

MSA STANDARD 3: SCHOOL IMPROVEMENT PLANNING

Process Used to Complete this section of the Self-Study

This assessment was completed via the following method(s):

a.) a subcommittee comprised of the following individuals:

Committee Member Name	Role in the School Community (e.g. teacher, parent, student, etc.)

**NOTE: Committee size and composition may vary depending upon school size, the topic to be addressed, etc. If needed, add lines to the above chart.

b.) the compilation of _____ total surveys distributed to (indicate # of each)
_____ administration _____ faculty
_____ students _____ board members
_____ parents
_____ other (Identify) _____

c.) Other methods used to determine this assessment:

STANDARD 3: SCHOOL IMPROVEMENT PLANNING

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The school's improvement plans are developed with broad-based school community participation and input.
4 3 2 1 na	Information about the school's planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.
4 3 2 1 na	Improvement plans are supported by the school community and approved by the governance where appropriate.
4 3 2 1 na	Periodic external reviews validate the school's processes for strategic or long-range planning and school improvement.
4 3 2 1 na	The school can document its long-range planning for finances, facilities, and technology enhancement.
4 3 2 1 na	Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.
4 3 2 1 na	The school's improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.
4 3 2 1 na	Planners consider the capacities of its facilities, equipment, and staff before adopting new programs.

Indicator for Faith-Based Schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	The spiritual life of the community is a priority in all planning activities.

What are the school's strengths in meeting this standard?

What are the school's needs in meeting this standard?

Prioritize any plans for improvement for meeting this standard.