



Accreditation Report

ACCREDITATION REPORT

The Accreditation Report is a combination of two reports—the institution self-study report and visit team site visit report. The purpose of these reports is to:

1. Conduct a self-study by the institution to determine areas of commendation and identified areas for continuous improvement.
2. Validate the completion and accuracy of the institution’s self-study by an external visiting team and provide feedback to assist the institution in developing and evaluating the institution improvement plan.
3. Verify that the institution meets the Array Global standards.
4. Facilitate development and implementation of an effective institution improvement plan.

Instructions for Self-Study

The steps the institution should take to prepare for the accreditation visit are:

STEP 1 CREATE A SELF-STUDY COMMITTEE

If possible, a year prior to the institution’s full accreditation visit, the institution should create a Self-Study Committee and include administration, parents, and representatives from each grade level. Responsibility for completing the different sections in this self-study should be divided among the team members. The self-study should represent the Self-Study Committee’s collective work and findings; it should not be the work of one or two individuals.

STEP 2 CONDUCT THE SELF-STUDY

The Self-Study Committee reviews the indicators in each standard and gives a rating based on the rating framework. The Committee must be completely transparent in rating the institution to ensure that the self-study process is being followed and will have the most benefit for the institution’s improvement efforts. Every institution will have strong areas and areas for improvement. By completing the ratings, the Committee is able to note the positive things taking place and focus on items that for institutional improvement.

The completed self-study will be submitted to the Visit Team Chair one-month prior to the full accreditation visit.

STEP 3 GATHER ITEMS OF EVIDENCE

Evidence is documentation or items that substantiate the Self-Study Committee's rating for each indicator. The Committee will gather items of evidence for each indicator and organize them electronically in a separate folder for each standard. Listed after each indicator are possible items of evidence. The Committee should only choose items of evidence that will support the rating selected for the indicator. Items of evidence should be in English for international schools and in the native language for national schools. The institution should ensure that the items of evidence are embedded into the institution program and used to provide a quality program. Items of evidence should not be simply copied and considered as adopted by the institution. The electronic folders containing items of evidence will be reviewed prior to and during the institution's full accreditation visit, but are also for the institution's ongoing use to aid in the institution's improvement process.

Items of evidence may apply to more than one indicator. In these instances, include the items of evidence for the first indicator and for other indicators, indicate where the items of evidence are first included.

All items of evidence will be submitted digitally (preferably through Google Drive or OneDrive) to the Visit Team Chair one-month prior to the full accreditation visit.

STEP 4 CREATE AND IMPLEMENT AN INSTITUTION IMPROVEMENT PLAN

After the self-study has been completed the Self-Study Committee should create an institution improvement plan. All indicator ratings should be prioritized according to areas of greatest need. Indicators with the lowest ratings should become main areas of focus for the improvement plan.

STEP 5 HOST THE SITE VISIT

The self-study, along with the items of evidence, will be used by the visit accreditation team to evaluate and validate the institution's self-study, and to assist in verifying whether the institution meets the Array Global standards for accreditation.

Following the visit, the institution should review and update the institution improvement plan based on the findings of the visit.

Self- Study Information

COMMITTEE (to be completed by the institution)	
COMMITTEE MEMBER:	
JOB TITLE:	
COMMITTEE MEMBER:	
JOB TITLE:	
COMMITTEE MEMBER:	
JOB TITLE:	
COMMITTEE MEMBER:	
JOB TITLE:	

INSTITUTION DESCRIPTION (to be completed by the institution)

Site Visit Information

VISIT TEAM <small>(to be completed by the visit team)</small>	
DATE OF SITE VISIT:	
VISIT TEAM CHAIR:	
JOB TITLE:	
EMAIL:	
VISIT TEAM MEMBER:	
JOB TITLE:	
VISIT TEAM MEMBER:	
JOB TITLE:	
VISIT TEAM MEMBER:	
JOB TITLE:	
VISIT TEAM MEMBER:	
JOB TITLE:	

Rating Framework

The rating framework is based on a four-point scale and is used to evaluate each indicator. These definitions are to be used to determine the correct rating for each indicator.

4 - EXEMPLARY	<p>All components of the indicator are fully met and are fully integrated throughout the institution.</p> <p>The institution is exemplary in the indicator and goes above and beyond what is expected.</p> <p>The institution should be recognized for the exemplary work and receive a Commendation.</p>
3 - ACCOMPLISHED	<p>Most components of the indicator are mostly met and are fully integrated throughout the institution.</p> <p>The institution is accomplished in the indicator and meets the minimum requirement.</p>
2 - DEVELOPING	<p>Some components of the indicator are met.</p> <p>The institution is in the process of developing a plan to meet the expectations of the indicator.</p>
1 - EXPLORATORY	<p>Few or none of components of the indicator are met.</p> <p>The institution is exploring plan development to meet the expectations of the indicator.</p> <p>The institution will be required to make the indicator an Area for Continuous Improvement and report to Array Global on their progress.</p>

Standard 1 Curricular Program

The foundation of any institution is the curriculum. The curriculum is up to date, supports students to meet their potentials, and prepares students for the global society. The institution regularly reviews and updates the curriculum to ensure that it is current and meets the institution’s mission. The instructional materials support the instructional process and student learning.

1.1 The standards are aligned with the institution’s mission and are clearly stated.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Curricular standards. <input type="checkbox"/> Mission Statement. <input type="checkbox"/> Samples of curriculum in use. <input type="checkbox"/> Master course schedule. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Curricular standards. <input type="checkbox"/> Mission Statement. <input type="checkbox"/> Samples of curriculum in use. <input type="checkbox"/> Master course schedule. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.2 Content standards are measurable and align with all national and international expectations for learning.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Content standards. <input type="checkbox"/> Samples of curriculum in use. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Content standards. <input type="checkbox"/> Samples of curriculum in use. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.3 Content standards clearly define what students should know and be able to demonstrate at each grade level.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Content standards for each grade level. <input type="checkbox"/> Examples showing grade specific goals and sequence for each grade level. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Content standards for each grade level. <input type="checkbox"/> Examples showing grade specific goals and sequence for each grade level. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.4 The curriculum is designed with a natural sequence from grade level to grade level. All subject areas have expectations of what students should know at the completion of a grade or upon graduation.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Examples showing grade specific goals and sequence for each grade level. <input type="checkbox"/> Course descriptions. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Examples showing grade specific goals and sequence for each grade level. <input type="checkbox"/> Course descriptions. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.5 Grade-level expectations for student learning are aligned with teaching methods, instructional materials, and assessments.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Examples of appropriate teaching methods, instructional materials, and assessments. <input type="checkbox"/> Course descriptions. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Examples of appropriate teaching methods, instructional materials, and assessments. <input type="checkbox"/> Course descriptions. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.6 Each subject area is integrated with other subject areas to increase learning and student engagement.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Course descriptions showing subject integration. <input type="checkbox"/> Example standard lesson and unit plans showing subject integration. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Course descriptions showing subject integration. <input type="checkbox"/> Example standard lesson and unit plans showing subject integration. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.7 Course standards and expectations help students develop reasoning, problem solving, and higher-order thinking skills.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of curriculum and activities that help students develop reasoning, problem solving, and higher-order thinking skills. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of curriculum and activities that help students develop reasoning, problem solving, and higher-order thinking skills. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.8 The institution’s curriculum emphasizes multiculturalism, individual differences, and other characteristics of society.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of curriculum and activities that emphasize multiculturalism, individual differences, and other characteristics of society. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of curriculum and activities that emphasize multiculturalism, individual differences, and other characteristics of society. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.9 The institution has a timeline and process for reviewing and updating all curricular subject areas and instructional materials. The curricular review process is conducted in accordance with students' needs, data analysis, and includes input from stakeholders.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Description of the process for reviewing the curriculum. <input type="checkbox"/> Schedule for reviewing the curriculum. <input type="checkbox"/> Curriculum team meeting agendas & attendance records. <input type="checkbox"/> Survey information. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Description of the process for reviewing the curriculum. <input type="checkbox"/> Schedule for reviewing the curriculum. <input type="checkbox"/> Curriculum team meeting agendas & attendance records. <input type="checkbox"/> Survey information. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

1.10 Instructional materials (textbooks, media, handouts, etc.) are carefully analyzed to ensure that they are aligned with the educational goals for each grade in order to support student achievement and growth.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Policy and procedures on instructional materials evaluation. <input type="checkbox"/> Description on how instructional materials are evaluated, selected, and the timeline in selecting materials. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Policy and procedures on instructional materials evaluation. <input type="checkbox"/> Description on how instructional materials are evaluated, selected, and the timeline in selecting materials. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

Standard 2 Instructional Program

How the institution delivers the curriculum through its instructional program is of the highest importance. Teaching and learning are focused on helping students reach their potentials and prepare for the global society. The institution has internal and external assessment procedures to ensure student performance is comparable to student performance throughout the world. Data is used to improve teaching, learning, and individualize the education of each student to ensure all are meeting their potentials. Innovative instructional strategies are used to engage students in their learning in and out of the classroom.

2.1 Students are held to high academic standards and are regularly required to use higher-order thinking skills.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of instructional practices where students are held to high academic standards and use higher-order thinking skills. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of instructional practices where students are held to high academic standards and use higher-order thinking skills. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.2 Student performance is assessed on a regular basis using various assessment methods and strategies and requires each student to demonstrate progress toward competency in each subject.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of various assessment methods and strategies. <input type="checkbox"/> Examples of how classroom assessments are matched to the curricular goals. <input type="checkbox"/> Examples of formative and summative assessments from different grade levels. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of various assessment methods and strategies. <input type="checkbox"/> Examples of how classroom assessments are matched to the curricular goals. <input type="checkbox"/> Examples of formative and summative assessments from different grade levels. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.3 An approved external assessment is used at a minimum in grades 4, 8, and 11 to monitor students’ progress in comparison to student performance nationally and internationally.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <ul style="list-style-type: none"> <input type="checkbox"/> Description of the external assessment(s). <input type="checkbox"/> Schedule of external assessment(s). <input type="checkbox"/> Copy of the agreement between the institution and the external assessment company. <input type="checkbox"/> Organized longitudinal assessment data. <input type="checkbox"/> Description of how the institution uses data from the external assessment(s). <input type="checkbox"/> Student achievement profiles. <input type="checkbox"/> Other (please list): 	ITEMS OF EVIDENCE: <ul style="list-style-type: none"> <input type="checkbox"/> Description of the external assessment(s). <input type="checkbox"/> Schedule of external assessment(s). <input type="checkbox"/> Copy of the agreement between the institution and the external assessment company. <input type="checkbox"/> Organized longitudinal assessment data. <input type="checkbox"/> Description of how the institution uses data from the external assessment(s). <input type="checkbox"/> Student achievement profiles. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.4 Student performance data is used by teachers to differentiate instruction and modify curriculum to ensure all students are meeting their potentials.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <ul style="list-style-type: none"> <input type="checkbox"/> Description and/or examples of how teachers use student performance data to guide the instructional process. <input type="checkbox"/> Description of how teachers use student performance data to modify or expand the curriculum where necessary to assure student improvement. <input type="checkbox"/> Examples of how student performance information is used to modify or expand the curriculum where necessary to assure student improvement. <input type="checkbox"/> Other (please list): 	ITEMS OF EVIDENCE: <ul style="list-style-type: none"> <input type="checkbox"/> Description and/or examples of how teachers use student performance data to guide the instructional process. <input type="checkbox"/> Description of how teachers use student performance data to modify or expand the curriculum where necessary to assure student improvement. <input type="checkbox"/> Examples of how student performance information is used to modify or expand the curriculum where necessary to assure student improvement. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.5 Teachers monitor and adjust instructional methods and curriculum to help students meet their potentials.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of how teachers demonstrate the ability to assist all students to achieve the learning objectives in each subject at each grade level. <input type="checkbox"/> Examples showing how teachers provide specific interventions for students who are above or below grade-level expectations. <input type="checkbox"/> Description of assessments or methods used to identify students who are in need of interventions. <input type="checkbox"/> Other (please list): 	<p>ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of how teachers demonstrate the ability to assist all students to achieve the learning objectives in each subject at each grade level. <input type="checkbox"/> Examples showing how teachers provide specific interventions for students who are above or below grade-level expectations. <input type="checkbox"/> Description of assessments or methods used to identify students who are in need of interventions. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.6 Teachers use current and innovative educational strategies to ensure students meet their potentials and are prepared for the global society.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Agenda and attendance records from teacher trainings on technology. <input type="checkbox"/> Examples of how technology is used in creative ways, both in and out of the classroom, to increase student engagement and enhance learning. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Agenda and attendance records from teacher trainings on technology. <input type="checkbox"/> Examples of how technology is used in creative ways, both in and out of the classroom, to increase student engagement and enhance learning. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.7 A professional development plan is created based on identified needs and provides opportunities for teachers to develop and improve their instructional strategies.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Professional development plan and schedule. <input type="checkbox"/> Agenda and attendance records from teacher trainings. <input type="checkbox"/> Description of how the institution determines what professional development is needed by the staff. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Professional development plan and schedule. <input type="checkbox"/> Agenda and attendance records from teacher trainings. <input type="checkbox"/> Description of how the institution determines what professional development is needed by the staff. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.8 The institution focuses not only on teaching students core subject content, but also on teaching students to be respectful, hardworking, and contributing members of society.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of curriculum and activities of students learning to be respectful, hardworking, and contributing members of society. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Examples of curriculum and activities of students learning to be respectful, hardworking, and contributing members of society. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.9 The institution has assigned at least one staff member to assist students with course planning and scheduling, career entry requirements, or college/university admission requirements.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Description of the institution's guidance program. <input type="checkbox"/> Example of how the institution assists 9-12 students in selecting courses. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Description of the institution's guidance program. <input type="checkbox"/> Example of how the institution assists 9-12 students in selecting courses. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

2.10 Student progress is regularly communicated to the students and parents.
 Parents are an integral part of each student’s learning and growth.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
<p>RATING:</p>	<p>RATING:</p>
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of how teachers keep accurate records of all student work (assessments, assignments, projects, etc.). <input type="checkbox"/> Examples of student work shared with parents. <input type="checkbox"/> Copies of progress reports, quarterly reports, semester report cards, etc. <input type="checkbox"/> Online student management portal accessible to parents (for example, a screenshot of the institution’s student management portal). <input type="checkbox"/> Schedule of parent teacher conferences. <input type="checkbox"/> Other (please list): 	<p>ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of how teachers keep accurate records of all student work (assessments, assignments, projects, etc.). <input type="checkbox"/> Examples of student work shared with parents. <input type="checkbox"/> Copies of progress reports, quarterly reports, semester report cards, etc. <input type="checkbox"/> Online student management portal accessible to parents (for example, a screenshot of the institution’s student management portal). <input type="checkbox"/> Schedule of parent teacher conferences. <input type="checkbox"/> Other (please list):
<p>COMMENTS:</p>	<p>COMMENTS:</p>

Standard 3 Structure and Support Systems

Institutions must be efficiently organized to provide maximum learning opportunities for students. An effective organization requires clear policies that are carefully adopted and followed by stakeholders. Staff members are regularly evaluated to ensure their practices are designed to help students reach their potentials. The institution invests in its employees through evaluation, training, and other support mechanisms.

3.1 The institution has established an organizational chart that clearly defines the roles of all personnel with a clear chain-of-command.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Organizational chart. <input type="checkbox"/> Job descriptions for all positions. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Organizational chart. <input type="checkbox"/> Job descriptions for all positions. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.2 The governing board of the institution has clearly defined roles and responsibilities and communicates its responsibilities to stakeholders, including: institutional leadership support, financial oversight, and policy development, etc.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Governing board policies and procedures. <input type="checkbox"/> Governing board outline of responsibilities and code of ethics. <input type="checkbox"/> Examples of how the governing board communicates its responsibilities to stakeholders. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Governing board policies and procedures. <input type="checkbox"/> Governing board outline of responsibilities and code of ethics. <input type="checkbox"/> Examples of how the governing board communicates its responsibilities to stakeholders. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.3 The institution employs teachers who have relative qualifications and adequate training and/or expertise for the subjects they teach.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> A complete list of the institution’s teachers and their professional qualifications. <input type="checkbox"/> Description and/or a copy of the teachers’ professional preparation expectations. <input type="checkbox"/> Personnel records <input type="checkbox"/> Other (please list):	<input type="checkbox"/> A complete list of the institution’s teachers and their professional qualifications. <input type="checkbox"/> Description and/or a copy of the teachers’ professional preparation expectations. <input type="checkbox"/> Personnel records <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.4 The retention of staff members is regularly monitored and evaluated to ensure that the institution is maintaining an atmosphere of cooperation and collegiality.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> A complete list of the institution's teachers including their dates of hire. <input type="checkbox"/> Examples of how the institution maintains an atmosphere of cooperation and collegiality. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> A complete list of the institution's teachers including their dates of hire. <input type="checkbox"/> Examples of how the institution maintains an atmosphere of cooperation and collegiality. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.5 The institution ensures that there are sufficient and trained administrators, teachers, and support staff members dedicated to supporting students and their families.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> A complete list of the institution's staff and their roles and responsibilities. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> A complete list of the institution's staff and their roles and responsibilities. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.6 The institution has a well-developed evaluation system for all employees that emphasizes improvement in order to help all students reach their potentials.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Teacher evaluation tool. <input type="checkbox"/> Classroom observation form. <input type="checkbox"/> Staff evaluation schedule. <input type="checkbox"/> Description of training completed by evaluators to conduct staff evaluations. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Teacher evaluation tool. <input type="checkbox"/> Classroom observation form. <input type="checkbox"/> Staff evaluation schedule. <input type="checkbox"/> Description of training completed by evaluators to conduct staff evaluations. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.7 Regular staff meetings are conducted that feature updates, institutional business, and suggested strategies for teachers and other employees.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Agenda and attendance records from a sampling of staff meetings. <input type="checkbox"/> Staff meeting schedule. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Agenda and attendance records from a sampling of staff meetings. <input type="checkbox"/> Staff meeting schedule. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.8 The institution has comprehensive policies and procedures which guide the operations of the institution and are available to stakeholders.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Comprehensive policy and procedure manual. <input type="checkbox"/> Description of how the policies and procedures are made available for stakeholders. <input type="checkbox"/> Description of how the policies and procedures are reviewed and updated. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Comprehensive policy and procedure manual. <input type="checkbox"/> Description of how the policies and procedures are made available for stakeholders. <input type="checkbox"/> Description of how the policies and procedures are reviewed and updated. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.9 The institution has policies and procedures for any inquiry, complaint, or concern submitted by any stakeholder. The procedures clearly define the chain-of-command for submission and appeals.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Policy and procedure for appeals or inquiry, complaint, or concern. <input type="checkbox"/> Description of how the institution communicates the appeals and complaints policy to stakeholders. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Policy and procedure for appeals or inquiry, complaint, or concern. <input type="checkbox"/> Description of how the institution communicates the appeals and complaints policy to stakeholders. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.10 The institution has clear grading policies and procedures that include:

- a. Defined standards for issuing credits for 9-12 subjects.
- b. A standardized grading policy that is consistently monitored by the administrative staff.
- c. The evaluation of records and grades for students who transfer from other institutions.
- d. A student record keeping system that is confidential and contains all required student information.
- e. A process for releasing records to other institutions, colleges and universities, or requests from potential employers.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Blank transcript form. <input type="checkbox"/> Complete transcripts of five randomly selected students of various grade levels. <input type="checkbox"/> Complete attendance records of five randomly selected students of various grade levels. <input type="checkbox"/> Policy for granting grade completion or credit. <input type="checkbox"/> Policy for grading. <input type="checkbox"/> Policy for evaluating and accepting credits from other institutions. <input type="checkbox"/> Description of the institution's system for record keeping. <input type="checkbox"/> Description of process of releasing records. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Blank transcript form. <input type="checkbox"/> Complete transcripts of five randomly selected students of various grade levels. <input type="checkbox"/> Complete attendance records of five randomly selected students of various grade levels. <input type="checkbox"/> Policy for granting grade completion or credit. <input type="checkbox"/> Policy for grading. <input type="checkbox"/> Policy for evaluating and accepting credits from other institutions. <input type="checkbox"/> Description of the institution's system for record keeping. <input type="checkbox"/> Description of process of releasing records. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.11 The institution has a staff handbook that outlines the expectations of each staff member. The institution requires each employee to submit a signed statement indicating understanding of and agreement with the policies, procedures, and expectations.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <p><input type="checkbox"/> Staff handbook.</p> <p><input type="checkbox"/> Copy of the statement, which is signed by each staff member, indicating understanding of and agreement with the policies, procedures, and expectations which are found in the staff handbook.</p> <p><input type="checkbox"/> Other (please list):</p>	<p>ITEMS OF EVIDENCE:</p> <p><input type="checkbox"/> Staff handbook.</p> <p><input type="checkbox"/> Copy of the statement, which is signed by each staff member, indicating understanding of and agreement with the policies, procedures, and expectations which are found in the staff handbook.</p> <p><input type="checkbox"/> Other (please list):</p>
COMMENTS:	COMMENTS:

3.12 The institution has a student handbook that outlines the expectations for students including the institution’s code of conduct. The institution requires each student and parent to submit a signed statement indicating understanding of and agreement with the policies, procedures, and expectations.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Student handbook. <input type="checkbox"/> Copy of the statement, which is signed by each student and his/her parents, indicating understanding of and agreement with the policies, procedures, and expectations which are found in the student handbook. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Student handbook. <input type="checkbox"/> Copy of the statement, which is signed by each student and his/her parents, indicating understanding of and agreement with the policies, procedures, and expectations which are found in the student handbook. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.13 The institution provides student support services (administration, classroom aides, support staff, health provider, etc.) to ensure appropriate care and support of all students, including their health and well-being.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> List with descriptions of the student support services. <input type="checkbox"/> List of all support staff and their professional qualifications. <input type="checkbox"/> Institution health plan. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> List with descriptions of the student support services. <input type="checkbox"/> List of all support staff and their professional qualifications. <input type="checkbox"/> Institution health plan. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.14 The institution has a referral system for community support resources or assistance beyond which the institution can provide.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> List with descriptions of community support resources available for students and families. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> List with descriptions of community support resources available for students and families. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

3.15 Any advertising or promotional activities for the institution program are accurate, ethical, truthful, and a reflection of the institution’s mission and values.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Samples of advertising and promotional activities. <input type="checkbox"/> Description of methods to ensure that advertising and promotional activities are accurate, ethical, truthful, and a reflection of the institution’s mission. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Samples of advertising and promotional activities. <input type="checkbox"/> Description of methods to ensure that advertising and promotional activities are accurate, ethical, truthful, and a reflection of the institution’s mission. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

Standard 4 Finances and Facilities

The financial operations and facilities of the institution support the educational program of the institution. An institution must have the financial resources to provide the services and programs it offers. The facilities are one of the biggest financial investments of the institution and must be maintained to support the educational program and culture of the institution.

4.1 The institution can demonstrate adequate financial resources and effective management for completion of the program for which each student is enrolled. The financial management of the resources is monitored by the board and administration. The financial practices and budgets undergo regular internal and external audits to ensure proper financial practices and oversight.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List with descriptions of the student support services. <input type="checkbox"/> Description of how the budget is developed to assure that the institution offers and maintains a high quality educational program. <input type="checkbox"/> Institution budget. (Note: The visit team leader is responsible to review the institution's budget at the time of the visit. This information will be confidential and not part of any file). <input type="checkbox"/> Financial policies, procedures, and practices. <input type="checkbox"/> Current internal audit information. <input type="checkbox"/> Current external audit information. <input type="checkbox"/> Other (please list): 	<p>ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> List with descriptions of the student support services. <input type="checkbox"/> Description of how the budget is developed to assure that the institution offers and maintains a high quality educational program. <input type="checkbox"/> Institution budget. (Note: The visit team leader is responsible to review the institution's budget at the time of the visit. This information will be confidential and not part of any file). <input type="checkbox"/> Financial policies, procedures, and practices. <input type="checkbox"/> Current internal audit information. <input type="checkbox"/> Current external audit information. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.2 The institution can demonstrate financial stability to ensure that the programs offered will be adequately funded.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Description of how the budget is developed to assure that the institution offers and maintains a high quality educational program. <input type="checkbox"/> Institution budget. (Note: The visit team leader is responsible to review the institution's budget at the time of the visit. This information will be confidential and not part of any file). <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Description of how the budget is developed to assure that the institution offers and maintains a high quality educational program. <input type="checkbox"/> Institution budget. (Note: The visit team leader is responsible to review the institution's budget at the time of the visit. This information will be confidential and not part of any file). <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.3 The institution has standards to inform all stakeholders of the total costs of the educational program and use generally accepted accounting practices for all institution funds.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Financial policies, procedures, and practices. <input type="checkbox"/> Promotional literature indicating how the institution informs stakeholders of total costs. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Financial policies, procedures, and practices. <input type="checkbox"/> Promotional literature indicating how the institution informs stakeholders of total costs. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.4 The institution facilities support the educational program and meet all building, safety, and fire codes.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
<p>RATING:</p>	<p>RATING:</p>
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety plan (ongoing procedures that assure that all physical facilities and grounds are safe for students). <input type="checkbox"/> Schedule and documentation of facility inspections for safety. <input type="checkbox"/> Institution facilities plan. <input type="checkbox"/> Map of institution facilities. <input type="checkbox"/> Documentation of building inspection(s) indicating that building codes are followed. <input type="checkbox"/> Documentation of safety inspection(s) indicating that safety codes are followed. <input type="checkbox"/> Documentation of fire code inspection(s) indicating that fire codes are followed. <input type="checkbox"/> Other (please list): 	<p>ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Safety plan (ongoing procedures that assure that all physical facilities and grounds are safe for students). <input type="checkbox"/> Schedule and documentation of facility inspections for safety. <input type="checkbox"/> Institution facilities plan. <input type="checkbox"/> Map of institution facilities. <input type="checkbox"/> Documentation of building inspection(s) indicating that building codes are followed. <input type="checkbox"/> Documentation of safety inspection(s) indicating that safety codes are followed. <input type="checkbox"/> Documentation of fire code inspection(s) indicating that fire codes are followed. <input type="checkbox"/> Other (please list):
<p>COMMENTS:</p>	<p>COMMENTS:</p>

4.5 The institution facility is regularly maintained to ensure sanitary and safety compliance.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Cleaning and maintenance schedules for all buildings and equipment. <input type="checkbox"/> Description of how the administration monitors facility cleanliness and upkeep. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Cleaning and maintenance schedules for all buildings and equipment. <input type="checkbox"/> Description of how the administration monitors facility cleanliness and upkeep. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.6 The institution has adequate lighting, heating, cooling and ventilation for all areas of the facility that might adversely affect health and safety.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Description of how the institution ensures there is enough lighting, heating, cooling, and ventilation. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Description of how the institution ensures there is enough lighting, heating, cooling, and ventilation. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.7 The institution facilities enhance and support all areas of the educational program.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Description of how the institution ensures that facilities enhance and support all areas of the educational program. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Description of how the institution ensures that facilities enhance and support all areas of the educational program. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.8 The institution has a health clinic that is supervised by a qualified health professional who is responsible for the maintenance and security of all student health records.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Institution health plan. <input type="checkbox"/> Documentation of governmental health clinic inspection(s). <input type="checkbox"/> Record book of health services provided to students. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Institution health plan. <input type="checkbox"/> Documentation of governmental health clinic inspection(s). <input type="checkbox"/> Record book of health services provided to students. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.9 The institution has a comprehensive technology plan focused on technology infrastructure, training, software, etc. to support student learning. The technology plan is designed and focused to help students prepare for the global society.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Institution technology plan. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Institution technology plan. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

4.10 The institution has a comprehensive emergency management guide which addresses all potential emergencies that could affect the institution including fire, distance-based education, evacuation, etc. Students and staff are regularly trained on all safety procedures and practice drills are conducted on a regular basis.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE: <input type="checkbox"/> Emergency management guide. <input type="checkbox"/> Documentation of practice emergency drills that have been conducted. <input type="checkbox"/> Map of escape routes. <input type="checkbox"/> Documentation showing where maps of escape routes and emergency procedures are posted. <input type="checkbox"/> Other (please list):	ITEMS OF EVIDENCE: <input type="checkbox"/> Emergency management guide. <input type="checkbox"/> Documentation of practice emergency drills that have been conducted. <input type="checkbox"/> Map of escape routes. <input type="checkbox"/> Documentation showing where maps of escape routes and emergency procedures are posted. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

Standard 5 Culture of Continuous Improvement

Institutions must have a culture of continuous improvement that is evident with all stakeholders. Institutions must continually plan for growth in student learning and performance to meet the changing global landscape. The institution must develop a comprehensive institution profile to discover as much information as possible about the students, staff, parents, and community and use this information to develop goals, that if accomplished will be evidenced by growth of all students.

5.1 The institution has developed a concise mission statement that is used to guide all curricula, programs, activities, and decision making. The mission statement requires institutions to encourage inquiry, diversity of viewpoints, and independent/critical thinking.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current mission statement. <input type="checkbox"/> Description of how the institution uses the mission statement to direct decisions made about the institution programs. <input type="checkbox"/> Copies of documents that show how and where institution's mission statement is posted or published. <input type="checkbox"/> Description of the process the institution used to develop the mission statement. <input type="checkbox"/> Description of the process for reviewing the mission statement. <input type="checkbox"/> Other (please list): 	<p>ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current mission statement. <input type="checkbox"/> Description of how the institution uses the mission statement to direct decisions made about the institution programs. <input type="checkbox"/> Copies of documents that show how and where institution's mission statement is posted or published. <input type="checkbox"/> Description of the process the institution used to develop the mission statement. <input type="checkbox"/> Description of the process for reviewing the mission statement. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

5.2 The culture of the institution is evident to all stakeholders and includes shared values, expected behaviors, and celebrations.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <p><input type="checkbox"/> Description of how the institution has a culture of shared values, expected behaviors, and celebrations.</p> <p><input type="checkbox"/> Documentation of activities and celebrations.</p> <p><input type="checkbox"/> Other (please list):</p>	<p>ITEMS OF EVIDENCE:</p> <p><input type="checkbox"/> Description of how the institution has a culture of shared values, expected behaviors, and celebrations.</p> <p><input type="checkbox"/> Documentation of activities and celebrations.</p> <p><input type="checkbox"/> Other (please list):</p>
COMMENTS:	COMMENTS:

5.3 The institution recognizes global connectedness, promotes a culture of global understanding, and fosters a commitment to preparing students for the global society.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <p><input type="checkbox"/> Description of how the institution promotes a culture of global understanding.</p> <p><input type="checkbox"/> Description of how the institution focuses on preparing student for the global society.</p> <p><input type="checkbox"/> Documentation of activities that prepare students to be global citizens.</p> <p><input type="checkbox"/> Other (please list):</p>	<p>ITEMS OF EVIDENCE:</p> <p><input type="checkbox"/> Description of how the institution promotes a culture of global understanding.</p> <p><input type="checkbox"/> Description of how the institution focuses on preparing student for the global society.</p> <p><input type="checkbox"/> Documentation of activities that prepare students to be global citizens.</p> <p><input type="checkbox"/> Other (please list):</p>
COMMENTS:	COMMENTS:

5.4 The institution has a profile that includes as much information as possible about the institution, community, current students, and past students. The institution profile is used to develop an institution improvement plan to ensure students are meeting their potentials and are prepared for the global society.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Institution profile. <input type="checkbox"/> Description of how the institution profile is used to develop the institution improvement plan. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Institution profile. <input type="checkbox"/> Description of how the institution profile is used to develop the institution improvement plan. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

5.5 The profile of the institution demonstrates that instructional practices and institution programs align with relevant research regarding how students learn. The profile also highlights the knowledge, skills and attitudes they will need to lead purposeful and constructive lives.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Institution profile. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Institution profile. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

5.6 The institution improvement plan emphasizes the most critical areas needed to ensure success for all students. The strategies for the improvement plan are based on data from the institution profile. The goals are all focused to ensure all students will improve and meet their potentials.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Institution improvement plan. <input type="checkbox"/> Description and examples of how the institution improvement plan is available for all stakeholders. <input type="checkbox"/> Description of how the institution improvement was developed. <input type="checkbox"/> Survey information. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Institution improvement plan. <input type="checkbox"/> Description and examples of how the institution improvement plan is available for all stakeholders. <input type="checkbox"/> Description of how the institution improvement was developed. <input type="checkbox"/> Survey information. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

5.7 The institution improvement plan has goals that are focused on student improvement with long-range, mid-range and short-range strategies to meet the established goals.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
RATING:	RATING:
SUGGESTED ITEMS OF EVIDENCE:	ITEMS OF EVIDENCE:
<input type="checkbox"/> Institution improvement plan. <input type="checkbox"/> Other (please list):	<input type="checkbox"/> Institution improvement plan. <input type="checkbox"/> Other (please list):
COMMENTS:	COMMENTS:

5.8 The institution improvement plan is evaluated, and revised if necessary, on at least an annual basis to ensure that the goals align with the institution’s mission.

SELF-STUDY (completed by the institution)	SITE VISIT (completed by the visit team)
<p>RATING:</p>	<p>RATING:</p>
<p>SUGGESTED ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of how the institution improvement plan is reviewed and revised if necessary. <input type="checkbox"/> Organized longitudinal assessment and institution data. <input type="checkbox"/> Survey information. <input type="checkbox"/> Description of how data is used to monitor the achievement of the plan’s goals. <input type="checkbox"/> Other (please list): 	<p>ITEMS OF EVIDENCE:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Description of how the institution improvement plan is reviewed and revised if necessary. <input type="checkbox"/> Organized longitudinal assessment and institution data. <input type="checkbox"/> Survey information. <input type="checkbox"/> Description of how data is used to monitor the achievement of the plan’s goals. <input type="checkbox"/> Other (please list):
<p>COMMENTS:</p>	<p>COMMENTS:</p>