to discuss data and plan improvements in curriculum and instruction

Standard 5: Resources & Support Systems

Overall Score: Operational

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.

Indicator	Rubric Rating
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities	Operational
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)	Operational
5.3 Ensures that all staff members participate in a continuous program of professional development	Operational
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school	Operational
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	Operational
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	Operational
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	Operational

Evidence

Accounting of supplemental funds	Indication that leader has communicated with governing body leadership
Administrative classroom observation logs/protocols	Instructional plans
Agendas and minutes of collaborative team meetings (peer learning community)	Last financial audit
Annual budget	Lesson plans
Audit of teacher credentials	Listing of fiscal resources aligned with school improvement goals
Calendar of meetings	MET meetings for Spec. Ed. students
Candidate interview notes	Mentoring logs, reports, and correspondence
Changes in space over time in response to changing need	Minutes and notes from staff meetings regarding budget
Collection of data about staff strengths	Minutes/action plans
Correspondence	Monthly budget
Creative uses of space that align with the school goals	New teacher orientation materials
Crisis management plans	Partnership documents
Data review	Percentage of staff Highly Qualified
Description of induction and mentoring program	Policies and procedures designed to encourage retention
Description of policies in place and monitoring	Print and electronic communications
Description of school/governing body promotions to attract new staff members	Records indicating reassessment data and practices

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Description of use of data to target instruction to students not meeting expectations	Reports
Disaggregation of student data	Required safety certificates
Documentation of compliance reporting - assurances	School budget
Documentation of demonstration lessons	School improvement plan
Documented demonstration lessons	School improvement plan/committee structures
Evidence of differentiation of instruction	School policies and procedures
Evidence that school abides by legal and ethical business and educational practices	School policies/handbooks
Extent to which staff meet certification and licensure requirements	Security plans
Facilities and technology maintenance plan and long range facilities plan	Staff communications about budget
Facilities report addressing safety concerns	Student files
Governing body strategic plan	Supplemental funds
Indication that facilities are regularly inspected and maintained	Training materials

Standard-level Contextual Narrative

The major trends, goals, and or themes that cut across this standard are the School's ability to be in compliance with the following: The school employs and allocates staff that is 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. These objectives are to insure that resources are available to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

Hope School employs and allocates staff that is well qualified for their assignments. The school has two multiple certified and highly qualified teachers and one paraprofessional. Our staff also holds endorsements in ELL and Spanish.

- We have a system in place to recruit highly qualified teachers, staff, and administrators
- Hope School is an excellent place to work with full county benefits including health care.
- Professional development opportunities are offered to retain staff
- Several employee recognition opportunities

Our school's leadership team ensures that the allocation of financial resources supports the school's vision by:

- Establishing realistic budget guidelines for federal and state expenditures
- Strategic plan supports education program
- Juvenile Court supports the mission of the education program by allocating and utilizing all education funds appropriately
- A+ courses
- New Century
- Vocational/Career assessment software
- Variety of books in various subject areas and for different grade levels
- Each staff has their own computer for maintaining and updating student data

In addition, education staff participates in several professional development symposiums: ACE conference, annual SDE conference on differentiated instruction, Director's Institute for Special Educators, TECBD conference.

Hope School ensures compliance with safety and security of staff and students in a variety of ways:

- Presence of Detention Officers in every class
- Staff trained in Behavior management in the class room
- Students required to follow the class / detention policy in the detainee handbook
- All classes are monitored through cameras

****How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard? Hope School will continue to enhance our improvement efforts by providing and focusing on the following:**

- Education staff reviews each student's transcripts/ progress reports
- Certified special education coordinator oversees IEPs, 45 day screenings, and provide support for teachers
- Vision and hearing screening done by onsite nurse
- Progress reports
- Full-time transition coordinator performs vocation screening, career screening, and aptitude testing

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- Transition Coordinator coordinates with the outside agencies who can be the service providers for students upon release from detention.

Standard 6: Stakeholder Communication & Relationships

Overall Score: Operational

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.

Indicator	Rubric Rating
6.1 Fosters collaboration with community stakeholders to support student learning	Operational
6.2 Has formal channels to listen to and communicate with stakeholders	Operational
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school	Operational
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders	Operational
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders	Operational

Evidence

Annual report	Governing body policies
As a secure care facility our school focuses on fostering a learning community	Governing body reports
Classroom displays	Lesson plans
Collaboration with local schools and probation provides increased responsiveness to the expectations of the parents and community as a whole.	Mailing lists
Competency profiles and syllabi	Plan for communication among stakeholders
Correspondence	Program materials
Course descriptions	Protocol for teachers to request volunteer help
Data reports	School committee participation lists and minutes
Database of volunteers	Teacher/parent communications
Examples of school communications	Web and e-mail communications

Standard-level Contextual Narrative

Collaboration with all stakeholders, parents, students, and community, is the emerging theme of this standard.

The school staff works closely with detention staff and the Superintendent's office to maintain responsiveness to community expectations. Collaboration with local schools and probation also increases responsiveness to the expectations of the community as a whole. Several avenues are used to communicate information to our stakeholders such as: our vision statement on all literature, displayed vision statement in classrooms, JOLTS (Juvenile Online Tracking System), letters to parents, transcripts and reports upon request to home schools, letters to judge, and networking with outside agencies and districts. We report out quarterly at the AJDEAC meeting and monthly to our supervisors. The monthly census report is submitted to AOC. An annual school improvement plan and closing report is submitted to the AOC.

We accomplish this by:

- open communication channels and collaboration between our school and other community schools
- immediate response to the requests of probation and the courts in regards to student placement, progress, and needs
- encouragement of staff participation in the education process
- the county Superintendent's office is collaborative with the school on a consistent basis.

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

Hope School will continue to foster a learning community on three distinct levels. Our school staff will continue to work closely together creating thematic units, discipline plan, and open learning environment. We will maintain and enhance or collaborative efforts between Hope School and other local community schools. We will also continue sharing with the larger learning community which exists within the collaboration of all county juvenile detention facility schools throughout the state of Arizona.

- quarterly meetings of the AJDEAC school leadership
- close relationships with local schools (particularly those who share a large volume of population with our school)
- cooperation between school staff and security staff regarding student education
- annual calendar divided into thematic units designed to work in correlation to each other across the school curriculum

Standard 7: Commitment to Continuous Improvement

Overall Score: Operational

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.

Indicator	Rubric Rating
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)	Operational
7.2 Engages stakeholders in the processes of continuous improvement	Operational
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning	Operational
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve achievement goals	Operational
7.5 Monitors and communicates the results of improvement efforts to stakeholders	Operational
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement	Operational

Evidence

Annual report to the community	Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters
Data analysis	Procedure for recognizing team for their work
Description (or lesson plans) of teaching practices that demonstrate student-centered instruction	Professional development schedule or topics
Evaluation plan and results	Professional development topics
Feedback/revision documents indicating responsiveness to feedback	Revisions to school improvement plan
Feedback/revision documents indicating responsiveness to feedback and use for improvement	Schedule of school improvement planning meeting topics
Handbooks reflecting vision	Schedule of school improvement planning topics showing attention to all stages in the cycle
Minutes/attendance lists from school improvement/other meetings	School communication tools showing communication among stakeholders
Monitoring and evaluation plan for school improvement plan	School improvement plan and process employed in development
Newsletters describing vision, purpose, improvement strategies, and results	Self-assessment findings

Standard-level Contextual Narrative

The major theme and trend which cuts across this standard is that a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning is in place.

We are continuously reporting on our school improvement through our annual report to AOC.

A monthly census report is submitted to AOC which includes student demographics.

We study our academic data, reports, and pre- and post-tests for individual students to ensure appropriate student instruction.

Every five years, we participate in the Standards Assessment report with AdvancEd.

- Staff assesses students' present scholastic abilities and monitors their growth. School adjusts curriculum direction and future improvement plans to meet students learning needs.
- The school utilizes stakeholder surveys designed to assess present practices and their alignment with the school's vision and mission.
- Prepare, review, and update annual school improvement plan to ensure goals reflect student learning needs.

In addition the school utilizes an assortment of in house diagnostic programs.

- Staff attends professional development training: ACE, Transition, and TECBD conferences.
- Staff involvement in LEARN and AJDEAC meetings.
- Assistance is available through contracted Special Ed. Teacher, contracted School Psychologist, and Counselors.

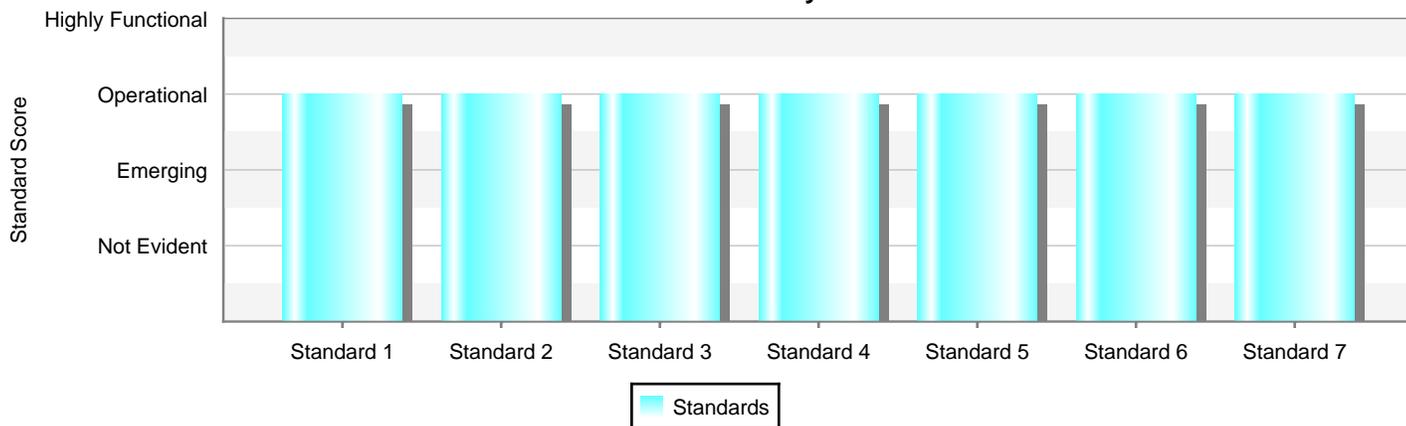
Hope School maintains open communication and scheduled visits with Department of Education regional representatives.

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

- Random audits
- Periodic review of prior year's goal
- Address all discrepancies
- Provide resources to help in the implementation
- Annual report of progress on the goals
- Data published in the annual report

REPORT SUMMARY

Self-Assessment Scores By Standard



School Improvement Action Plan 2010/2011

Name of School: HOPE SCHOOL

Goal: Insure students are meeting Arizona state academic standards in transitional skills, language arts, math and other academic disciplines. Use pre & post tests for gains measurements and issue credit based on quality standards, growth development, and student achievement.

<p>Support Data from Self Study: 1.6 Instructional materials and resources are aligned to state standards and performance objectives, and there is research-based evidence of their effectiveness. 1.5 Instructional planning links standards, formative assessment, instruction, practice, summative assessment, and review/ re-teaching</p>	<p>Standardized Assessments: A.I.M.S Backbone A+ Assessments MTW pre-post test</p>			<p>Local Assessments: Career path plan for each student Classroom unit assessments in content areas. Aptitude assessment results</p>	
<p>Intervention:</p> <p>1. Implement our recently acquired 60 curriculums Backbone A+ computer academic program for individually tailored, state standard aligned, student participation. Pre-test and post test skill levels are measured. Specific lessons are monitored for scoring and diagnostic progress based on lesson mastery and over all gains profiles. Credit will be given on credit recovery determined by course completion. This will be an eight hour a week program.</p> <p>2. Schedule training seminars quarterly, through Backbone A+, for our education staff.</p> <p>3. Continue to Utilizing CAPE School’s modified version of Merging Two Worlds, providing pre-test and post-test for all lessons; All students will receive credit based on goal achievement and completion of life skills work. This will be a five hour a week curriculum.</p>				<p>Best Practice Sources: Arizona Department of Education: best practice information.</p>	
<p>Action Steps:</p>	<p>Person(s) Responsible</p>	<p>Beginning</p>	<p>End</p>	<p>Resources</p>	<p>Staff Development Activities</p>
<p>1. Provide professional development on integrating standards with lesson plans. 2. Provide professional development related to curriculum training for staff.</p>	<p>Teachers Co. Superintendent</p>	<p>07/01/10</p>	<p>06/30/11</p>	<p>Co. Superintendent of Schools A+ Backbone</p>	<p>Staff training: AIMS Workshops, ELL Workshops, Spec. Ed. transition conferences AJDEAC meetings</p>

<p>3. Research improved design assessment strategies.</p> <p>4. Obtain funding for training with A+</p> <p>5. Develop career path plan for each student.</p> <p>6. Review plan at mid-year and revise as needed.</p>	<p>and Administration</p> <p>Teachers</p> <p>Administration</p> <p>teachers</p> <p>Admin.</p>			<p>School Administrators</p> <p>Teachers</p> <p>Staff</p> <p>Vocational Education Program</p> <p>Merging Two Worlds</p>	<p>A.C.E. Symposium</p> <p>Educ. Service Agency training</p> <p>Advanced certification</p>
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