Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.1: The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.2: Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.3: The institution engages in a continuous improvement process that produces evidence including measurable results of improving student learning and professional practice.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

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GROWTH PLAN: 2019-2020

Standard 1.4: The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.5: The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.6: Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain
The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.7: Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.8: Leaders engage stakeholders to support the achievement of the institution's purpose and direction.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.9: The institution provides experiences that cultivate and improve leadership effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 1: Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress towards its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

GROWTH PLAN: 2019-2020

Standard 1.10: Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that result in improvement.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.1: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 2: Learning Capacity Domain

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GROWTH PLAN: 2019-2020

Standard 2.2: The learning culture promotes creativity, innovation and collaborative problem-solving.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 2: Learning Capacity Domain

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GROWTH PLAN: 2019-2020

Standard 2.3: The learning culture develops learners' attitudes, beliefs and skills needed for success.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 2: Learning Capacity Domain

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GROWTH PLAN: 2019-2020

Standard 2.4: The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.5: Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.6: The institution implements a process to ensure the curriculum is aligned to standards and best practices.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.7: Instruction is monitored and adjusted to meet individual learner's needs and the institution's learning expectations.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.8: The institution provides programs and services for learners' educational futures and career planning.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.9: The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.10: Learning progress is reliably assessed and consistently and clearly communicated.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.11: Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 2: Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships, high expectations and standards, a challenging and engaging curriculum, quality instruction and comprehensive support that enable all learners to be successful, and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

GROWTH PLAN: 2019-2020

Standard 2.12: The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.1: The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.2: The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.3: The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.4: The institution attracts and retains qualified personnel that support the institution's purpose and direction.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.5: The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•
7			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.6: The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•		•
2			•		•
3			•	•	•
4			•	•	•
5			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.7: The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•
6			•	•	•

Standard 3: Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

GROWTH PLAN: 2019-2020

Standard 3.8: The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.

	Action Steps	Timeline	Resources	Person(s) Responsible	Evaluation
1			•	•	•
2			•	•	•
3			•	•	•
4			•	•	•
5			•	•	•