



Self Assessment

Northland Preparatory Academy

Mr. Bob Lombardi, Superintendent
3300 E Sparrow Avenue
Flagstaff, AZ 86004

TABLE OF CONTENTS

Introduction.....	1
Standard 1: Purpose and Direction.....	2
Standard 2: Governance and Leadership.....	6
Standard 3: Teaching and Assessing for Learning.....	17
Standard 4: Resources and Support Systems.....	28
Standard 5: Using Results for Continuous Improvement.....	34
Report Summary.....	39

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: 3.0

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) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present •Original Charter Documents Preview Session Orientation for new students Website Teacher websites Syllabi Book/Full length film rationales Emails Student handbook 	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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a 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 share 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 •Pre-planning documents Book/Full length film rationales Teacher web pages Curriculum maps Observation protocols that include Quadrant A-D and 3R AIMS/AZ Merit scores Student surveys Graduation rate Acceptance rate to college/university 	Level 3

Self Assessment

Northland Preparatory Academy

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•The school data profile•Pulse checksWeekly update of gradesWeekly review of D/F list with plan for improvement	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.

1.1 The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success.

In 1996 a group of parents and Flagstaff community members came together to form a charter school. The intention of the school was to prepare students for college. Originally, the plan had been for Northland Prep to become an International Baccalaureate (IB) school. The IB certification never took place, in great part due to the cost of the program, but the original charge to prepare students for college has not wavered in 20 years. Furthermore, as NPA is a public charter school with a contract with the state of AZ to provide a specific service, we adhere to the following mission:

Northland Preparatory Academy provides a coordinated, individualized program of study that promotes academic excellence and provides educational opportunities for serious middle and high school students, regardless of gender, ethnic origin, economic or academic ability.

1.2 The school 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.

NPA provides many opportunities for our families and our potential families to become familiar with our program and what it means to be part of the NPA community. The first of those opportunities comes during our Preview Session. To receive an application for enrollment one must attend one of three Preview Sessions during our open enrollment period. The open enrollment period is from the second Friday in November until the second Friday in January (<http://www.northlandprep.org/enrollment-information/>). The Preview Sessions are meant to inform potential applicants of who we are as an educational community, what we provide, and what we do not provide. To accommodate working families, the first two sessions are held on Saturday mornings, and the third session is held on a weekday evening. Historically there have been more applicants than there are spaces. When that is the case, we follow A.R.S. §15-184, which specifies how we are to

Self Assessment

Northland Preparatory Academy

select applicants ("through an equitable selection process such as a lottery" A.R.S. §15-184E) and to whom we may show preference. The statute states that we will give preference to siblings of currently enrolled students and that we may give preference to children or grandchildren of employees and children of governing board members.

In addition to the Preview Sessions, there is a school website that is rather comprehensive. It includes basic information on school happenings and provides information on such events as late start days and cancellations due to weather. It also includes the school google calendar that includes upcoming events and sports, information for students, parents, board members, and potential employees. Teacher web pages are located in the Academics tab. Teachers post syllabi and assignments, and many of them embed google calendars which the students can use to create their own calendars. Under the Academics tab, there are rationales for full-length texts and films. We create and post the rationales so that parents will have the opportunity to read and understand why it is that the particular pieces are chosen. It is our goal that the rationales for returning teachers be posted before the end of each school year so as to provide ample time for parents to review. That is extremely important as we have parents sign an Understanding of Curriculum agreement in accordance with Arizona Revised Statute 15-113(b).

The website also includes FamilyLink which is our online grade reporting system. Each parent has a unique password to FamilyLink for each of their children, and each student has a password to the system. The students are taught how to use the system to check their grades and also to check for any missing assignments. If the students have an ILS (integrated learning strategies) class, the ILS teacher will routinely check grades to help students get all assignments completed. The dean, assistant principal and the principal check FamilyLink each Monday for students with grades of either D or F. A plan is then formulated as to how the students can raise their grades. The interventions can take many forms, such as talking to the student to see what is going on (perhaps they have an assignment they forgot to turn in). If the student has yet to complete the assignment, they may have to stay in at lunch or stay after school to complete it. If the student has many assignments missing, they may have to stay after school and attend a Saturday School. Most administrators take turns hosting a Saturday School every other Saturday of the school year. Students who are frequently on the D and F list may be assigned a study hall with either the dean of students or the assistant principal. None of the above are intended as punishment but are intended to help the student have academic success. We also want to teach the students that to take a zero on an assignment (which may seem like the easy and quickest way) will not work. They must do the assignments that the teachers assign. We have a saying, we want to make it harder for the students to fail than to succeed.

1.2 The school 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.

NPA takes great pride in our curriculum, providing "all students challenging and equitable opportunities to develop learning skills, thinking skills and life skills" that align with our college preparatory mission. Our alumni are glowing in their praise for how well they have been prepared for college, making this indicator a strength. Although this liberal praise occurs frequently and from every graduating class, the feedback is only anecdotal, typically either in the form of emails from our students who are now in college (often with links to materials that they believe would enhance our curriculum) or on our yearly alumni day, when our former students are invited to speak to our current upper classman in panel discussions about their college experiences. One possible means of improving this area would be to start collecting this data more formally through regular surveys of alumni. Such an approach would also provide balance, giving our graduates a chance to describe areas of need, as well as areas they see as strengths.

To ensure that our students are prepared for the next level within a given department, those few courses that require multiple teachers share curriculum maps and assessments, with assessments given on the same day. While this is a goal for these courses (Algebra 1 and Geometry, Earth/Space/Environment, and Spanish III), the Spanish instructors are still challenged to stay on pace together, primarily because it is their first year doing so.

Another area of need in terms of preparing students for the next level would be our own internal transition between middle school and high school. Although the school goes from grades six to twelve, we observe a dramatic and challenging transition for students between the

Self Assessment

Northland Preparatory Academy

middle school curriculum (grades six through eight) and high school (grades nine through twelve). We are working both within departments and between grade levels to make our scope and sequence progress more consistently and, thereby, eliminate this issue.

In terms of individualized learning activities, we observe that many of our teachers use universal design, presenting instructional materials in a variety of formats, and that our students benefit individually within our small class sizes, yet we believe we need even more attention to the individual learning needs of students.

1.3 The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning

NPA's school leaders use "a documented, systematic continuous improvement process for improving student learning and the conditions that support learning." This applies to all stakeholders. For students, the principal, vice principal and dean of students review the D and F list every Monday morning to identify struggling students, as well as to create a plan for supporting those students. This might mean parental contact, extra time with the dean to catch up with missing work, alerting the I.L.S. teacher, as well as the classroom teacher, and/or Saturday school. Periodically, leadership also surveys students in a "pulse check" to determine stress levels. This information is then shared with teachers. In addition, the athletic director runs a grade check every other week to determine academic eligibility.

Families are kept informed about students learning through the NPA website, teacher webpages, FamilyLink (our electronic gradebook), as well as through email and personal phone calls. Support for and understanding of the NPA culture are built through the preview sessions, back-to-school nights, parent/teacher conferences, board meetings, email blasts and surveys.

Teachers are kept informed through the Monday Memo, emails, and faculty meetings, including in-house professional development. If they have questions and concerned, the principal, vice principal and dean of faculty are readily available to provide information and/or to research the issue further.

Finally, the leadership team is composed of the principal, vice principal, dean of students, dean of faculty, programs coordinator, SPED director, athletics director, and the school psychologist. This team meets weekly to identify goals and plan the strategies and timeline for reaching those goals. Subcommittees are created as needed for specific projects. For example, faculty identified student absenteeism as a primary contributor to struggling students and stressed out teachers. As a result, a committee of teachers and administrators met, ultimately creating the attendance policy that went into place for the 2015-16 school year. Preliminary data collection indicates that this new policy is having a positive effect. Similarly, when our emergency plan was shown to be deficient, leadership researched the problem, met with local law enforcement, purchased the One Call Now phone messaging system, and created an emergency plan that is far more thorough, far more efficient, given the new era of safety concerns. With each new lockdown--which were many in 2014-15--we were able to refine and simplify the system to its current standards. Because our school is relatively small, teachers are able to provide invaluable and immediate feedback and suggestions--no matter what the problem--enabling us to quickly address problems and concerns.

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

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 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.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •Conflict of interest policy Minutes from Board Meetings posted on web Annual audit AFR Hufford and Horstman, (and others) attorneys 	Level 4

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 •Proof of legal counsel •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 •Handbook Annual Audit Charter is authorized until 2031 	Level 3

Self Assessment

Northland Preparatory Academy

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 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.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •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 •Annual Budget Annual AFR 	Level 4

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 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.	<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 •Working google doc of artifacts Principal's Report Interview protocol Evaluation protocol PD often aligned with summative eval 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Strategic planning committee Monday Memo Emails to families Web page Family link 	Level 4

Self Assessment

Northland Preparatory Academy

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 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.	<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 •Job specific criteria •Representative supervision and evaluation reports •Observation materials Forwards of conference emails 	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.

There is no better way to describe the practices that the board follows than to provide the bylaws of the school. All governing board members follow the bylaws. Furthermore, within the electronic portfolio there will be copies of the actual meeting minutes from this year and several sets from last year.

BYLAWS OF NORTHLAND PREPARATORY ACADEMY GOVERNING BOARD

ARTICLE I - NAME, OFFICE, AND SEAL

Section 1.1 Name of Corporation

The name of the corporation is NORTHLAND PREPARATORY ACADEMY (the "Corporation").

Section 1.2 Principle Office

The principle office of the corporation shall be located in the City of Flagstaff, County of Coconino, State of Arizona.

Section 1.3 Other Offices

The Corporation shall also have offices at such other places within the State of Arizona as the Board of Directors (the "Board") may designate.

Section 1.4 Corporate Seal

The corporate seal shall be inscribed with the name of the Corporation and the year and place of incorporation. The seal may be engraved, lithographed, printed, stamped, impressed upon or affixed to any contract, conveyance or other instrument executed by the Corporation.

ARTICLE II - BOARD OF DIRECTORS

Section 2.1 Powers

The Board shall constitute the governing body of the Corporation. The Corporation's activities, affairs and property shall be managed, directed and controlled, and its powers exercised by, and vested in, the Board. The Board shall have all powers necessary to carry out the

Self Assessment

Northland Preparatory Academy

purpose of the Corporation as specified in the Articles of Incorporation as amended, and the laws of the State of Arizona and of the United States.

Section 2.2 Number, Election, Qualification, Voting, Term

The Board shall consist of at least nine (9) persons. At least fifty-one per cent (51%) of the Directors shall be parents of students currently enrolled at Northland Preparatory Academy or have the intention of enrolling their child during their term. The Board Recruitment Committee shall prepare and distribute applications for Board membership and informational materials about the positions in a timely manner preceding the spring during which an election is held. Special efforts will be made by the Board Recruitment Committee to recruit candidates who bring diverse skills, backgrounds and experiences to contribute to a well-rounded and effective Board. A slate of candidates will be presented by the Board Recruitment Committee to the Board at the February Board meeting. Candidates will be invited to speak at this meeting. Board elections will take place at the March Board meeting. For Board elections, Board members must be elected by a majority vote of the Board of Directors present at the March Board meeting. At each meeting of the current Directors for election of new Directors, each Director shall have the right to vote for as many nominees as there are vacancies on the Board. In the event that a full Board of nine members is not elected by the conclusion of this meeting, the Board must fill all remaining positions through a majority vote of the Board of Directors by the conclusion of the next Board meeting. The term of each Director shall begin in August and generally be three (3) years with approximately one-third (1/3) of the Directors elected annually. Each Director is limited to six (6) consecutive years of service as a Director.

Section 2.3 Expectations

1. Elected Board Members shall attend required training sessions and Board meetings between their election in the spring and the start of their term in August.
2. Board Members are expected to prepare for, attend and participate in all regularly scheduled Board meetings during a three-year term.
3. Board Members will forfeit their position if three unexcused meetings are missed in a Board term year (August - June).
4. Board Members are responsible for representing the Northland Preparatory Academy constituency including administrators, faculty, staff, and students in a positive way in the academy and community.
5. Board Members are also responsible to provide a mechanism for the membership to present issues to the Board and to promote NPA within the community.
6. Board Members are expected to participate in a minimum of one standing Board committee.

Section 2.4 Resignation

A Director may resign from the Board at any time by delivering a written notice to the Chair of the Board.

Section 2.5 Removal

A Director may be removed with or without cause at any time by the vote of two-thirds (2/3) of the Directors. Proper notice, as set out in Section 4.4 of these Bylaws, specifying the proposed removal shall be given prior to the meeting of the Board at which such removal will be considered.

Section 2.6 Vacancies

A vacancy or vacancies shall exist in case of death, resignation, or removal of any Director. A vacancy of more than six months remaining in a term shall be filled by a majority vote of the Board from a slate of candidates. A vacancy with less than six months remaining in the term may or may not be filled at the discretion of the Board. Nominations may be made from the floor. The slate shall be presented at one meeting and voted upon at the next. Vote shall be written ballot or roll call. Each Director so elected shall hold office for the remainder of that term.

Section 2.7 Transfer of Membership

Self Assessment

Northland Preparatory Academy

Board membership in this Corporation is not transferable or assignable. There shall be no proxy, alternate, or substitute membership on voting except as provided in these Bylaws.

Section 2.8 Compensation

The Directors shall serve as such without salary, but the Board may authorize the payment by the Corporation of reasonable expenses incurred by Directors in the performance of their responsibilities or as compensation for special services performed by any Director.

ARTICLE III - OFFICERS

Section 3.1 Titles

The officers shall consist of the Chair, Vice Chair, Secretary, Treasurer, and such other officers as the Board may designate, or as may be required by law. No Director may hold more than one (1) office. The Ex-Officio Officer shall be the Superintendent of Northland Preparatory Academy.

Section 3.2 Election and Term of Office

The officers shall be nominated and elected annually at the August meeting each year. All officers must be directors and must receive the votes of a majority of the Directors present in order to be elected. The vote shall be by written ballot or roll call.

Section 3.3 Removal

Any Officer may be removed at any time, with or without cause, by majority vote of the Directors at a duly held meeting of the Board. Proper notice, as set out in Section 4.4 of these Bylaws, specifying the proposed removal shall be given prior to any meeting of the Board at which such removal shall be considered.

Section 3.4 Vacancies

A vacancy may be filled for the remainder of that term by a majority vote of the Board from a slate of candidates(s). In addition, nominations may be made from the floor. Vote shall be by written ballot or roll call.

Section 3.5 Chair and Vice Chair of the Board

The Chair shall preside at all meetings of the Board and shall have such other powers and duties consistent with these Bylaws as may be assigned by the Board. The Vice Chair shall possess the powers and discharge the duties of the Chair in the latter's absence of disability.

Section 3.6 Superintendent

The Superintendent shall be the Chief Executive Officer of the Corporation. The Superintendent shall exercise general and active management of the business of the Corporation, shall report to and advise the Board on all significant matters of the Corporation's business, and shall see that all orders and resolutions of the Board are carried into effect. The Superintendent shall have the general powers and duties of management usually vested in the office of Superintendent and shall have such other powers and duties consistent with these Bylaws as may be assigned other duties including (i) the duty to attend all meetings of the Board, except in cases of illness or emergency; (ii) the duty to approve all material business transactions made in the name of the Corporation, which fall within the scope of the Superintendent's authority; and (iii) the power to make recommendations to the Board with regard to the hire, transfer, discharge and/or change of employment status of any contract school employee.

Section 3.7 The Secretary of the Board

The Secretary of the Board shall have the general powers and duties usually vested in the office of Secretary of a corporation and shall have other powers and duties consistent with these Bylaws as may be assigned by the Board, including the powers and duties to (i) be custodian of all records, documents and the seal of the Corporation, which are to be kept at the principle office of the Corporation; (ii) affix the corporate seal to any instrument requiring it and to attest to the same by the Chair or Vice

Self Assessment

Northland Preparatory Academy

Chair or other duly authorized officer or agent; (iii) keep the minutes of the Board meetings to be recorded in one or more books provided for that purpose, with the time and place of the holding of such meetings, how they were called or authorized, the notice given, the proper names of those present, and the proceedings indicated in the record; and (iv) to provide that proper notices are given in accordance with the provisions of the Bylaws. The Secretary of the Board shall comply with those duties by working in conjunction with the corporate staff. An assistant to the Secretary may be appointed by majority vote of the Board.

Section 3.8 The Treasurer of the Board

The Treasurer shall be responsible for all funds and securities of the Corporation and shall have general powers and duties usually vested in the office of Treasurer of a corporation and shall have such other powers and duties consistent with these Bylaws as may be assigned to:

- (i) enter or cause to be entered regularly in the books to be kept by the Treasurer or under his or her direction for that purpose a complete and correct account of all monies received and disbursed by the Corporation;
- (ii) render a statement of the financial accounts of the Corporation to the Board at such times as may be requested;
- (iii) exhibit the books of account of the Corporation and all securities, vouchers, papers and documents of the Corporation in his or her custody to any member or designee of the Board upon request; and
- (iv) submit a full financial report to the members of the Corporation at the Annual Meeting. The Treasurer shall comply with those duties by working in conjunction with the corporate staff. An assistant to the Treasurer may be appointed by majority vote of the Board.

ARTICLE IV - MEETINGS OF THE BOARD

Section 4.1 Annual Meeting

The Annual Meeting of the Board shall be held on the first Tuesday of October of each year, unless otherwise specified by the Board. The Annual Meeting shall be held in Coconino County. The agenda for the Annual Meeting must be posted at Northland Preparatory Academy, at least twenty-four (24) hours before the scheduled meeting time. Notice shall be given to Directors by mailing, faxing, electronic mailing, or delivering the same at least twenty-four hours before the meeting to the usual business, residence, electronic mail address, or transacted, the day, time and place of such meeting.

Section 4.2 Regular Meetings

Regular meetings of the Board may, but shall not be required to, be held on such fixed day as the Board may choose. The Agenda of all Regular Meetings must be posted at Northland Preparatory Academy at least twenty-four (24) hours before the scheduled meeting time. Notice shall be given to Directors by mailing, faxing, electronic mailing, or delivering the same at least twenty-four hours before the meeting to the usual business, residence, electronic email address, or transacted, the day, time and place of such meeting.

Section 4.3 Special Meetings

Special meetings of the Board may be held at any time and at any place upon twenty-four (24) hours' notice by the Chair, the Vice Chair in the Chair's absence, or upon the request of a majority of the Directors. Each notice shall state the general business to be transacted, the day, time and place of such meeting, and by whose request it was called.

Section 4.4 Emergency Meetings

When an actual emergency is found to exist, a meeting of the Board may be convened without twenty-four (24) hours' notice. In the case of emergency, the Board may hold an emergency meeting or executive session dealing with school issues provided a public notice is posted within twenty-four (24) hours after the meeting.

Section 4.5 Time and Place of Meeting

The time and place of all meetings of the Board shall be designated by the Chair. Meetings shall be held in Coconino County.

Self Assessment

Northland Preparatory Academy

Section 4.6 Quorum

At all meetings of the Board, a majority of the members of the current Board shall be necessary and sufficient to constitute a quorum for the transaction of business. Participation via teleconference is permissible.

Section 4.7 Voting

At all regular meetings of the Board, except as expressly required by status, the Articles of Incorporation or these Bylaws, all matters shall be decided by a vote of a simple majority of the Directors voting at any meeting at which a quorum is present. Each Director shall be entitled to one (1) vote.

Section 4.8 Proxies

Proxy voting will not be allowed at any Board meeting.

Section 4.9 Conduct of Meeting

Except as otherwise provided by these Bylaws, Robert's Rules of Order shall apply.

ARTICLE V - RECORDS

Section 5.1 Application of the Arizona Public Records Law and other Laws The Arizona Public Records Law, A.R.S. § 39-121 et sequential, Arizona statutes regarding definition, retention or destruction of public records, A.R.S. § 41-1346 through 1350, 1354, and the Arizona State Library, Archives, and Records Division regulations apply to all records of Corporation which are kept in connection with its operation of a charter school. The Family Education and Privacy Rights Act (FERPA), 20 U.S.C. § 1232 et sequential, also applies to certain records of the Corporation in connection with its operation of a charter school.

Section 5.2 Records:

Location and Inspection

There shall be maintained at the principle office of the Corporation all financial books and records of account, all minutes of the Board meetings, and committee meetings of the Corporation, and copies of all other material, corporate records, books, documents and contracts. All such books, records, minutes, lists, documents and contracts shall be made available for inspection at any reasonable time during usual business hours, by

any member of the public for any lawful and proper purpose, and

(i) any Director, or duly authorized representative thereof, for any lawful purpose. Upon leaving office, each Officer or agent of the Corporation shall turn over to a successor or the Chair, in good order, such corporate monies, books, records, minutes, lists, documents, contracts or other property of the Corporation as have been in the custody of such Officer or agent during that term of office.

ARTICLE VI - COMMITTEES

Section 6.1 Designation

The Board may establish and/or abolish such committees as it deems appropriate. Committee membership, duties and responsibilities shall be ratified annually by the Board. All Board committees shall have at least one Board member. The rules of procedure for each committee shall be determined by the respective committee, except that committee and other than advisory committees, will post an agenda that committees will prepare minutes or a recording of the meeting as required by the Open Meeting Law. Committee members shall serve a minimum of two years. A Committee member may resign at any time with written notice to the Committee Chair. Such vacated positions may be filled by the Committee Chair. Any committee member filing a vacated position will complete the term of the resigning member.

ARTICLE VII - FISCAL MANAGEMENT

Section 7.1 Fiscal Year

Self Assessment

Northland Preparatory Academy

The fiscal year shall commence on July 1 of each year and shall end on June 30 of the succeeding year.

Section 7.2 Deposit of Funds

All funds of the Corporation not otherwise employed shall be deposited in such banks, trust companies, or other reliable depositories as the Board from time to time may determine. Endorsements for deposits to the credit of the Corporation shall be determined in such a manner as the Board from time to time may determine.

Section 7.3 Disbursements

All Disbursements by the Corporation shall be check except in the case of petty cash disbursements, which shall be drawn by check initially. All checks, drafts endorsements, notes and evidence of indebtedness of the Corporation shall be signed by one (1) or more Officers or agents of the Corporation and in such a manner as the Board may determine.

Section 7.4 Loans

No loans or advances shall be contracted on behalf of the Corporation, and no note or other evidence of indebtedness shall be issued in its name, unless and except as authorized by the Board. Any such authorization shall relate to specific transactions, and may include authorization to pledge, as security for loans or advances so authorized, any and all securities and other personal property at any time held by the Corporation.

Section 7.5 Contracts

The Chair may, in the name and behalf of the Corporation, enter into those contracts or execute and deliver those instruments that are specifically authorized by the Board, no officer or other agent of the Corporation may enter into any contract or execute and deliver any instrument in the name and on behalf of the Corporation.

Section 7.6 Auditing

The Board, through the Treasurer, shall cause accounts of the Corporation to be audited annually by an independent C.P.A. firm.

ARTICLE VIII - INDEMNIFICATION OF OFFICERS AND DIRECTORS

Section 8.1 Indemnification

Any person (and the heirs, executors and administrators of such person) made or threatened to be made a party to any action, suit or proceeding by reason of the fact that such person was acting as a Director or Officer of the Corporation or Charter Sponsor, shall be indemnified by the Corporation against any and all liability. The reasonable expenses, including attorney's fees and costs, incurred by such person (or by the heirs, executors or administrators of such person) in connection with the defense or settlement of such action, suite or proceeding, or in connection with any appearance therein, shall be paid by the Corporation, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Director or Officer is liable for negligence or misconduct in performance of duties. Such right of indemnification shall not be deemed exclusive of any other right to which such director or Officer (or such heirs, executors, or administrators) may be entitled apart from this Article.

Section 8.2 Insurance and other Indemnification

The Board shall have the power to (i) purchase and maintain at the Corporation's expense, insurance on behalf of the Corporation and on behalf of the Charter Sponsor and others to the extent that power to do so has been or may be granted by statute, and (ii) give other indemnification to the extent permitted by law.

ARTICLE IX - AMENDMENT OF BYLAWS

Section 9.1 Alteration, Amendment or Repeal

Self Assessment

Northland Preparatory Academy

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by an affirmative vote of two-thirds (2/3) of the Directors voting at any regular or special meeting, a quorum being assembled, provided that written notice of such meeting, setting forth in detail the proposed Bylaws revisions with explanations, be given not less than two (2) weeks before such meeting.

ARTICLE X - CONFLICTS OF INTEREST

Section 10.1 Abstention; Procedure

A Director shall not vote on any issue whose passage would affect that Director's financial gain or loss, or if that Director has a personal bias which would prevent objective thought and action. Any Director who believes a conflict of interest exists shall inform the Chair, or person presiding, of the conflict, and the Secretary shall so note in the minutes.

ARTICLE X - DISSOLUTION

Section 11.1 Distribution of Funds

In the event of dissolution of the Corporation, any funds directly donated to the Corporation shall be distributed to one or more regularly organized and qualified charitable, educational or health organizations. No part of these funds shall inure to the benefit of, nor be distributed to any Directors or employees.

These Bylaws have been duly amended by the Board on November 17, 2008, as attested to by the following signatures of the Directors.

2.2 The governing board operates responsibly and functions effectively

The governing board meets once a month, usually the fourth Monday of the month at 5:30pm at the school. The agenda for each meeting is posted both on the front door of the main building and on the website (http://www.northlandprep.org/wp-content/uploads/2013/NPA_Agenda_January-25-2016.pdf). The posting of the agenda is in accordance with Arizona Open Meeting Law. Minutes of the meetings are also available online or in paper copy if necessary (upon request).

Board members serve a term of 3 years. The terms are staggered with one third of the members up for re-election each year. Members may serve up to six years unless they came in to take the place of a member who left before their term was up. In that case the member would serve out the term of the board member who is leaving, and then they are eligible for two full terms. Governing board members are elected in the spring but are not seated until August, prior to the school year beginning. People interested in serving on the board are vetted in a multi- step process. The first step is to attend one of three informational sessions which are intended to inform potential members of the responsibilities and expectations. The next step is to fill out an application packet and at a meeting (generally the regularly scheduled February meeting) they give a short speech to the board describing why they should be elected. The following step is that the members of the recruitment committee call and check the references of the candidates. During the regularly scheduled meeting in March an election is held and the board elects new members. The new members are encouraged to attend all board meetings until they are seated and to attend as many committee meetings as possible. Members are elected in part due to an area of expertise they have that is needed by the board. Officers of the board are elected during the August meeting after the new board members are seated.

Board members must serve on at least one committee. The standing committees are:

Board Recruitment (meets as necessary prior to elections)

Bylaws and Policies (meets as necessary)

Community Enrichment (meets monthly)

Finance (meets monthly)

Fundraising (meets monthly)

Strategic Planning (meets as necessary)

Ad-hoc committees are established and meet as necessary.

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

Self Assessment

Northland Preparatory Academy

The governing board operates as a governing board rather than a managing board. The governing board supervises the superintendent who ensures that the school is run in a fiscally sound manner that adheres to Arizona state law and to the bylaws and policies of the school. The superintendent and the governing board determine goals and benchmarks for each year. The governing board votes each meeting on how the superintendent is doing.

As many of the governing board are parents or potential parents (bylaws state that at least 51% of the members must be parents of currently enrolled students), they are cognizant of their positions when dealing with members of the staff in matters having to do with their own children.

The demeanor governing board members is one of being in service to the school as a whole. In doing so as a body, they have developed an extremely effective method of governance that allows all members of the school to carry on their duties with the appropriate measure of autonomy. That being said it is important to note that they are not hands off; they rely on information from reports generated by committees (on which members of the administration serve) and administration to inform them so that they might make the best decisions for the school.

2.4 Leadership and staff foster a culture consistent with the school's purpose and direction.

The purpose and direction of NPA is and has always been to provide a rigorous educational experience for all of our students. From the first interaction that potential faculty members have during their interviews to the first day that students have on our campus, the purpose and direction of our school are made abundantly clear.

Potential teachers are asked to provide a writing sample when they arrive for their first interview. They are given a prompt that serves to let the committee know if they are able to express themselves clearly, stay on target, and whether their basic philosophy of education fits with NPA. The question poses two scenarios a teacher might face and asks the interviewee to respond to which type of teacher they believe they are. During the rest of the interview questions that are particularly germane to our school are asked. Optimally, if the teachers are asked back for a second interview, they will teach a lesson (selected by the current instructor to keep the students on pace) to a class of students. We have found this process to help us find instructors who are of similar dispositions toward students. Our interview team includes the department head, the dean of faculty, and the principal.

The majority of our students begin at the sixth grade level. Sixth grade students have several opportunities to experience what our school is all about. After being selected through the lottery process, students attend an orientation which will include a math placement test (used solely for scheduling purposes) and time in several stations with teachers that discuss content, dress code, extra-curricular opportunities and specials. On their first day of school, they will have several sessions that deal with topics intended to prepare them for what NPA expects from them (as well as what they can expect from NPA).

2.5 The leadership of NPA strives to engage all stakeholders in support of the school's purpose and direction.

This begins immediately when interested families attend one of the required Preview Sessions and then through Orientation upon acceptance. Similarly, in the fall, we host two back-to-school nights and three days of parent/teacher conferences. We also keep a very robust website that is intended to inform parents and students about NPA, in general, and teachers, in particular. Each teacher hosts a webpage that provides information about the requirements of the class, often through an embedded google calendar that shows daily homework and assessments. Further, parents and students can acquire important class information through FamilyLink, our electronic gradebook.

Each morning, students (volunteers) read the daily bulletin, which includes information about events, discusses some school issues and gives information about upcoming tests. The daily bulletin is also posted on the website to provide parents with the information as well. At times, surveys are used to collect data from students, parents and/or teachers, as well as to create opportunities for positive engagement in our community. For example, when anxiety levels seem to be on the rise, we do a "pulse check" of students, asking about homework load and assessments.

Self Assessment

Northland Preparatory Academy

Our effort to include all stakeholders does not stop there. The governing board has several standing committees that allow parents opportunities to support the school and the school's purpose and direction. In addition, the Community Enrichment Committee (CEC) has as its mission to support the NPA community, however necessary. For example, during pre-planning days, they provide meals for teachers; during some faculty meetings they provide snacks and run the "Mounds of Respect" recognition program for teachers. During finals they provide snacks for students, and they have used their fundraising efforts to purchase equipment, like picnic tables and electronic whiteboards for classroom use. They have also provided support to families in need.

Communication with teachers takes a variety of forms. One to one communication is available daily with any one of our leadership team--appointments are available, but our casual culture makes drop-ins the most frequent form of meeting time. The leadership team sends out a Monday Memo to teachers on the first day of each school week to let them know important happenings in the week, and emails are sent to teachers regularly on more pressing issues. The website also hosts a Teacher Resource page with links to helpful information. Finally, early dismissal afternoons, which occur bi-weekly, are often used for faculty meetings when a topic lends itself to a group session.

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: 3.33

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 •Posted learning objectives •Course schedules •Course descriptions •Syllabi Shared curriculum and assessments UD 	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.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Home grown curriculum materials based on state standards Grade level meetings Vetting of course materials Formative assessments 	Level 4

Self Assessment

Northland Preparatory Academy

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 •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 •Universal Design Quadrant Analysis 	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 •Surveys results •Administrative classroom observation protocols and logs •Observation schedule Observation protocols Walk through protocols Student survey AP narrative in response to AP instruction reports Narrative regarding finals 	Level 3

Self Assessment

Northland Preparatory Academy

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •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 •Invention Convention Project Citizen Meeting guidelines Dr A- Monthly mentor meetings, meets with faculty members often 	Level 3

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 •Collaboration guidelines Meeting guidelines Rubrics AP and Finals reflections 	Level 3

Self Assessment

Northland Preparatory Academy

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.	All 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. These programs set high expectations for all school personnel and include valid and reliable 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 •Mentor meeting notes Better notes 	Level 4

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, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •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 •Preview Sessions Orientation PT Conferences 6th Grade Orientation Day before school CEC Committees 	Level 4

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 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.	<ul style="list-style-type: none"> •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •ILS Protocols D/F Weekly meetins Dean 	Level 3

Self Assessment

Northland Preparatory Academy

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.	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.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Weekly grade updates Stated expectations on grading time frame 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a 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. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs •Conference evidence from teachers 	Level 3

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 all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on 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 all students.	<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 •UDL training Dr Baker's training 45 Day screening SST 	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.

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.

NPA takes great pride in our curriculum, providing "all students challenging and equitable opportunities to develop learning skills, thinking

Self Assessment

Northland Preparatory Academy

skills and life skills" that align with our college preparatory mission. Our alumni are glowing in their praise for how well they have been prepared for college, making this indicator a strength. Although this liberal praise occurs frequently and from every graduating class, the feedback is only anecdotal, typically either in the form of emails from our students who are now in college (often with links to materials that they believe would enhance our curriculum) or on our yearly alumni day, when our former students are invited to speak to our current upper classman in panel discussions about their college experiences. One possible means of improving this area would be to start collecting this data more formally through regular surveys of alumni. Such an approach would also provide balance, giving our graduates a chance to describe areas of need, as well as areas they see as strengths.

To ensure that our students are prepared for the next level within a given department, those few courses that require multiple teachers share curriculum maps and assessments, with assessments given on the same day. While this is a goal for these courses (Algebra 1 and Geometry, Earth/Space/Environment, and Spanish III), the Spanish instructors are still challenged to stay on pace together, primarily because it is their first year doing so.

Another area of need in terms of preparing students for the next level would be our own internal transition between middle school and high school. Although the school goes from grades six to twelve, we observe a dramatic and challenging transition for students between the middle school curriculum (grades six through eight) and high school (grades nine through twelve). We are working both within departments and between grade levels to make our scope and sequence progress more consistent and, thereby, eliminate this issue.

In terms of individualized learning activities, we observe that many of our teachers use universal design, presenting instructional materials in a variety of formats, and that our students benefit individually within our small class sizes, yet we believe we need even more attention to the individual learning needs of students.

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.

At NPA, the emphasis is on home-grown curriculum materials that are tailored to the individual learning needs of our students rather than the use of any kind of "canned" curriculum. From day one, teachers are encouraged to build their own teaching materials using the many resources available at professional conferences and in books, periodicals, and on-line teaching environments. Similarly, they are discouraged from using any type of prefabricated handouts that are merely busy work. The goal is to have student-centered (rather than teacher-centered) materials, materials that require active engagement by students.

The NPA curriculum is reviewed at multiple levels. First, instruction and instructional materials are reviewed annually in light of student performance on state test scores (AIMS and now AZMerit), as well as national tests, especially when there is specific data available on how students have scored on each component of the test. The instructional guides provided by College Board for AP exams is a particularly helpful example of this. Second, reviewing curriculum is a routine piece of the observation process. This spans from reviewing lesson plans, to identifying specific teaching strategies, as well as the rigor and relevance of those strategies. Third, teachers are required to update curriculum maps for each of their courses every year. These curriculum maps are standardized and include time frame, unit title, standards, instruction and formative assessment, resources, and summative assessments. These are reviewed by department chairs and kept on file with the dean of faculty. Further, grade levels meet throughout the school year to make sure all scope and sequences align. Within some departments, there are regular discussions about curriculum and instruction in monthly department meetings and through standard practices like vetting all full-length student reading, as occurs in the English Department. Finally, instructional material is under constant scrutiny by our teachers, who engage in both formal (required by administration) and informal reflection. Because most courses are taught by a single teacher, teachers are able to reflect upon and make changes to instructional materials as needs become apparent or new materials become available.

There is no required format required for lesson plans and the instructional materials that supports those plans. Our teachers are professionals who know what strong instructional planning requires and how best to organize that material for current and future use. Many

Self Assessment

Northland Preparatory Academy

teachers use the standard brown, lesson planning book, but many also create a word document and either create an ongoing list, or they create a chart that includes all the key features of Lesson Plans: date, unit, learning objective, materials or resources needed/used, instructional activities, assessment (formative (daily) or summative (unit)), and assignments or homework. Some teachers also include a spot for notes because planning may not completely align with implementation, and they want to note needed changes for the future. A few teachers have begun to use electronic lesson plans, making use of the available applications for teachers. We expect this practice to grow as the available apps can greatly streamline the documentation process.

In terms of assessment, teachers are encouraged to use daily formative assessments (like exit tickets or quick writes) to ensure that students are truly learning the material being taught. This is an element checked during the teacher observation process. While many teachers use this practice, there is still room for improvement as we do not have formative assessments occurring every day and in every class. In addition, more formal summative assessments, like semester exams, are reviewed by department chairs and are administered during a special finals schedule (3 days of testing preceded by 2 days of review).

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.

Teachers spend a great deal of time planning units, researching possible approaches and talking to colleagues about their experiences. The goals of these units are impressive, typically including "collaboration, self-reflection and development of critical thinking skills." Many teachers use universal design, providing information in multiple forms, orally and visually, on whiteboards, webpages and paper. Still, there is room for improvement in terms of personalizing instructional strategies and interventions beyond universal design. Some of our students have unique challenges and would benefit from more personal attention to support their learning.

Another area in which there is room for improvement is in the use of instructional strategies requiring students "to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools." Our best assessment of this occurs with our observation tool which includes the Rigor/Relevance Framework from the International Center for Leadership in Education. This framework includes four quadrants: A) Acquisition, B) Application, C) Assimilation, and D) Adaptation. Our goal is to get students actively engaged in their learning every day, which means every class period has some component that takes students beyond Quadrant A to higher order critical thinking and application. As our quadrant analysis of teacher observations shows, NPA teachers have increased their use of learning in quadrant C, requiring critical thinking, and D, requiring application in unpredictable, real-world situations, but it is a goal for which we are still reaching.

3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

Although we have fewer than 50 teachers, three administrators formerly and routinely conduct observations: the principal, vice principal and dean of faculty. We do this primarily using an observation tool developed in house, based on the school's values and beliefs, the approved curriculum, the practice of direct engagement with students, and the Arizona state standards. This tool has several sections. The first section, based on InTASC's Model Core Teaching Standard, looks at Instructional Practice, specifically Assessment (#6), Planning for Instruction (#7), and Instructional Strategies (#8). This section also includes the Rigor/Relevance Framework from the International Center for Leadership in Education. We complete the observation by recording both Commendations and Recommendations for Growth; in this way, every teacher is provided specific feedback in each of these areas. An abbreviated version of this form is used for walk-throughs. Following full-length formal observations, teachers are asked to complete a Post-Observation Feedback form. The assumption is that the observers have popped in in media res (in the middle of things), as the majority of our observations occur without warning, so teachers are asked a series of questions: 1) What is the ending goal of this lesson? That is, what are the enduring understandings being taught? 2) Where does this lesson fit in the progression toward that goal? 3) In what quadrant(s) would you characterize this lesson? Rationale? 4) In the future, what would you do to improve this lesson (particularly in regard to rigor and relevance)? Such reflection aids both the observer and the teacher find perspective on the lesson.

This year, we are piloting AdvancED's ELEOT observation tool to provide a more complete picture of what is happening in our classrooms.

Beyond classroom observation, monitoring of instruction occurs in a number of other ways: 1) Teachers are required to update curriculum maps yearly for each of their courses. 2) Students are surveyed through both course evaluations (at the end of each semester) and through formal pulse checks, designed to check on homework load and student anxiety. 3) Periodically, teachers are required to reflect on their practice both informally and formally through written narratives, reflecting on the success and areas of need identified in semester exams, student surveys, and AP exams, to name a few. And finally, 4) the role of the dean of faculty requires her to be out and about campus, noting what is going on with teachers around the school.

Students are also monitored routinely "in the oversight of their learning." Each year, NPA students are issued an agenda to track their assignments. During the middle school years, these agendas are checked routinely to be sure students are using them and using them correctly. In addition, in each of their courses, standard practice is to alert the student, the parents, the ILS (integrated learning strategies) instructor, and the dean of students if students are struggling or missing work. The vice principal and principal are also included in the weekly monitoring of the D and F list. Finally, the athletic director checks on athlete grades every two weeks to determine academic eligibility.

3.5 Teachers participate in collaborative learning communities to improve instruction and student learning.

Encouraging collaboration has become a priority for NPA and is encouraged in a number of ways. First, all teachers "participate in collaborative learning communities that meet both informally and formally on a regular schedule." This collaboration occurs during faculty meetings (occurring as needed), department meetings (occurring at least once a month), and grade level meetings (occurring periodically). In addition, the proximity of room assignments encourages collaboration: 1) the 6th grade classrooms occupy one wing, 2) math classrooms occupy one wing, 3) Spanish teachers occupy adjacent classrooms, 4) the music program occupies adjacent classrooms, 5) most of the Science department occupies one hallway, and 6) English and History teachers are paired so that grade levels are close enough for informal but powerful hallway talk. Finally, teachers are encouraged to create collaborative projects to foster student learning and to reduce student workload. Each year, we see the implementation of more and more collaborative projects, demonstrating that teachers embrace this practice and have seen improvement in both instructional practice and student performance. Examples of such projects include Invention Convention (6th grade), Project Citizen (8th grade), and Law Day (10th grade).

Productive discussion about student learning is fostered through guided practice. For example, the special education department uses specific meeting protocols that guide all teachers to always begin with student strengths and then move into areas of need. Such practice is also encouraged in faculty and department meetings. The goal is to keep the discussion on a constructive path, rather than devolving into a demoralizing complaint session. Similarly, the protocol for department meetings begins with strengths or best practices to make these meetings both positive and meaningful.

One area of possible need is using and discussing the results of inquiry practices. Although we use such practices, we use them informally and as needed rather than as formalized part of the daily routine of all teachers. There is no doubt that our teachers are reflective, as strong teaching requires continuous reflection. Evidence of such reflection can be found in Lesson Plans, as well as in the trail of post-it notes teachers use to document their thinking toward improving future lessons. However, it currently is not part of their practice that we ask about routinely. Formalizing this essential component of instructional practice seems risky, as mandating a particular format might be more cumbersome and discouraging than helpful.

3.6 Teachers implement the school's instructional process in support of student learning.

This indicator has been a growing strength over the past five years. In that time, administration has mandated several changes in our instructional process. First, all teachers must make the daily learning expectations explicit to students, posting them or projecting them on whiteboards. Toward that end, teachers post a daily learning objective including "the know" (what the students will learn) and "the show" (how students will demonstrate that they have actually learned the material). To reinforce this goal, the teacher observation instrument was altered to include the Learning Objective as a part of Planning for Instruction. While this is a goal that has become more and more the norm,

Self Assessment

Northland Preparatory Academy

we do not have 100% compliance, as teachers sometimes forget to publicly update learning objectives. In addition, broader learning expectations are often posted on teacher webpages, often as a component of the syllabus.

Like Learning Objectives, another ongoing goal is the use of daily formative assessments as teachers must have evidence that students actually learn what teachers believe they have taught. This is easier in departments like Math, where students are taught discrete skills that can be assessed both through in-class practice and nightly homework. It is more challenging in departments with broader goals practiced over a longer period of time. In these cases, teachers use formative assessments like exit tickets, providing a bit of analysis on the day's learning, and personal responses, short writings analyzing some aspect of the day's reading.

In terms of providing timely feedback, NPA has the standard that essays, labs and larger projects must be returned to students within two weeks; shorter work, like nightly homework, must be assessed and returned within one week. Upon the return of significant assignments, teachers review and/or reteach areas where students have struggled. For example, when English teachers return essays, they will actively review those patterns of errors observed on this written assessment.

From a broader perspective, at times, teachers are also asked to write a narrative reflecting on their instructional process--for example, on semester exams or AP tests--to try to identify patterns, both where students did well and where they struggled, where they were prepared well and where they were not. In addition, teachers all administer a standard Student Survey at the end of both fall and spring semesters. This course evaluation may provide useful information to teachers about what is going well and what is challenging from a student's perspective. However, at our most recent debrief with department chairs, a concern was raised about the efficacy of our survey instrument. Because it is used in all classes within a relatively short time period (twice a year), there are concerns that students do not take the survey seriously, so the feedback is insufficient in some classes. One proposal to remedy this situation is have some standard criteria in common on all surveys but then allow departments to tailor the rest of the questions to better meet needs.

In terms of Standards, NPA uses Arizona state standards where those exist, as well as AP standards for those courses that have this College Board designation. In areas where there are no state standards, teachers use national standards in their discipline.

3.7 Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Mentoring of all personnel occurs via a variety of forms. First, all teachers participate in three days of back to school training prior to the start of the new academic year. In addition, our Early Dismissal Schedule was designed to give teachers more opportunities for professional development and collaboration. (Specifically, days 9 and 10 of our 10 day schedule provide both longer class periods (90 minutes) and an early dismissal for students.) Further, the creation of the dean of faculty position was to provide an advocate and mentor specifically devoted to the needs of teachers. As a member of the observation team, she provides specific feedback with each set of observation notes about what a given teacher is doing well and where s/he might work to improve. These observations occur throughout the school year.

New teachers are supported through our mentoring program. First, all new teachers begin school one day earlier than the rest of the staff, so they can enjoy an introduction to NPA culture and practices, as well as to bond. Following that, the dean of faculty runs a mentoring program which meets weekly at the beginning of the school year, then monthly, and finally, as needed. Each meeting is centered on a specific topic relevant the school calendar at that time. In addition, we publish our very own "face" book, which includes pictures of all NPA personnel as a reference. Similarly, we have an "insider's guide" which is another handy reference to some expectations and idiosyncrasies of the NPA culture. The Employee Handbook provides more formal materials necessary to our school. Finally, we host a Pumpkin/Gourds social activity, for which returning teachers secretly gift our new teachers for the months of October and November. This culminates in a faculty-wide potluck. The idea is foster the growth of relationships between new teachers and old.

One area that may benefit from a more formalized process is the observation of peers. While this practice is encouraged, it is not required,

and teachers are left to make these arrangements on their own.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Opportunities for engagement occur throughout the school year and through a variety of modes of communication. Prior to families even entering the lottery (for admission), NPA runs multiple, required preview sessions which introduce prospective families to the culture and expectations of our school. Upon entrance to the school, sixth-graders attend a "boot camp," designed to help get them organized and to teach them expectations, like how to walk in the halls, when they will be allowed to go to their lockers, and how to use the agenda that they are issued. Once school begins, NPA holds both back-to-school nights and parent/teacher conferences. Additional communication is also available through our website and through specific teacher webpages. These webpages are a required piece of parent/teacher communication, so most teachers have an embedded google calendar within, showing both assignments and assessments. Another formal form of communication is through FamilyLink, our online gradebook. Each student and his/her family has a password, giving them immediate access to all posted grades, as well as quick links to teacher emails and webpages. Finally, the daily bulletin is posted on the web, and we have a Facebook page maintained by one of our parents.

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.

Students are well known to adults at NPA because we are a relatively small school, with small class sizes, and most students attend the school for seven years. In addition, we have personnel, in addition to teachers, to support students: a school psychologist who is here four days a week; a full-time school counselor with a very big drop-in crowd; a three-prong special education program; a dean of students who monitors students' grades and attendance weekly and then helps struggling students get back on track; ILS (Integrated Learning Strategies) teachers who monitor student progress weekly, as well as an assortment of coaches for athletics, Mock Trial, Odyssey of the Mind, and Robotics, to name a very few.

It is, and has been, a part of our culture to get to know our students and to build relationships with our students as teaching and, more importantly, learning is dependent on such positive relationships. We know we are successful on some level because so many of our alumni stay in touch and come back to visit. They come to visit the people, not the building. That being said, we do not know that every student has at least one advocate because we do not have a formal mentoring program for all students. It is a gap we readily acknowledge. Our leadership team has discussed a variety of possibilities for a more formal mentoring program but have not yet found the right way to build it into our program. Scheduling remains our biggest obstacle.

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.

Grading and reporting "based on clearly defined criteria" is a strength. All grades are posted on our electronic gradebook, SchoolMaster, and are immediately visible to students and their parents through the FamilyLink portal. All NPA teachers use the standard grading scale (90-100= A, 80-89 = B, 70-79 = C, etc.) and must have grades updated each Monday. In addition, the expectation for grading/feedback is that larger assessments, like essays, tests, labs or projects, are assessed and returned within two weeks, while smaller assignments, like homework, are assessed and returned within one week. Finally, there are some standard rubrics in place, like the 6 Traits rubric for writing, used within the English Department, with the AP courses, with their own required rubrics, being the only exception.

3.11 All staff members participate in a continuous program of professional learning.

All teachers participate in the in-house professional development that occurs for the three days prior to school starting and in afternoon

Self Assessment

Northland Preparatory Academy

sessions on early dismissal days. In addition, each year, many teachers and administrators attend professional development conferences or workshops. When a weakness is identified--or an area requires additional exploration--our first strategy is to find appropriate professional development and other resources for those teachers. In addition, when teachers return from these meetings, they share their experiences with fellow department members. And of course, many teachers, either through their departments or on their own, seek self-education through reading and webinars. The state of AZ requires that certified teachers complete professional development to retain certification. However, we have no formal structure in place for measuring how capacity is built or if our "program" is effective.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

NPA uses systematic processes to identify student needs. First, we use a 45 day screening tool for every new student in our school, even atypical enrollees. This survey is completed for all new students by all his/her teachers and is then reviewed minutely by the principal and the SPED director, if need be. We also use Student Study Teams (SST), Special Education (SPED) and 504 services, as well as an English Language Learner (ELL) coordinator, but we use these resources as needed, rather than systematically and for all students. We do not "identify unique learning needs of all students at all levels of proficiency." That being said, we tirelessly work to accommodate our students and their individual learning needs--those who need a more challenging course are allowed to move into AP or honors courses, while those who find themselves in over their heads are allowed to move to regular classes. Those who want to pursue classes through the local community college or university are enabled to do so through creative scheduling. And finally, those students who are struggling, whether their learning needs are formally identified or not, are thoroughly supported. Regular classroom teachers, ILS teachers, the dean of students, the vice principal and principal all work with students every day to ensure that all students are working in the right direction to pass their courses.

In terms of data, we use data well for our SPED population, but we do not do this with every student at our school. Similarly, our teachers use various modalities with instruction, like universal design, but they are not all "current on research related to unique characteristics of learning." This might be an area to focus on during future professional development sessions.

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: 3.0

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.	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.	<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 •Assessments of staffing needs •Documentation of highly qualified staff 	Level 4

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"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •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 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.	<ul style="list-style-type: none"> •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. 	Level 3

Self Assessment

Northland Preparatory Academy

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 most of the educational programs of the school. 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•FIT ticket system and on-site work	Level 2

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 most stakeholders. School personnel have 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 2

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">•Survey results•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 3

Self Assessment

Northland Preparatory Academy

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 clearly defined, systematic 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 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.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process•ECAP Counselor's Corner SST 45 Day screening	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.

Northland Preparatory Academy has sufficient resources and provides services that support the purpose and direction to ensure success for all students. NPA provides a coordinated, individualized program of study that promotes academic excellence and provides educational opportunities for serious middle and high school students, regardless of gender, ethnic origin, economic or academic ability. It does so with a qualified professional support staff who are sufficient in number to fulfill their roles and responsibilities. NPA has seen tremendous growth over the years, and the school administration has adopted formal, yet systematic process to determine the number of faculty and staff necessary to support the school's objective of providing a superior education, while maintaining a strict and limited budget -- a budget that NPA has successfully sustained.

Although NPA is a charter school, which does not require certified teachers, most of NPA's faculty are certified, and many have received local, state and national recognition. In addition, most are highly qualified, and the principal keeps all the attestations of this fact on file, as required by the Department of Education.

Faculty and staff are annually in-serviced prior to the start of the school year on policies and procedures, as well as made familiar with the "NPA Employee Handbook," which contains written policy and procedures. Faculty surveys show that one area of improvement targeted is for contracts to be distributed earlier in the Spring semester.

Instructional time, material resources and fiscal resources sufficient to support the purpose and direction of the school have been identified as strengths at NPA. The number of "seat hours" exceeds the state standard. NPA administration continues to reduce the number of class-time interruptions, as faculty are fiercely protective of instructional time. Combining a number of all-school assemblies is one example that has reduced loss of classroom time. All events are placed on either the NPA on-line academic or athletic google calendar for all stakeholders to see and therefore plan activities efficiently.

Besides the area of staff, growth at NPA has necessitated additional resources in all areas of instruction. As a fact that charters are prohibited from floating bonds, NPA funds the school primarily through the state of Arizona, which is based on student attendance. In addition, NPA receives tax credits from parents and other supportive stakeholders that may be used in limited ways, primarily for extracurricular activities and programs, as well as holding special fundraisers; i.e., for technology needs. The fiscal resources at NPA are inherently sound. Although classrooms have been renovated to create science labs, our present science labs have been targeted by NPA's draft strategic plan. The need for additional computers has also been determined to be a need.

Self Assessment

Northland Preparatory Academy

Another area identified as a strength is that NPA maintains the school facilities, services and equipment providing a safe, clean and healthy environment for all students. As a result of NPA's recent expansion, adding six additional classrooms and a dance studio, every NPA teacher has their own classroom, where previously, several teachers were nomads, roaming from room to room. With the new expansion, a storage area and maintenance room were also added. NPA contracts with a local janitorial company to provide nightly cleaning to our entire indoor facility. In addition to the daily maintenance they provide, they also perform annual maintenance during the summer, such as pin-stripping and waxing floors, shampooing all rugs, as well as extensive cleaning of every nook and cranny. In addition to the school's daily maintenance, NPA also employs a full-time facilities engineer, who reports directly to the school's superintendent, but is also very responsive to all faculty and staff needs. Our facilities engineer has his own quarterly schedule when equipment is routinely serviced. A white board is present in the hallway of the administrative offices where work orders are posted, so our facilities engineer can prioritize repairs. NPA's facilities engineer is also responsible for the school's transportation and the maintenance of the school's fleet of vans.

By state code, the health department inspects the facilities once a year, and the fire marshal makes a "surprise" inspection twice a year. At this time, the fire marshal inspects the fire risers and sprinkler system. NPA also has an "Asbestos Plan," as required by the state, and this plan clearly shows that the NPA facility contains no Asbestos. This plan is kept in many locations around the facility, and faculty are familiar with both the plan and its locations.

In addition to providing a safe, clean healthy environment for students, all faculty and staff are in-serviced when a student who suffers from severe allergies or is otherwise medically fragile is enrolled. In the case of emergency situations, NPA utilizes a communication system known as "One Call Now," which features one touch emergency text and voice messaging that allows our staff to react in real time to emergency situations. NPA is able to account for teachers and students, all while maintaining calm and quiet so that we are ready to receive emergency communications from the police department. Because of an unfortunate series of robo-calls posing threats, both our Emergency Procedure and One Call Now system have been successfully utilized in lock down drills and in real emergency situations. In addition, all school administrators carry two-way radios to better communicate in emergencies.

As NPA readies for its 20th year anniversary, a Reserve Data Analysis plan has been created for future capital improvements, as indicated in our Strategic Plan. Areas of improvements in providing a safe, clean and healthy environment include creating a formal safety committee and records of depreciation of equipment.

Students and school personnel mainly use portable computers, connected to the school's wi-fi system, which allows them to access the world wide web. NPA's computer technology is the main resource for accessing media and information resources, since we do not have a "media center." Some teachers are well trained and use technology extensively and are available to assist both students and teachers in learning about available educational tools and informational retrieval. Specifically, our SPED department, as well as several general education teachers, attended a year-long training on technology opportunities for the support of students. They, in turn, were able to create a technology resource for teachers.

NPA contracts with Flagstaff IT, a local firm, whose services support teachers and, therefore, students, by providing virtual 24/7 support. As a result of lacking a dedicated "media center" for students, NPA recognizes that this standard is a weakness and is consistently working toward improvement. One example the creation of a dedicated student BYOD network (Bring Your Own Device). The student BYOD has content filters and is routed through our firewall just as the rest of the network is.

An overall weakness of NPA's resources includes its technological infrastructure. As referenced above, NPA contracts with a local IT company (Flagstaff IT) to support the school's technological demands. For all NPA stakeholders on campus, the web may be accessed in multiple ways:

- Teachers may check out "COWS" (computers on wheels) for classroom use;
- "COWS" are a portable of laptop computer / 22 to a set;
- Laptops are able to access the school's wi-fi;
- On a limited basis, teachers may send students to work in areas where NPA maintains computers for use, as a result lacking a "computer lab";
- Students may access the web on personal devices.

Although students and teachers are able to access a classroom set of laptop computers, frequently the NPA wi-fi system will not allow

Self Assessment

Northland Preparatory Academy

access. As a result of the above targeted weaknesses, NPA has created a needs assessment, which is included in annual fundraisers sent to all stakeholders. As a result of an informal survey of stakeholders, Northland Preparatory Academy is cognizant of the school's technological deficiencies and is working diligently to raise its standards. The latest estimate (2016) to update the network will cost approximately \$27,000 to accommodate at least 100 more devices.

NPA does exceed in all standards in providing support services to meet the physical, social and emotional needs of our students. In addition, NPA provides services that support the counseling, assessment, referral, educational and career planning needs of all students.

NPA employs the following staff members to address specific needs:

- Psychologist;
- Provides counseling and therapeutic services to all students whose IEP or 504 Plan includes a need for social/emotional support of any kind

- Guidance Counselor (2);
- Organizes all-school standardized testing;
- Provides a myriad of emotional and social support to entire NPA student body;
- Runs Peers, a peer-mentoring program
- Conducts state-mandated career program for students
- Program Director;
- Special Education Teachers;
- NPA employs a total of three SPED teachers;
- Assesses learning disabilities;
- Conducts 504's;
- Implements Individual Learning Plans;
- Paraprofessional (SPED);
- NPA employs total of three
- Assists special education students throughout the day;
- Speech Therapist (Part-Time);
- Meets with NPA's identified population on a basis consistent with the student's IEP;

In addition, NPA also employs the following support staff;

- Office Manager;
- Receptionists (Two);
- Administrative Assistant;
- Athletic Director;
- Registrar;
- Business Manager;
- Dean of Students
- Daily monitors all students receiving D's & F's;
- Oversees discipline referrals;
- Dean of Faculty;
- Conducts teacher evaluations;
- Mentors and supports faculty;
- Assistant Principal;
- Section 504 of the Americans with Disabilities Act Coordinator;
- Assists Dean of Students in overseeing discipline referrals;
- Principal;

Self Assessment

Northland Preparatory Academy

- Superintendent

For each new student, teachers must complete a 45-day screening process for the purpose of identifying any possible learning disabilities and/or emotional/physical atypicalities. Student Study Teams work with students at all levels; teachers meet in teams to discuss student progress and how best to address those students who are in need of interventions. Individual Educational Plans are created through NPA's SPED program and may be assisted by NPA's school psychologist. Finally, every 9th through 12th grade student must also complete an Educational Career Action Plan whose purpose it is to determine the students' course of action in future career and/or education planning. At the high school level, our Guidance Counselor has also put together a peer mentoring program to reach out to any student identified by teachers who may need peer support. In all, there have been 80 to 100 students positively and directly impacted by this program, including both mentors and mentees.

Student progress is also measured through standardized tests now known as AZMerit. (AIMS was the standardized test previously taken by all students). Any NPA student who receives a "Falls Far Below" would be given additional instructional time with that specific subject teacher.

Academic progress is monitored daily at NPA, and we hold a "Saturday School" for those students who are in need of further academic support or who may need to serve additional time as a result of disciplinary action. The dean of students checks the progress of all students on a daily basis, by reviewing a D & F list and by working with those students who fall into academic trouble. In addition, students who participate in extracurricular activities are also monitored by the athletic director, and those students identified as "academically ineligible" are prevented from participating in that activity until grades improve. Parent and student surveys are conducted at least once a year to measure the effectiveness of these support services. A formal bullying character education course is not offered at NPA, although an all-school assembly was held on the topic of cyber-bullying in the spring of 2014, conducted by a member of Flagstaff Police Department. In addition, motivational speaker, Scott Backovich, addressed all students and conducted small-group workshops, focusing on being a catalyst for change and including everyone. This captivating speaker was brought to NPA by student request and with funds from our student government.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an 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 classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and 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 3

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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •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 3

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"> •Professional learning schedule specific to the use of data •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Self Assessment

Northland Preparatory Academy

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•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	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">•Minutes of board meetings regarding achievement of student learning goals•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	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.

Strengths

- Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders.
- o School leadership uses a variety of tools to monitor student learning, conditions that support student learning, and the achievement of school improvement goals. Results from standardized tests such as the PSAT, SAT, ACT, and AzMERIT inform school leadership of the extent to which students, both individually and in the aggregate, have mastered important content. The AZDash system provides access to results of student and school performance on standardized tests and is a ready source of assessing the effectiveness of measures taken to ensure student learning and achieving school improvement goals. In addition, class GPAs are tracked in an effort to gauge the degree of learning taking place at each grade level. And each academic department reviews the effectiveness of instruction on a regular basis at department meetings, using review of the results of assessments administered as well as anecdotal evidence to determine the degree of student mastery.
- o The principal, assistant principal, dean of faculty, and department heads monitor the latest in educational research and make suggestions to faculty regarding the implementation of pedagogical techniques, assessment practices, and other classroom-related strategies that have been proven to promote conditions that support student learning. These suggestions include the use of close reading in all subject areas, application of Universal Design in lesson plans, and the use of assistive technology and the establishment of a resource library for use by all students, especially SPED students.
- o Progress toward the attainment of school improvement goals generated as a result of NPA's last AdvancED Review are monitored on a

Self Assessment

Northland Preparatory Academy

regular basis. The goal of reducing the number of D's and F's students earn is monitored on a daily, weekly, quarterly, semester, and annual basis by the dean of students. She maintains communication with the Integrated Learning Strategies teachers in an effort to provide early intervention for students that are struggling with content mastery, as evidenced by grades that are at the D or F level. Attainment of the goal of reducing the number of D's and F's has not been reached, and this has resulted in a greater emphasis on tracking the data and working with faculty to meet it. A second goal, enrolling more students in at least one AP course, is tracked each year by calculating the percentage of students at each grade level that are enrolled in the higher-level classes. Data shows that NPA juniors and seniors have increased the average number of AP courses that they are taking by over 7%, and the number of students who do not take any AP courses has dropped by 3% since 2011. And a third goal identified at the previous AdvancED Review was to improve student preparation for the AIMS assessments. While the switch from AIMS to AzMERIT means that this goal has been redirected, the principle behind the goal remains - NPA is committed to increasing the level to which its students are prepared for the new state battery of assessments. Thus AzMERIT results will be carefully scrutinized each year, deficiencies noted, and plans made to increase student readiness for the tests.

o Indicators of student learning, the conditions that support student learning, and progress toward the attainment of school improvement goals are communicated to all stakeholders through various media. The school profile, which details demographic and academic performance data for the school, is published each year and distributed to a variety of stakeholders, including board members, parents, students, faculty, staff, and the general public. This document is published both in hard copy and on the NPA website. Other communications regarding student achievement, school programs, and the achievement of school improvement goals are accomplished through board meetings; the publication of board meeting minutes (in both hard copy and on the NPA website); email messages sent to parents, students, faculty, and staff; letters covering a multitude of topics sent to parents; test results mailed to students and parents; discussions that occur in department meetings; articles published in the local newspaper; the publication of NPA's national rankings in Newsweek and US News and World Report; the availability of students' marks for parents' and students' review on FamilyLink; and other common communication means, both formal and informal.

o School leadership will continue to monitor available measures of student learning, remain current on education research regarding conditions that support student learning, and monitor progress toward the achievement of school improvement goals. Modes of communication will be maintained and developed. In particular, electronic communication of these important aspects of school performance will be given a higher priority in the future.

- School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.

o Assessment results from a variety of sources are used regularly and systematically by school personnel to determine the level of content mastery by students and to gain a clear picture of school performance. In the classroom, teacher-generated and textbook-provided exams and quizzes are used throughout the learning process to determine the degree to which students have mastered course content. In addition, exit tickets are used nearly daily in every class so that teachers have a better understanding as to the extent of student mastery of the material presented on a frequent basis. The use of these assessments produces immediate feedback to both instructors and learners and allows for mid-course corrections in teaching strategies and course pacing.

o Standardized assessments such as AzMERIT provide a picture of the aggregate achievement level, by grade, for the school. Teachers and administrators analyze the results from these tests to pinpoint areas of strength and weakness. Once identified, departmental discussions are initiated to generate plans for instructional strategies to address weaknesses and reinforce areas of strength.

o Similarly, results for PSAT, SAT, ACT, and AP Exam scores of NPA students are aggregated and presented to faculty as a source of data for assessment of student learning and school performance. These results, analyzed by subject area and topics within each subject area, are reviewed annually and serve as an impetus for changes in instruction to improve student performance.

- The system ensures consistent measurement across classrooms and courses.

o NPA faculty members who teach different sections of the same courses utilize identical assessment tools. Care is also taken in scheduling the use of these tools so that students in different sections are assessed at nearly the same time. This provides a consistency in the measurement of instructional effectiveness across time and among teachers.

o The evaluation and use of these assessment tools will continue so that consistency is maintained and to ensure the validity and reliability of

Self Assessment

Northland Preparatory Academy

both the tools and the instructional strategies employed prior to their use.

o Faculty evaluations are conducted regularly and include the use of two complementary tools: A Teacher Observation Form which provides feedback to teachers relative to their use of assessments, instructional planning, instructional strategies employed, and evidence of the use of Close Reading; and, added recently, AdvancED's Effective Learning Environments Observation Tool (ELEOT). By combining the consistent use of these tools as measuring devices for teacher effectiveness, a clear picture of instructional effectiveness across classrooms and courses is achieved.

- 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.

o The collection and analysis of data from the sources mentioned above are tracked across time by administration. In this manner, trends in student learning and instruction are identified. One such analysis in that vein resulted in a restructuring of the Social Studies curriculum. Civics and economics concepts previously embedded in other history classes became a required class for all NPA seniors. The analysis pointed to a lack of sufficient content coverage and student mastery of government and economics concepts. Those concepts are now the focus of a year-long U.S. Government / Economics class that is required of all seniors.

o Additionally, the identification of trends in student learning and instruction serve to inform program and organizational evaluation, assist in the generation of school improvement goals, and lead to changes in program composition and the organizational structure of the school. This was especially important and evident in the period leading up to and immediately following the school's expansion in 2011-2012. In addition to the immediate need for an increase in faculty and administrative support personnel, NPA recognized the opportunity to offer a greater range of course offerings at the high school level, both core courses and electives that would better prepare students for success at the next level. Included in the expansion of course offerings were AP Calculus BC, AP Physics 1, AP Physics C, and AP Statistics. The range of electives offered also increased. Courses in engineering, three-dimensional art, and the reinstatement of Mock Trial were added as a result of the economies of scale provided by the school's expansion. And additional sections of English; Spanish; AP Math, Science, and History; and Fine Arts electives buttressed an already-rigorous curriculum.

o Trends identified as a result of this periodic data analysis from the variety of sources listed above will continue to drive the decision-making process at NPA. This trends analysis has proven effective in the past in ensuring student learning, increasing instructional effectiveness, guiding program evaluation, and providing the rationale for instituting efficacious organizational adjustments, and it will continue to be source of school evaluation.

Weaknesses

- Professional and support staff are trained in the evaluation, interpretation, and use of data.

o Training in the evaluation, interpretation, and use of data at NPA has been limited. A staff meeting was held in October 2014, and a representative from the Department of Education trained teachers and staff in the use of the AZ Dash system, which provides teachers with test history for each of their students. Since that time, teachers have used this system to gain insight into the achievement levels of their students in Language Arts and Math, and into areas where their students have strengths that may serve as a basis for further success and weaknesses that need to be addressed. The switch to from AIMS to AzMERIT as an assessment tool has made the AIMS data obsolete, but the use of AzMERIT data, when it becomes available, will be employed in a similar fashion. Beyond that, the evaluation, interpretation, and use of data has been an administrative function, completed as data becomes available from such sources as AzMERIT, SAT, ACT, and PSAT test results. The results are analyzed and presented to faculty on an annual basis. This leads to departmental discussions regarding the results and the generation of strategies to address weaknesses and reinforce strengths.

- The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

o While NPA engages in a continuous process to determine verifiable improvement in student learning, the process is not formalized. As data becomes available, it is evaluated and analyzed to determine areas of strength and weakness in student performance in various content areas. The results become the topic of faculty-wide and departmental meetings and serve as a springboard to school improvement plans. A good example of this process revolves around the analysis of AP results. All AP teachers at NPA are required to write a reflection at the beginning of each school year which analyzes the performance of NPA students on the AP exams. Their written reflections utilize the

Self Assessment

Northland Preparatory Academy

College Board's Instructional Planning Report to create a plan that delineates how strengths in our students' performances will be reinforced and how weaknesses will be addressed.

o In addition to the analysis of data to direct school improvement plans, surveys are conducted annually to gain a greater understanding of areas of strength and weakness as perceived by other stakeholders - notably, staff, parents, and students. These surveys often uncover areas, both academic and extracurricular, that need to be addressed by NPA administration. Responses to the surveys have prompted such components of the school improvement plan as technology upgrades, integration of technology in instruction, and increased communication between parents and the school's administration and faculty. This, in turn, has led to the purchase of laptops and iPads for classroom use, and to connecting NPA families to FamilyLink, a website in which parents and students are kept apprised of progress by being able to view grades recorded by teachers as soon as the teacher has posted them.

o Evidence of student readiness for and success at the next level is provided by NPA's exemplary historical graduation rate of over 99%. In addition, 80-85% of our graduates enroll in four-year universities and another 10-15% enroll in two-year colleges.

Report Summary

Scores By Section

