

FCC ACCREDITATION PROGRAM
ASSESSMENT TOOL FOR VISITING TEAM MEMBERS

WORKSHEET FOR
VISITING TEAM MEMBERS

The attached materials are worksheets for the use of Visiting Team members during the evaluation of the School Improvement Plan. The appropriate sheet(s) should be given to the Team Member to whom the component (section) has been assigned. The Team Member should use these sheets to prepare his/her work, which will be shared with the entire Team to achieve consensus for the final report. These papers will then be of assistance to the Chairperson in preparing the final written report.

Assessment Tool for Visiting Review Team Members

FCC School Improvement Process

COMPONENTS	Meets Expectations	Meets Expectation With Recommendation	Did Not Meet Expectation
1. Executive Summary: introductory statement that provides an overview of the school's recent improvement efforts and highlights the significant challenges facing the school.			
<ul style="list-style-type: none"> A clear and concise statement was developed that reflects the school's most recent accomplishments and significant challenges facing the school. 			

Narrative Description (Briefly describe the school's work in developing the component, major findings indicated by the school and verified by the Visiting Review Team, and the basis for any commendations or recommendations listed below.)

Proposed Commendations:

Proposed Recommendations

(Please use additional sheets as necessary)

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2. Performance and Progress Report: A description of the specific activities of practices implemented during the past three to four years and the results of such efforts.			
<ul style="list-style-type: none"> Documentation is maintained that describes the activities or practices implemented. 			
<ul style="list-style-type: none"> Evidence of progress towards achieving the goals in the school's action plan exists. 			
<ul style="list-style-type: none"> There exists evidence of a sustained commitment to continuous improvement. 			

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3. School Profile: A comprehensive description of student performance data: demographic data reflecting the school, its students and community; characteristics of the school; and a summary of stakeholders' perspectives on the quality of the school.			
<ul style="list-style-type: none"> A systematic process for collecting and managing the existing data. 			
<ul style="list-style-type: none"> Strengths and limitations are based on an analysis of the data. 			
<ul style="list-style-type: none"> The profile is communicated clearly to different stakeholder groups. 			
<ul style="list-style-type: none"> Data are used to guide school improvement planning. 			

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4. Beliefs and Mission: A guide for current and future efforts of the school, which reflects a commitment to student success. The beliefs and mission are evident in the instructional and organizational practices of the school.			
<ul style="list-style-type: none"> A consensus-building process was established that involved the school community. 			
<ul style="list-style-type: none"> The beliefs and mission are clearly and readily communicated to the school community. 			
<ul style="list-style-type: none"> The list of beliefs are evident in the daily practices of the school. 			
<ul style="list-style-type: none"> The mission statement describes a compelling purpose and direction for the school. 			

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5. Priorities for Improving Student Learning: A set of clear and concise goals that includes a description of the current levels of student performances for each priority and the means by which the school will evaluate student progress in pursuit of the goal.			
<ul style="list-style-type: none"> The priorities are based on an analysis of student performance data including local, state, or national expectations for student learning. 			
<ul style="list-style-type: none"> The priorities for student learning are stated in terms of clear, concise, and measurable goals. 			
<ul style="list-style-type: none"> The means by which the goals for student learning will be evaluated and monitored are identified and employ diverse assessment methods. 			
<ul style="list-style-type: none"> A baseline set of data are established for each priority that describes the current performance levels of students. 			

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6. Priorities for Improving School Performance: An analysis of school performance data regarding the operation of the school, the use and allocation of resources, support for instruction and student learning, instructional practices and assessment.			
<ul style="list-style-type: none"> An analysis of the school's instructional and organizational effectiveness was conducted based on research based principles. 			
<ul style="list-style-type: none"> Data or evidence was documented to support the strengths and limitations of the school's instructional and organizational effectiveness. 			
<ul style="list-style-type: none"> The priorities for school performance are stated in terms of clear, concise, and measurable goals. 			
<ul style="list-style-type: none"> The means by which the goals for school performance will be evaluated and monitored are identified. 			
<ul style="list-style-type: none"> A baseline set of data are established for each priority that describes the current performance level. 			

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<p>7. Action Plan: A detailed description of the school's intentions to address the priorities for improving student action learning and school performance. The Action Plan is a dynamic document, which guides the work of the school.</p>			
<ul style="list-style-type: none"> The goals in the action plan stem from an analysis of student and school performance data. 			
<ul style="list-style-type: none"> For each goal, multiple assessment measures are identified, benchmarks to pursue are defined a baseline set of data is described, and strategies are prioritized and aligned with the goal. 			
<ul style="list-style-type: none"> For each strategy to be implemented, a reasonable time line has been established, resources identified, and a means to evaluate the effectiveness of the strategy has been defined. 			

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