



School Name

City, State

Date

Schoolwide Title Reporting

## Executive Summary

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

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

Insert Executive Summary Here
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### Key Characteristic: Culture of Learning

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

### Key Characteristic: Leadership for Learning

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

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

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

### Key Characteristic: Growth in Learning

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

<b>Standard 29</b>	Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.	Choose an item.
<b>Standard 30</b>	Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.	Choose an item.

## Narratives

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

Insert Areas of Strength Narrative Here
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Insert Areas for Growth Narrative Here
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