Self Assessment

Mandarin High School
Duval County School District

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Jacksonville, FL 32258-1500
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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: 4.0

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| 1.1       | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success. | • 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  
• Documentation or description of the process for creating the school's purpose including the role of stakeholders  
• Purpose statements - past and present  
• MHS has a School Improvement Plan crafted by faculty, staff, and community stakeholders. | Level 4                                                                                                                                   |
| 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. | • 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  
• The school's vision and mission is revisited each year, as well as the beliefs, to assure equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | 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.

Mandarin High School has challenging educational programs to include the Medical Career Academy, AICE (an International Baccalaureate Program), AVID, College Board courses, Dual Enrollment courses through FSCJ and Embry-Riddle, and Industry Certification opportunities. The school also has a commitment to shared values and beliefs that is evidence through monthly Shared Governance meetings, weekly Leadership meetings, monthly Department Head meetings, monthly Faculty meetings, monthly PTSA/SAC meetings, monthly Career Academy meetings. The Charlotte Danielson CAST Teacher Evaluation System include an application of knowledge and skill, depth of knowledge, active student engagement, and personal professional development. School leadership and staff hold one another accountable to high expectations for professional practice through analysis of data and Quarterly Curriculum Reviews conducted by administration with faculty to hold one another accountable.

A systematic continuous improvement process for improving student learning is implemented through PLC's, SLC's, CPG's and Lesson Study. Comprehensive data on student and school performance are viewed through the curriculum guide assessments, teacher made tests, and formative/summative assessments to direct instructional practices. This assures that instruction is aligned based on the needs of the individual students.
Standard 2: Governance and Leadership

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

Overall Rating: 3.83

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<td>2.1</td>
<td>The governing body establishes policies and supports practices that ensure effective administration of the school.</td>
<td>Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.</td>
<td>•Student handbooks&lt;br&gt;•Governing body policies, procedures, and practices&lt;br&gt;•Staff handbooks&lt;br&gt;•Communications to stakeholder about policy revisions&lt;br&gt;•School handbooks&lt;br&gt;•To insure the effective operation of the school, the administration provides a teacher handbook that identifies expectations and policies to monitor effective instruction and assessments that provide challenging learning experiences for all students. Teachers are evaluated with an evaluation tool (CAST) and an Individual Professional Development Plan (IPDP) that assures that teachers have input to their Professional Learning path.</td>
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| 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. | • List of assigned staff for compliance  
• Proof of legal counsel  
• Assurances, certifications  
• Governing body training plan  
• Findings of internal and external reviews of compliance with laws, regulations, and policies  
• Historical compliance data  
• Governing body policies on roles and responsibilities, conflict of interest  
• Governing code of ethics  
• The SAC (School Advisory Council) consisting of parents, students, teachers, community members, business members, and administrators ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit. | Level 3 |
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<td>2.3</td>
<td>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.</td>
<td>The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.</td>
<td>• Roles and responsibilities of school leadership • School improvement plan developed by the school • Stakeholder input and feedback • Maintenance of consistent academic oversight, planning, and resource allocation • Communications regarding board actions • Survey results regarding functions of the governing body • Agendas and minutes of meetings • The District governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school and maintains a clear distinction between its roles and responsibilities and those of school leadership.</td>
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<td>2.4</td>
<td>Leadership and staff foster a culture consistent with the school's purpose and direction.</td>
<td>Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.</td>
<td>• 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 • Leaders and staff consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. All stakeholders are encouraged to collaborate, innovate and participate in rigorous professional growth and are collectively accountable for student learning.</td>
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| 2.5       | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership. | •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  
•School leaders are proactive in engaging positive and active stakeholder participation in the school by involving organizations such as, the PTSA, SAC and Volunteer Program in order to provide a strong sense of community and ownership | Level 4 |
| 2.6       | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning. | •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  
•It is the District's expectation that the Administration use the adopted form of evaluation (CAST) to ensure a process of supervision and evaluation that is improving professional practice and ensuring student success. The results of the supervision and evaluation processes are analyzed carefully. The results are used to monitor and effectively adjust professional practices to ensure student learning | 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.

Mandarin High School implements a myriad of strategies to ensure that the governing body's policies, procedures, and practices are well known by all stakeholders. The school's website is filled with information about our vision, mission and beliefs, and this is also reiterated on our school-wide telephone greeting, and posted in all classrooms and offices at the school. Our School Advisory Council reviews our School Improvement Plan and assists in its review and recommendations, as well as do the entire faculty and staff, who analyze the SIP and offer input to ensure that all our student body's needs are met.

A Faculty Handbook enumerates all the policies and procedures of the school, and a Student Handbook does the same thing. We also have a PARENT Newsletter that is placed on our website to offer information and guidance for parental concerns.
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: 3.58

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| 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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations. | • Survey results  
• Lesson plans  
• Graduate follow-up surveys  
• Learning expectations for different courses  
• Posted learning objectives  
• Representative samples of student work across courses  
• Course schedules  
• Enrollment patterns for various courses  
• Course descriptions  
• Descriptions of instructional techniques | Level 4 |

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| 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. | Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | • Curriculum guides  
• A description of the systematic review process for curriculum, instruction, and assessment  
• Common assessments  
• Surveys results  
• Curriculum writing process  
• Products – scope and sequence, curriculum maps  
• Lesson plans aligned to the curriculum | Level 3 |
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| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers are consistent and deliberate in planning and using 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 each student. Teachers consistently 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. | • 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 4 |
| 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 beyond classroom observation 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. | • 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  
• Examples of improvements to instructional practices resulting from the evaluation process  
• Administrative classroom observation protocols and logs | Level 4 |
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| 3.5       | Teachers participate in collaborative learning communities to improve instruction and student learning.                                                                                                             | All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. | • Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project  
• Common language, protocols and reporting tools  
• Agendas and minutes of collaborative learning committees  
• Calendar/schedule of learning community meetings  
• Survey results  
• Peer coaching guidelines and procedures  
• Examples of improvements to content and instructional practice resulting from collaboration | Level 3 |
| 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. | • Examples of learning expectations and standards of performance  
• Examples of assessments that prompted modification in instruction  
• Samples of exemplars used to guide and inform student learning | Level 3 |
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| 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. | - Records of meetings and walk through/feedback sessions  
- 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  
- Our new teacher program follows the county's MINT program and calendar to train new teachers. Mentors are usually chosen because of classroom experience and are paired according to a combination of experience and subject area with a mentee. All Mentees have gone through the CET Training done by the District to certify them as mentors. Many times proximity on campus is a factor in facilitating the mentors' and mentees' ability to meet, discuss and observe. | Level 3 |
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| 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, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress. | • Volunteer program with variety of options for participation  
• 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  
• Mandarin High invites the parents and families to participate in many events such as Orientation and Open House at the beginning of the academic year. Parents and families receive quarterly progress reports and reports cards. Grades are posted on an online Grade Portal which can be accessed at anytime. Newsletters and a calendar of events are posted on the school website. Guidance will hold grade level Parent Nights to ensure clear information dissemination. Volunteering is encouraged. | Level 4 |
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<td>3.9</td>
<td>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.</td>
<td>School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</td>
<td>•List of students matched to adult advocate&lt;br&gt;•Curriculum and activities of formal adult advocate structure&lt;br&gt;•Master schedule with time for formal adult advocate structure&lt;br&gt;•Description of formal adult advocate structures&lt;br&gt;•Many of the programs include a Leadership Focus Mentoring Group, which are a subgroup of at-risk black male seniors that are being mentored by the administration to instill in them the benefits of obtaining a postsecondary education, character traits and leadership skills as future leaders of our society. Additional programs include, but are not limited to the Genre Fan Fair, Lunch and Lap, Excellence Awards, the No Luncheon, Honor Roll recognitions, Motivating Mentors and Challenge Day.</td>
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<td>3.10</td>
<td>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.</td>
<td>All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</td>
<td>•Evaluation process for grading and reporting practices&lt;br&gt;•Sample report cards for each grade level and for all courses&lt;br&gt;•Sample communications to stakeholders about grading and reporting&lt;br&gt;•Policies, processes, and procedures on grading and reporting&lt;br&gt;•The Common Planning Groups meet consistently to discuss 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 throughout the CPG's course. All stakeholders are aware of the policies, processes, and procedures.</td>
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| 3.11      | All staff members participate in a continuous program of professional learning.       | All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | • Results of evaluation of professional learning program.  
• Evaluation tools for professional learning  
• Survey results  
• Brief explanation of alignment between professional learning and identified needs  
• Crosswalk between professional learning and school purpose and direction  
• All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | 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.

Students are required to take the District Baseline Assessment at the beginning of the year or semester. At the end of each quarter the students take a Curriculum Guided Assessment. Students also take the I-READY test for Mathematics, the IOWA E and the DAR for reading to glean additional data about the student's grade level aptitude for the math and reading. The data from these assessments is reviewed by the teachers, instructional coaches and administration. From this data, a plan is formulated to address areas of weaknesses for instructional purposes. Teachers work with their Common Planning Groups to design common lessons and common assessments for whole class instruction as well as the individual student.

Continuous professional learning is offered to teachers on early dismissal days throughout the year in their Professional Learning Communities.

Our new teacher program follows the county's MINT program and calendar to train new teachers. Mentors are usually chosen because of classroom experience and are paired according to a combination of experience and subject area with a mentee. All Mentors have gone through CET Training done by the District to certify them as mentors. Many times proximity on campus is a factor in facilitating the mentors’ and mentees’ ability to meet, discuss and observe.
The school has resources and provides services that support its purpose and direction to ensure success for all students.

**Overall Rating: 3.71**

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| 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. | Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school. | • School budgets for the last three years  
• Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff  
• Assessments of staffing needs  
• Documentation of highly qualified staff  
• Mandarin High School has a very rigorous and in-depth method of hiring and retaining qualified teachers. We use the BBI method which is the Behavior-Based Interview method. We also employ the PAR and STAR methods to assess and evaluate candidates. Our Principal, Principal of Curriculum and Department Head sit in on interviews. Human Resources and Open HR provide viable candidates for hire, and the school’s reputation as an outstanding institution helps to bring candidates to our door. | Level 4 |
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<td>4.2</td>
<td>Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.</td>
<td>Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school’s purpose and direction.</td>
<td>• Examples of efforts of school leaders to secure necessary material and fiscal resources&lt;br&gt;• Survey results&lt;br&gt;• School schedule&lt;br&gt;• Alignment of budget with school purpose and direction&lt;br&gt;• School calendar&lt;br&gt;• Academic success is of paramount importance to the Mandarin High School community. Mandarin High School strategically and systematically focus on excellence through teaching and learning in an effort to improve student achievement. This year’s theme center around “inspiring excellence every day”. The funds received in support of these efforts come from various community sources. They help with building the culture and climate of our entire school and are used as incentives for our faculty,</td>
<td>Level 4</td>
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| 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 created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. | • Records of depreciation of equipment  
• Survey results  
• Documentation of compliance with local and state inspections requirements  
• Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.  
• System for maintenance requests  
• Maintenance schedules  
• Safety committee responsibilities, meeting schedules, and minutes  
• The administration has developed an extensive plan for emergency procedures which has been communicated to the faculty, staff and student population. These procedures are practiced on a regular basis to identify and correct any possible issues should an emergency present itself. The Foundations committee meets on a regular basis to identify and address safety concerns. | Level 3 |
### Indicator 4.4

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| 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. | • Budget related to media and information resource acquisition  
• Data on media and information resources available to students and staff  
• The media center is open to students and staff. Instructional personnel can schedule time in the computer labs for students to conduct research and access educational programs related to their courses. The Instructional coaches, the School Technology Coordinator, and Administration assist school personnel in learning about the tools and locations for finding and retrieving information related to their courses through classroom visits and professional development. | Level 3 |

### Indicator 4.5

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| The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure is modern, fully functional, and 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 continuously improve technology services and infrastructure. | • Technology plan and budget to improve technology services and infrastructure  
• Assessments to inform development of technology plan  
• Survey results  
• Policies relative to technology use  
• The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. Faculty and staff are surveyed and needs are communicated using the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure. | Level 4 |
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<td>4.6</td>
<td>The school provides support services to meet the physical, social, and emotional needs of the student population being served.</td>
<td>School personnel implement a clearly defined 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.</td>
<td>• Student assessment system for identifying student needs • Agreements with school community agencies for student-family support • Schedule of family services, e.g., parent classes, survival skills • Social classes and services, e.g., bullying, character education • List of support services available to students • Parent Academy was established and meets monthly and provides tools to more effectively enhance parenting, advocacy, and leadership skills. The Parent Academy also supplies parents and caregivers with the tools to promote students’ academic achievement, and navigate the school system. The administration has assemblies to discuss bullying and character education. The Challenge Day program which meets yearly provides a venue for students to discuss student needs, character education.</td>
<td>Level 4</td>
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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.

Counselors encourage students to take the Choices Interest Inventory or ASVAB to explore various career opportunities in their areas of interest. Counselors meet individually with students to discuss their course selections and align the courses that they take in high school with their future postsecondary plans. Seniors meet individually with their counselors to discuss college and career plans to help them prepare for their postsecondary education.

We also offer numerous CTE elective courses which will allow students to be certified in various technical programs that will assist them in their future careers.
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: 3.8

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<td>5.1</td>
<td>The school establishes and maintains a clearly defined and comprehensive student assessment system.</td>
<td>School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.</td>
<td>•Documentation or description of evaluation tools/protocols&lt;br&gt;•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance&lt;br&gt;•Evidence that assessments are reliable and bias free</td>
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<td>5.2</td>
<td>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.</td>
<td>Systematic processes and procedures for collecting, analyzing, and applying learning from all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.</td>
<td>•Written protocols and procedures for data collection and analysis&lt;br&gt;•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning&lt;br&gt;•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</td>
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<td>5.3</td>
<td>Professional and support staff are trained in the evaluation, interpretation, and use of data.</td>
<td>All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.</td>
<td>•Policies specific to data training&lt;br&gt;•Professional learning schedule specific to the use of data&lt;br&gt;•Documentation of attendance and training related to data use&lt;br&gt;•Survey results&lt;br&gt;•Training materials specific to the evaluation, interpretation, and use of data</td>
<td>Level 4</td>
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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.
Students are required to take the District Baseline Assessment at the beginning of the year or semester. At the end of each quarter the students take a Curriculum Guided Assessment. Students also take the I-READY test for Mathematics, the IOWA E and the DAR for reading to glean additional data about the student's grade level aptitude for the math and reading. The data from these assessments is reviewed by the teachers, instructional coaches and administration. From this data, a plan is formulated to address areas of weaknesses for instructional purposes. Teachers work with their Common Planning Groups to design lessons for whole class instruction as well as the individual student.

Strengths include our Reading Enrichment I, II, III, and FCAT Retake classes and the ACT/SAT Preparation Course being offered during the day each day. Math also has remedial courses during the day and reviews twice a week after school. There is after school remediation and credit recovery offered to the student body. Another strength would be our Summer Bridge Program which lasts two weeks each summer and orients our incoming new Freshmen to our school, and to our curriculum offerings. Certainly our AICE, Medical Career Academy, and AVID Program are all strengths that draw academically oriented students to our school and assist in continuous improvement across the board.