

## Governance & 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.

### Considering the Evidence

Please examine the school’s practices and/or processes that may be used as evidence to support the school’s responses to the indicators rubric and focus questions. The school is not required to engage in a collection of evidence, but the school is encouraged to engage its stakeholders in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. This section provides examples of evidence for the standard and indicators, including both practices and artifacts.

### Examples of Evidence for Standard 2: Governance and Leadership

#### 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.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
<b>In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:</b>					
2.1	Establishes policies and procedures that provide for the effective operation of the school				√
2.2	Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			√	
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations				√
<b>In fulfillment of this standard, the school has leadership that:</b>					
2.4	Employs a system that provides for analysis and review of				√

	student performance and school effectiveness				
2.5	Fosters a learning community				√
2.6	Provides teachers and students opportunities to lead				√
2.7	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			√	
2.8	Controls curricular and extracurricular activities that are sponsored by the school				√
2.9	Responds to community expectations and stakeholder satisfaction			√	
2.10	Implements an evaluation system that provides for the professional growth of all personnel			√	

### Definitions of Indicator Rubric

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

### Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. The numbers in parentheses refer to the indicators listed in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric.

### What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school? (2.1, 2.2, 2.3 and 2.8)

USD 497 school board policy establishes the basis for all school improvement activities. The procedures for putting policy into practice are developed at the building level. Free State High School utilizes the Professional Learning Community (PLC) model to this end. (See organizational chart at <http://fshs.usd497.org/accreditation>). PLC's vary in size and scope, but are drawn primarily along departmental lines. Cross-curricular PLC's study school improvement issues that are pertinent to all, and make recommendations that affect all FSHS stakeholders.

While the small group PLC's establish procedure, larger groups have the responsibility to review and reach consensus, and implement. Professional development time, known as Late Arrival, exists at the high school level in order to give faculty and staff time to collaborate. (See professional development calendar at <http://fshs.usd497.org/accreditation>.) Faculty

meetings are held every other week. Large group staff development occurs at least once per quarter, usually at the end of the grading period.

School improvement efforts are communicated via stakeholder meetings (faculty meetings, Site Council, department chair meetings, WIT task force/SST meetings) and also by monthly school newsletters and semi-annual district newsletters. The district email service, First Class, is an effective communication tool, as is the district website (see the district website at <http://www.usd497.org>). The district website provides comprehensive school improvement information, curriculum and instruction, assessment and student interventions, district-provided services and news, BOE meeting agendas, minutes, and board policy handbooks.

### **What process does the school's leadership use to evaluate school effectiveness and student performance? (2.4 and 2.10)**

School effectiveness is evaluated in two ways. Student performance is evaluated by means of local (quarterly and unit assessments) and standardized (ACT, MAP, PLAN and Kansas) assessments. Assessment data is reviewed and analyzed by department and large group PLC's, student support team members, counselors and administrators, and district specialists. Assessment data is reported to stakeholders via the KSDE building report card, school newsletter and district news releases.

Staff surveys also serve an important purpose. The organizational health profile (see OHI profile at <http://fshs.usd497.org/accreditation>), administered annually, provides a snapshot of the effectiveness of our efforts in the areas of goal focus, communication, morale, resource utilization and problem-solving skills. An annual survey of our collective commitment to the school vision also provides insight into our school improvement efforts (see Survey/Evaluation Instruments and Results at <http://fshs.usd497.org/accreditation>). Student surveys are given when students graduate to determine their perception of school effectiveness.

### **In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process? (2.5, 2.6, and 2.7)**

Opportunities to contribute to the decision-making process at Free State abound. PLC's provide the avenue, both intra- and inter-departmentally (Reading, Math, WIT, SST, and department chairs). Late Arrival provides time for staff to meet almost weekly.

LEAP (school business partners) (see membership list at <http://fshs.usd497.org/accreditation>), Booster Club, and Site Council (see membership list at <http://fshs.usd497.org/accreditation>) provide leadership opportunities for community members.

The school vision (see vision statement at <http://fshs.usd497.org/accreditation>) challenges every teacher to moderate, coach, assist or direct at least one extra activity.

Open Forum, held monthly, provides the opportunity for faculty and staff to discuss issues with administrators in a neutral, non-judgmental setting.

**What policies and processes are in place to ensure equity of learning opportunities and support for innovation? (2.4, 2.5, 2.7, 2.8, and 2.9)**

The most visible evidence of the school's support for equity and innovation is the conscientious effort to provide regularly scheduled collaboration time. This has allowed FSHS faculty and staff time for technology training, building level instructional skills group (BLIS) work, and data analysis, in addition to the regular work of the departmental PLC's. The work of the WIT PLC (Whatever it Takes) (see WIT report at <http://fshs.usd497.org/accrreditation>) has been instrumental in insuring equity of learning opportunities. The development of the pyramid of interventions (see pyramid of interventions at <http://fshs.usd497.org/accrreditation>), the SST (student services team), Directed Studies, and a revised Seminar plan have enabled the school to address specifically the school improvement goals of increased reading, math, and academic achievement across the curriculum.