



Self Assessment

Ben C. Rain High School
Mobile County Board of Education

Mr. Marlon Firle, Principal
3125 Dauphin Island Parkway
Mobile, AL 36605-3899

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

The mission of Ben C. Rain High School (RHS) is to provide meaningful and diverse learning opportunities to prepare our students to meet the challenges of an ever-changing world as lifelong learners and contributing members of society. Rain High School's belief is that all students can learn and will be provided a learning environment and opportunities to foster learning and achieve success. Our mission and beliefs are shared with stakeholders on a regular basis via the RHS website and our student handbook. RHS also communicates the school expectations to parents via the telephone call out system.

Using survey data and artifacts, the committee studied the effectiveness of RHS in communicating a share purpose and direction. Survey results indicate the overall standard as one of the school's strengths.

RHS encourages open access to all courses. Students are encouraged to challenge themselves in their learning experiences. In furthering our mission to provide RHS students with "rigorous and relevant hands-on instruction utilizing real-world connections" we pride ourselves in a variety of courses and programs offered at RHS. The rigor of these programs- Advanced Placement (AP), Aviation, CTE or JROTC - all provide students with life skills necessary for success.

RHS has enhanced its educational programs by implementing shared planning time for teacher collaboration and by structuring parent meetings to increase communication between parents, teachers, and students. Parent meetings include open house, AP parent meetings, and grade level meetings with counselors. School leaders and teachers have a shared focus on student achievement that involves the analysis of multiple sources of data that include EQT, ASPIRE ACT, ACT, WorkKeys, progress reports, and report cards. Utilizing this data, teachers collaborate during common planning times to develop common grading procedures and consistent policies aligned within course and across course levels that focus on academic results and student experiences. In addition, teachers create curricular documents and

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plans that demonstrate active student engagement and application of knowledge and skills.

RHS has a Continuous Improvement Plan (ACIP) in place for 2016-2017. Administrators, faculty, staff and stakeholders were involved in the creation of the ACIP. The goals were identified through an analysis of student data. The school administration has empowered teachers to make decisions about professional practices and goal implementation that fully support the RHS's ACIP. As a result, RHS faculty and staff implement the actions that are identified to reach goals.

Actions to Sustain Areas of Strength:

RHS will continue to utilize collaborative planning. Therefore, during scheduling, collaborative planning times must be a priority when designing the master schedule. Currently, RHS and the district are implementing Alabama's College and Career Ready Standards and constructing common assessments within the disciplines. Through the use of technology such as INOW, Google Docs, email, One Drive and Moodle, teachers and administrators are increasingly experiencing a more streamlined process of collaboration and documentation with collaborative planning minutes, common syllabi, and focused and ongoing professional development. Therefore, learning experiences are recorded with greater ease and frequency. School personnel will continue to regularly revisit and revise the school improvement plan making certain that student performance goals are data driven. As a committee, we recommend that RHS continue its current process in the development of this plan.

Areas in Need of Improvement:

In 2010, RHS defined a statement of purpose. However, there is no established review process in place. The committee believes that RHS needs to regularly revise the school's mission and vision statements drawing upon both district leadership and the system improvement plan for guidance. All stakeholders need to be involved in consistent discussions about the shared purpose, values, and beliefs of the entire learning community. Even though collaboration within academic departments is consistent and productive, it is essential that time be allotted for interdisciplinary collaboration that enhances the learning experiences of students across all disciplines.

Actions to Improve Area in Need of Improvement:

Establish a more systematic process to review and revise the school's vision and mission statements ensuring that the vision and mission statements will remain relevant to all of our stakeholders. This revision process needs to be thoroughly documented and should include all stakeholders, including parents, students, and community leaders, in a meaningful way. The school must continue and expand its use of technology as a tool to communicate with families and stakeholders throughout the community and surrounding communities. Through professional learning in technology, teachers and administrators have been afforded greater opportunities to provide a clear direction for not only communicating the ultimate purpose and goals of the entire school, but for each classroom and school program as well.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Historical compliance data •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •Stakeholder input and feedback •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

AdvancED Self Assessment Standard Two:
Governance and Leadership

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Areas of Strengths:

B. C. Rain High School is governed by the School Board of Mobile County Public School System (MCPSS). The Board of MCPSS, educators, and stakeholders establish and enforce policies based on the production of educating students through rigorous and effective lessons in a safe environment developing young men and women who are college and career ready. The administration of B. C. Rain High School is responsible for implementing policies and procedures set by the governing body to effectively promote conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. The responsibilities are delegated according to strengths and availability as directed and approval of fiscal management, which are established during the leadership retreat attended by department heads, administrators, and other stakeholders within the school. Administrators and stakeholders are informed about monthly meeting and policy revisions through emails, MCPSS website, and local media.

The administration and faculty of B. C. Rain High School recognize the executive, administrative, and authority of the superintendent who is selected by the school board members; and the board members of MCPSS who are elected through voting by the community. Procedures, decisions, practices, and policies are established to ensure each provision is in compliance with local, state, and federal laws, standards, and regulations. The Board operates publicly through meetings that are open to the public and televised through school media. MCPSS is diligent in communicating through pre-recorded professional development and training videos in which all faculty and staff must view and maintain compliance throughout the year.

In analyzing the indicators for standard two, it was noted that the governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction to manage day- to- day activities. The Mobile County School System supports the local school decision-

making process in the development of school improvement plans and action plans to improve instruction and increase student achievement. The roles of the governing body and the school leadership are clearly defined. The governing body provides leaders with professional development in order to implement and utilize the policies set forth at the local school site.

Another area of strength noted is that Ben C. Rain's leadership and staff fosters a culture consistent with the school's purpose and direction. The school administration has a clearly defined purpose and direction as outlined in the principal's mission and vision statements. A direct example is the daily morning announcement, which reminds students and staff alike "It's a great day to be a Raider and to be held accountable," The school has a current Continuous Improvement Plan that details plans for achieving educational goals. All leaders and staff are accountable for student learning. The school administration conducts surveys to get feedback on quality of education and sets a climate that requires collaboration among faculty and staff.

The team participates in the decision making process to develop continuous improvement plans to increase student success. A direct example of setting the environment of teacher collaboration and student learning is our current Intervention Plan created by a team of teachers and staff for statewide ACT Aspire and ACT testing as well as credentialing for graduating seniors.

Ben C. Rain's leadership engages stakeholders effectively in support of the school's purpose and direction. School leaders collaborate with stakeholders to help improve the climate most notably in our Aerospace and Aviation Academy and Informational Technology Academy. Stakeholders such as VTMAE, Airbus Group, Mobile Works, Mobile County Public School System's Personnel Division and Mobile Airport Authority meet regularly with administrators to discuss areas of concern with employment and what skills they need in entry-level employments. Stakeholders provide skills training, site tours and internships for Rain High School students.

Additionally, stakeholders attend Business and Industry Certification (BIC) meetings to help plan the curriculum for academy courses, advisory meetings to help identify the needs of business and industry, and loaned instructors to help teach skills that are needed in their workforce. We communicate with stakeholders through our website, newsletters, and social media.

A leadership and evaluation process for improved professional practice and student success is a strength for RHS. Our Leadership Team is highly focused on professional development for our teachers and staff as evidenced by our participation in district training and school based instructional meetings. The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Teachers are observed frequently, focusing on teaching strategies, student engagement and instructional

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practices. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning. Teachers utilize feedback results to adjust instructional methods as warranted to ensure student success. For example, instructional "snapshots" are sent to teachers post observation for reflection and department chairs utilize lesson plan checklists to provide feedback to teachers regarding improved lesson planning that aligns with our school-wide instructional goals.

Actions to Sustain the Areas of Strength:

Ben C. Rain High School will continue to operate under the policies and procedures set forth by the governing body to support student performance and school effectiveness. Leadership will consistently engage faculty and staff in the decision making process and development of continuous improvement plans, through regularly scheduled meeting. Evaluations to monitor instructional practice and thereby improve student success will continue.

Areas of Improvement:

Ben C. Rain would like to invite our stakeholders to attend more meetings that deal with the entire school community, instead of focusing on academy related correlations. Our plan is to invite stakeholders to attend ACIP meeting to participate in the planning process for the school. Additionally, we will invite stakeholders to conduct professional development for teachers, and meet with stakeholder either on campus or at their place of business, 2-3 times per semester to keep them up to date on happenings in the school.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Graduate follow-up surveys •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Surveys results •Administrative classroom observation protocols and logs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Survey results•Crosswalk between professional learning and school purpose and direction	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Areas of Strength:

As the focus of Ben C. Rain High School revolves around teaching and learning, the curriculum and learning experiences in all content area classes, electives, and career academies offer students challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. Teachers implement Mobile County Public School System's curriculum guides which are aligned to College and Career Readiness Standards and the Alabama Course of Study. These standards are supported by a comprehensive course syllabus for each teacher's selected area. Teachers participate in on-going professional development on research-based strategies and receive follow-up support. Another facet of opportunities lie within the arena of career academies and advanced placement classes. Along with real-world, hands-on learning experiences, these courses afford students career awareness as well as foundational academic and social skills that are required in college and the workforce. Furthermore, to support the lower performing 25% of students, Ben C. Rain utilizes an action plan that encompasses extended day opportunities such as Twilight and after-school tutoring, ACT Aspire focused intervention classes, and strategic teaching.

In order to facilitate learning, Ben C. Rain's faculty and staff plan and use a variety of instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers participate in ongoing job-embedded professional development for strategic teaching. Also, teachers differentiate instructional strategies and interventions, incorporate technology as instructional resources and learning tools, and use project-based learning to address multiple learning styles and ignite students' interest. As part of the investment of professional learning, new social studies teachers also participate in peer coaching, and learning communities discuss innovative methods of employing strategies across curriculum areas. As evident to the commitment of student learning, faculty and staff members also participate in various district level professional development such as the Six Traits of Writing, Science in Motion, Marzano, Mathematic Design Collaborative Demonstration, and others that promote use of instructional strategies.

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Another clearly defined area of strength consists of school leaders formally and consistently monitoring instructional practices through supervision and evaluation procedures to ensure that they are aligned with the school's values and beliefs about teaching and learning, are teaching the approved curriculum, and are engaged with all students in the oversight of their learning. In addition to administrators' formal use of Educate Alabama and Eleot, they also employ teacher snapshots for intervention and content area classes in order to provide data on curriculum alignment, instructional practices, and student engagement. Accordingly, the instructional coach uses a snapshot form and a strategic teaching observation guide to collect data in order to provide differentiated support. In addition, department chairs use a checklist to examine lesson plans and content area tests on a weekly basis.

This committee also identified teachers' use of an instructional process that informs students of learning expectations and standards performance as a particular strength. Teachers distribute a class syllabus and project a daily board agenda that encompasses standards, learning outcomes/objectives, essential vocabulary, and strategies for engagement. Also, as noted in the teacher's handbook, Ben C. Rain has a systematic process for distributing progress reports. Administration of multiple measures such as common formative assessments (CFAs) and end of the quarter (EQTs) tests are used to gauge mastery.

School personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. New teachers participate in the MCPSS's district program to discuss implementation of courses of study, pacing guides, instructional practices, and student achievement. As mentors provide critical guidance and support, Ben C. Rain establishes mentorships for first year teachers and teachers new to the school community. The mentors and mentees collaborate on pertinent topics that include grading, curriculum alignment, instructional practices, policy and procedures, and classroom management. The instructional coach provides differentiated support that encompasses professional development, the coaching cycle (debriefing, observing, modeling, and/or side-by-side teaching), and resources. In addition, department chairs also provide support based on teachers and students' needs.

Furthermore, in reference to programs that engage families in meaningful ways in their children's education, parents are encouraged to register for I-Now which informs them of their child's academic progress throughout the duration of the school year. Accordingly, distribution of progress reports and quarterly report cards are used to notify parents. Ben C. Rain also uses the phone messenger system and keeps an updated website that allows parents to go online and review scheduled activities, accomplishments, and programs on a systematic basis. In addition, the PST team communicates with parents on a weekly basis regarding the student monitoring process. Various informational meetings such as Advanced Placement Night, Parent Teacher Organization Meetings (PTO), Title I meetings, and Free Application for Federal Student Aid (FAFSA) Night. Extracurricular programs such as sports, band, chorus, and dance also conduct activities and parent meetings.

Teachers use common grading and reporting policies, processes, and procedures that are based on a clearly defined criteria that represent each student's attainment of content knowledge and skills. The grading policy and procedures are clearly defined in RHS's teacher handbook. All teachers are required to follow the 60/30/10 weighted category. In addition, grading procedures are clearly defined for make-up assignments and missed assignments. Because of this, all stakeholders can easily recognize assignments that can be made-up. All teachers adhere to the same grading reporting policy. Students are given comprehensive progress reports every 3rd week throughout each quarter, all students receive a report card at the end of each quarter, and all teachers are required to monitor students' grades on a weekly basis to help prevent failure.

Actions to Sustain the Areas of Strength:

Ben C. Rain's Standard 3 AdvancED Committee noted several areas of strengths. In efforts of sustainability, the faculty and staff will continue to implement the Mobile County Public School System's policies and procedures and curriculum guides. This will be promoted through in-house professional development, periodic reviews, and teachers' observations. The faculty will also maintain all systematic processes previously established by the school to enhance pedagogy, monitor classroom instruction and data, and increase student achievement. In addition, teachers and administrators will also continue to learn instructional strategies through school-based, local, and national professional development opportunities.

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Areas in Need of Improvement:

Using data from student assessments and an examination of professional practice, school personnel monitor but need to adjust, instruction, and assessment to ensure vertical and alignment and alignment with the school's goals for achievement and statement of purpose. In addition, there are also needs to enhance collaboration between grade levels and content areas, to provide a more formal structure for student advocacy, to increase professional development opportunities, and to use data to identify unique learning needs.

Actions to Improve Areas in Need of Improvement:

Although there is a process in place to ensure alignment curriculum, instruction, and/or assessments; this process will be reviewed or revised as warranted. A method to modify the current instructional calendar that encompasses grade level and content area meetings will be inclusive of identifying barriers that impede scheduled meetings. To ensure optimum success in formalizing a structure whereby each student is known, an interest inventory will be established and implemented. This document will be used to engage the diversified interests and extracurricular activities of students. In addition, Ben C. Rain will explore ways to establish in-house advocacy for Latino students and bridge the gaps between their families and the school. Furthermore, standard 3.11 states that all staff members participate in a continuous program of professional learning. To improve this measure, the school will offer additional opportunities for professional development focused on classroom management and diversified learning in the classroom. Teachers will be grouped accordingly to their projected needs, and staff members may be partnered with another teacher who is more knowledgeable in the area of focus. Also, in reference to using data to identify unique learning needs of students with individualized educational plans (IEPs) and English learner profiles, Ben C. Rain will continue to provide professional development and modify its communication process between general education teachers, special education teachers, and the ELL teacher.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.14

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 4

Self Assessment

Ben C. Rain High School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process 	Level 3

Self Assessment

Ben C. Rain High School

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

AREAS OF STRENGTH: RHS has the personnel and instructional materials necessary to ensure that the school can accomplish its purpose and directions which targets the success of all students. RHS is committed to providing adequate staffing based upon student need, beyond state staffing allocations. Material resources and fiscal resources are allocated so that all students have equitable opportunities to attaining challenging learning expectation. Additional resources are available for Advance Placement instructors in order for them to supplement the AP curriculum for various subject areas. The administrative team examines areas of strength for both professional and support staff and places them in roles suitable to the school's purpose. School leadership has taken steps to ensure that school personnel and students have access to technology. RHS continuously maintain support services to meet the diverse needs of the student population through educational and career planning needs of all students. It is the goal of RHS to maintain facilities and equipment that provide all staff and students a sanitary and safe environment conducive to learning and life-long goals.

ACTIONS TO SUSTAIN AREAS OF STRENGTH:

The maintenance of staff, support staff, parent and as well as stakeholders within the community has proven to be a tremendous assets to ascertaining the needs of select population within the parameter of the school. The collection and interpretation of data helps to foster a learning environment for all stakeholders; thus RHS continually strives to provide services that support its purposes and direction to ensure success for all students. The mentoring of new teachers within the department they are assigned to is a standard policy of RHS. The use of technology to enhance learning is utilized throughout classes on a consistent basis.

AREAS IN NEED OF IMPROVEMENT:

While there are policies, processes, and procedures in place for the hiring of qualified professional and support staff, a sufficient number of educators should be staffed as to ensure the continuous success of every student. The leveling of classes is imperative in maximizing the potential for success for all students. Thus, in classes that are within the parameters of state guideline are vital to supporting an environment conducive to learning for all students.

ACTIONS TO IMPROVE AREAS OF IMPROVEMENT: Due to increase in demographics RHS must consistently strive for adequate pupil teacher ratio in order to support its purpose and direction to ensure success for all students. Through the mentoring of new teachers, educational programs throughout the academic spectrum for all students, and communication with stakeholders it is the goal of RHS not only to maintain but to improve resources and services that supports its purpose and direction to ensure success for all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Self Assessment

Ben C. Rain High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

AREAS OF STRENGTH:

Our leadership is effective in monitoring and communicating information about student learning conditions and achievement to stakeholders. Ben C. Rain High School (RHS) prides itself in performance and wants to continue to be academically competitive at local, state, and national levels. A large number of accessible data sources supply the school with information about learning and evidence for achievement of school improvement goals.

ACTIONS TO SUSTAIN AREAS OF STRENGTH:

RHS must not only maintain its current accessible data resources but must also foster growth of these resources for use by both teachers and administrators. RHS and the district will need to continue to communicate updates at all levels that are shared with faculty, administration, staff, parents, students, and all other stakeholders. In addition, to ensure that learning conditions are consistently monitored, the school's continuous improvement plan (ACIP) is reviewed quarterly so that all stakeholders are aware of verifiable improvement and student learning at RHS. Finally, all data collection will continue, as we identify and utilize student data as a means of supporting academic success.

AREAS IN NEED OF IMPROVEMENT:

We acknowledge the following key areas in need of improvement: a clearly defined and comprehensive student assessment system, the analysis of data and its application to learning, and professional learning specific to evaluation, interpretation and use of data. Access to data is viewed as a strength, and data sources abound. RHS considers data from the College Board including ACT Aspire, ACT and AP exams, to help students strengthen skills and design programs of study.

Self Assessment

Ben C. Rain High School

Data from the staff survey, indicated that collecting comparison and trend data systematically was the lowest ranked area. In addition, the district and school leadership must consistently monitor the conditions that support learning to enable the school to capitalize on areas and processes that it does well while improving in needed areas.

Actions to Improve Areas in Need of Improvement:

In an effort to effectively utilize the data that is collected at the school and district level, data teams will analyze data and decide upon the most beneficial manner in which to use the results. The data team process can work in tandem with the collaborative planning that is already in place. The administration, faculty, and staff will participate in professional development provided by the district and school level to utilize data to drive instruction.

Report Summary

Scores By Section

