



School Name

City, State

Date

Schoolwide Title Reporting

## Executive Summary

We want to know more about your institution. Your description of your institution should be 2,000 words (four to five pages) or less. Consider composing a paragraph or two based on each these prompts to guide you in writing your first narrative:

1. Provide a brief description of the history of your institution.
2. Describe the community your institution serves.
  - Is the community urban, suburban, or rural?
  - What language(s) are spoken?
3. Describe how your institution is governed.
  - Is your institution independent, related to a special association or religious group, or under a state department or ministry of education?
  - Is there a board of directors or other governing authority?
4. Describe the mission, vision, and values of your institution.
  - When were these statements last reviewed and/or updated?
5. Describe the enrollment trends in your institution for the past three to five years.
6. Describe your institution's philosophy of education.
  - Is the philosophy traditional?
  - Is it based on a particular model or does it include research developed by John Dewey, Piaget, Vygotsky, Glaser or Gardner's work? Perhaps it's a combination of multiple sources of research.
7. Describe your institution's curriculum.
  - Does your governing authority require a certain curriculum?
  - Do you have a traditional curriculum based on reading, writing, and mathematics?
  - Do you offer special programs such as STEM, music, and arts?
  - How and when is the curriculum updated?
8. Describe instruction in your institution.
  - Is it traditional lecture format, competency-based, on-site, and/or remote?
  - How much is technology integrated into instruction?
9. Discuss personnel management (such as hiring practices, evaluation, and supervision).
10. Give a brief description of student performance.
  - Are you required to give certain assessments at certain grades?
  - In what curricular areas do your students perform well?
  - What curricular areas need improved student performance?
  - Does trend data indicate student performance is improving, staying about the same, or declining?
11. Describe current major improvement initiatives.
  - Include progress and status on each initiative.
  - Include the intended outcome or goal of each initiative
12. (For Schoolwide Title Schools) Describe methods of coordination of programs: federal, state, and local.

Insert Executive Summary Here

## Key Characteristic: Culture of Learning

<b>Standard 1</b>	Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.	Choose an item.
<b>Standard 2</b>	Learners' well-being is at the heart of the institution's guiding principles, such as mission, purpose, and beliefs.	Choose an item.
<b>Standard 3</b>	Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.	Choose an item.
<b>Standard 4</b>	Learners benefit from a formal structure that fosters positive relationships with peers and adults.	Choose an item.
<b>Standard 5</b>	Professional staff members embrace effective collegiality and collaboration in support of learners.	Choose an item.
<b>Standard 6</b>	Professional staff members receive the support they need to strengthen their professional practice.	Choose an item.

## Key Characteristic: Leadership for Learning

<b>Standard 7</b>	Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.	Choose an item.
<b>Standard 8</b>	The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.	Choose an item.
<b>Standard 9</b>	Leaders cultivate effective individual and collective leadership among stakeholders.	Choose an item.
<b>Standard 10</b>	Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.	Choose an item.
<b>Standard 11</b>	Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.	Choose an item.
<b>Standard 12</b>	Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.	Choose an item.
<b>Standard 13</b>	Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.	Choose an item.
<b>Standard 14</b>	Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.	Choose an item.

<b>Standard 15</b>	Learners' needs drive the allocation and management of human, material, digital, and fiscal resources.	Choose an item.
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### Key Characteristic: Engagement of Learning

<b>Standard 16</b>	Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.	Choose an item.
<b>Standard 17</b>	Learners have the support and opportunities to realize their learning potential.	Choose an item.
<b>Standard 18</b>	Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.	Choose an item.
<b>Standard 19</b>	Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.	Choose an item.
<b>Standard 20</b>	Learners engage in experiences that promote and develop their self-confidence and love of learning.	Choose an item.
<b>Standard 21</b>	Instruction is characterized by high expectations and learner-centered practices.	Choose an item.
<b>Standard 22</b>	Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.	Choose an item.
<b>Standard 23</b>	Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.	Choose an item.

### Key Characteristic: Growth in Learning

<b>Standard 24</b>	Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.	Choose an item.
<b>Standard 25</b>	Leaders promote action research by professional staff members to improve their practice and advance learning.	Choose an item.
<b>Standard 26</b>	Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.	Choose an item.
<b>Standard 27</b>	Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.	Choose an item.
<b>Standard 28</b>	Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.	Choose an item.

<b>Standard 29</b>	Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.	Choose an item.
<b>Standard 30</b>	Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Choose an item.
<b>Standard 31</b>	Learners demonstrate growth in their academic performance based on valid and reliable assessments.	Choose an item.

## Narratives

Please provide narrative on three to five standards of strength and three to five standards to target for improvement.

Insert Areas of Strength Narrative Here

Insert Areas for Growth Narrative Here