

Standards Self-Assessment

Northern Arizona Academy/Taylor 44668 AER (Jul 1, 2025 - Jun 30, 2026)
Northern Arizona Academy/Taylor, Taylor, United States of America

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In this diagnostic, you will transfer ratings and evidence information from your workbook for each of the Standards.

You will also transfer your narratives for each Key Characteristic and your reflections.

Culture of Learning Standards

A good institution nurtures and sustains a healthy culture for learning. In a healthy culture, learners, parents, and educators feel connected to the purpose and work of the institution as well as behave in alignment with the stated values and norms. The institution also demonstrates evidence that reflects the mission, beliefs, and expectations of the institution (e.g., student work; physical appearance of the institution; participation in institution activities; parents' attendance at institution functions).

Keys to Culture of Learning

A healthy culture is evident where:

- Stakeholders are actively engaged and supportive of the institution's mission
- Learners' academic and non-academic needs and interests are the focal point
- Stakeholders are included and supported

Standard 1

Leaders cultivate and sustain a culture that demonstrates respect and fairness for all learners and is free from bias.

- 4 - Leaders consistently model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members consistently implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
- **3 - Leaders regularly model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members routinely implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.**
- 2 - Leaders occasionally model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.
- 1 - Leaders rarely model the attributes and implement practices that shape and sustain the desired institution culture, clearly setting expectations for all staff members. Leaders and professional staff members seldom implement ongoing practices, processes, and decision-making that embody the values of respect and fairness for all learners and are free from bias.

COMMENTS

Strengths: Multiple opportunities for stakeholder involvement, multiple different types of learning opportunities offered to all learners, clear expectations in policies, procedure and practice.

Weaknesses: New Campus Manager results in failure to follow up on expectations at times. What we can do to Improve: Integrate teacher-leaders to ensure follow-up occurs with stakeholders when the Campus Manager is overwhelmed. EVIDENCE IAP and policies for development Employee PP 9, 20-25, 58-70, 74-83, 91-92, 121, 123-132, 143-144, 148-149, Student Handbook pp5-6, 7-12, 16, 18-26, 33, 41, 62-65 Non-Profit Policies and Procedures 10, 11-12, 24-25, 46, 55-63, 78-113, 122-131 Teacher Course Agreements Eliot Observations Staff Meeting Minutes Positive Contact Logs Employee Evaluations including Executive Director and Campus Manager

SIT minutes PLC Minutes IAP Fishbones and ratings 360 Evaluations of Leadership Board Self Evaluation Student, Climate and Staff Surveys Jam Boards What's Going On emails Board Meeting Minutes Participation Rates. IEP Meeting participation GiveThx data Student Survey: Part 3 Q 5, Part 4 Q 3 and 4, Part 5 Q 3 and 4, Part 7 Q2 Climate Survey: Part 2 Q 4, Part 3 Q3, 4, Part 4 Q 1, 2 Part 5 Q 3, Part 6 Q3 Staff Survey: Purpose sand Direction Q2, 3, Governance and Leadership Q3, 9 , 10 Teaching and Assessing Learning Q2,3, 11, 18, 19 Resources and Support Services Q9, Executive Director 360: Integrity Q 1, 4 Culture of excellence Q3 Develops and Leads Staff Q 2 Family Satisfaction Q 1, 3 Promotes NAA 1, 2, 3 Partners with Board 1, 2, 3, 4 Engages the community 1, 2, 3, 4, 5 Overall 2, 4

Standard 2

Learners' well-being is at the heart of the institution's guiding principles, such as mission, purpose, and beliefs.

- 4 - Staff members continually demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and regularly reviewed for consistency with its stated values.
- **3 - Staff members routinely demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are documented and are consistent with and based on its stated values.**
- 2 - Staff members occasionally demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions are consistent with and based on its stated values.
- 1 - Staff members seldom demonstrate commitment to learners' academic and non-academic needs and interests. The institution's practices, processes, and decisions may not be based on its stated values.

COMMENTS

Strengths: The mission and vision guide all decision making, staff provide multiple means of support to students including Lunch and Learn, Friday Tutoring (Staycation), lunch tutoring, tiered interventions, referrals for support, data reflections to improve student performance Weaknesses: PLCs could be used more effectively to support student performance and data analysis What we can do to improve: Provide structure to the PLCs EVIDENCE Mission/Vision Student Handbook Data Reflection Sheets Classroom Policies and Procedures Tiered Intervention Learning Lab Expectations ELEOT Observations Coaching Spreadsheets NSLP Surveys Student Survey Climate Survey Staff Survey Internship Survey Data Reflections PLC Lunch Tutoring/Staycation Participation Tiered Students Field Trip service Project Participation NSLP Participation Internship Participation Pass Rated ECAPS 4.5 Credits CCR Points Earned Spreadsheet Contact Logs Student Conferencing Records Counseling session records IEP attendance and Progress reporting Speaker records Compass Testing ASVAB Testing Job Shadowing Records UFB Records McKinney Vento Records NAVIT participation Dual Credit participation Integration of Fitness courses Grant alignments Lunch and Learn Enrichment Activities Student Survey P1 Q1-4, P2 Q 1-3, 5 P3 Q2, 4 P4 Q1 P5 Q1,2 P6 Q4 Climate Survey P1 Q1-4 P2 Q1,2 P3 Q1 P6 Q 1-4 Staff Survey P1 Q1-4 P2 Q4-9 P3 Q1-3, 11-14 P4 Q8,9 P5 Executive Director 360 Review P1 Q1-4 P2 Q1,3,4 P3 Q1 P4 Q4,5 P6 Q3 P7 Q1-3 P9 Q3 P10 Q3,4 P11 Q4 P12 Q3,5 P13 Q1,2,3,4

Standard 3

Leaders actively engage stakeholders to support the institution's priorities and guiding principles that promote learners' academic growth and well-being.

- 4 - Leaders establish and sustain conditions that consistently result in support and active participation among stakeholders. Leaders consistently collaborate with stakeholders to advance identified priorities. Institutions implement a formal process to choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.
- **3 - Leaders establish and sustain conditions that regularly result in support and active participation among stakeholders. Leaders routinely collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus based on analyzed data on learners' needs and consistent with guiding principles.**
- 2 - Leaders establish conditions that occasionally result in support and participation among stakeholders. Leaders sometimes collaborate with stakeholders to advance identified priorities. Institutions choose areas of focus sometimes based on data on learners' needs and consistent with guiding principles.
- 1 - Leaders establish conditions that rarely result in support and participation among stakeholders. Leaders seldom collaborate with stakeholders. Institutions choose areas of focus rarely based on data about learners.

COMMENTS

Strengths: Multiple opportunities for stakeholder involvement including invitations to participate in lunch and learn, open campus, School improvement team, surveys, internship program, open board meetings Weaknesses: Low attendance at multiple events, particularly open campus trimester 3 What we can do to improve: Make stakeholders more aware of events and ways to participate via outreach. EVIDENCE IAP Non Profit Policies Board policies Staff Policies and Procedures Board Agendas Student Contracts and letters Progress Reporting Mailings FB Page All Surveys Safety Plan SPED Policies and Procedures Internship Brochures and Meetings School Reach SIT Team Agendas Board Agendas ELEOT A-F SIT Feedback Open Campus feedback Board Minutes Climate Survey Student Survey Campus Manager 360 Executive Director 360 PLC Minutes Data Reflections NSLP Surveys Open Campus NWEA Results PASS Rates Grad Rates NSLP Participation Attendance Data Discipline Data Persistence Rates Letter Grade CCR Spreadsheet 4.5 Credits Report Grant Alignment UFB Records Compass Records Guest Speaker Records Contracts with outside agencies Board events Lunch and Learn with Chamber of Commerce NAVIT NPC Compass Student Survey P3Q1,2,3 P6Q4 P7Q1-3 Climate Survey P3Q1-4 P6 Q3,4 P7 Q1,2 Staff Survey P1Q2,3 P2Q3,9,10 P3Q9,19,20 Executive Director 360 Review P1Q1-4 P2Q3 P5Q2 P7Q1,3 P9Q2,3 P11Q1,3 P12Q1,2,3,4

Standard 4

Learners benefit from a formal structure that fosters positive relationships with peers and adults.

- 4 - A formal structure is planned and consistently implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors consistently demonstrate respect, trust, and concern for one another's well-being.
- **3 - A formal structure is planned and regularly implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors routinely demonstrate respect, trust, and concern for one another's well-being.**
- 2 - A formal structure may be planned but is minimally implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors sometimes demonstrate respect, trust, and concern for one another's well-being.
- 1 - A formal structure is not planned or implemented to promote a culture and climate in which learners receive support from adults and peers. Peer and adult interactions and behaviors rarely demonstrate respect, trust, and concern for one another's well-being.

COMMENTS

Strengths: Treating students as individuals with only one zero tolerance policy that is mandated by the state of Arizona, formal structures include community service projects, Friday tutoring, student conferencing in CCR, positive contacts with home, lunch tutoring, student counseling services, ECaps Weaknesses: Lack of peer to peer respect, lack of consistency in classrooms enforcing school rules. What we can do to improve: Create and communicate Common Courtesy expectations and enforce adherence. Improve conferencing approaches. EVIDENCE Peer tutoring guidance CCR Looping Positive Contact Policy Lunch and Learn Community Service Student Conferencing Student Policy and Procedure Staff Policy and Procedure ELEOT A and C CNA Student Survey Climate Survey Staff Survey Campus Manager 360 Executive Director 360 Lunch and Learn Participation Field Trips Interact Student Conferencing Community Service Student Survey P2Q5 P3 Q1,2,5 P4Q1,3,4 P5Q2,3 P6Q1,2,4,5 Climate Survey P3Q1-4 P4Q1 P5Q3 P6Q3,4 P7Q2 Staff Survey P2Q10 P3Q14,15 P4Q11 Executive Director 360 P1Q1,2,4 P2Q3 P5Q2 P6Q3 P7Q3 P10Q3 P11Q2 P13Q4

Standard 5

Professional staff members embrace effective collegiality and collaboration in support of learners.

- 4 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration and are monitored for fidelity of implementation. Professional staff members consistently interact with respect and cooperation, learn from one another, and consider one another's ideas. Professional staff members intentionally and consistently work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
- **3 - The institution's documented operating practices cultivate and set expectations for collegiality and collaboration. Professional staff members regularly interact with respect and cooperation, often learn from one another, and routinely consider one another's ideas. Professional staff members often work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.**
- 2 - The institution's operating practices somewhat cultivate and set expectations for collegiality and collaboration. Professional staff members generally interact with respect and cooperation, periodically learn from one another, and somewhat consider one another's ideas. Professional staff members sometimes work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.
- 1 - The institution's operating practices rarely cultivate and set expectations for collegiality and collaboration. Professional staff members may or may not interact with respect and cooperation, learn from one another, or consider one another's ideas. Professional staff members rarely work together in self-formed or assigned groups to review information, identify common problems, and implement solutions on behalf of learners.

COMMENTS

Strengths: Regular PLCs and informal assignment of mentors to new staff. Coaching twice per month from Campus Manager. Training provided in data analysis, biweekly staff meetings, Weaknesses: Lack of effective use of time in PLCs What we can do to improve: Provide structure and leadership to the PLCs EVIDENCE PLC Tiered Interventions Staff Policies and Procedures Student Policies and Procedures Whats Going On email Shared Calendar Staff Meetings Self Evaluations Goals Data reflections PLC Minutes Jam Boards SIP CNA Staff Survey Chain Emails Campus Manager 360 Executive Director 360 Lunch Tutoring Staycation 4.5 Credit Pass Rates Outreach and Interact events Thx Notes Staff Survey P5Q9,10,15 Executive Director 360 P1Q3,4 P5Q2 P11Q1 P12Q2 P13Q4

Standard 6

Professional staff members receive the support they need to strengthen their professional practice.

- 4 - Professional staff members consistently receive adequate resources and assistance based on data and information unique to the individual. A formal structure ensures that professional staff members receive personalized mentoring and coaching from leaders and peers.
- **3 - Professional staff members receive adequate resources and assistance based on data and information unique to the individual. Professional staff members receive personalized mentoring and coaching from leaders and peers.**
- 2 - Professional staff members receive some resources and assistance based on data and information unique to the individual. Professional staff members periodically receive mentoring and coaching from leaders and peers.
- 1 - Professional staff members receive few or no resources and assistance based on data and information unique to the individual. Professional staff members rarely receive mentoring and coaching from leaders and peers.

COMMENTS

Strengths: Regular PLCs and informal assignment of mentors to new staff. Coaching twice per month from Campus Manager. Training differentiated based on staff goals, Weaknesses: Lack of new teacher support. Lack mentoring from peers What we can do to improve: Involve seasoned staff members in coaching process EVIDENCE Coaching Guide Individualized PD Staff Policies and Procedures Non Profit Policies and Procedures ELEOT Formal Evaluations Self Evaluations Walkthroughs Coaching Notes Reflections PD Reflections Coaching Notes CNA Staff Survey Executive Director 360 Campus Manager 360 Coaching Spreadsheet Training plan PLC Minutes Grant Alignment Staff Survey P2Q5-8 P3Q9,10,15-18 P5Q4 Executive Director 360 P5Q3 P11Q4 P13Q3 Climate Survey P5Q1 P6Q1-4 P7Q2

Enter the Culture of Learning Key Characteristic narrative from your workbook in the field below:

At Northern Arizona Academy (NAA) culture is a cornerstone of our growth over the past five years from a "C" rated school to an "A" rated school. Over that time, our culture has improved and been reshaped to reflect the school's unique shared values, attitudes, and behaviors. Due to this, NAA has created an environment where students feel motivated and supported, parents, guardians and stakeholders feel welcome and heard and staff feel positive about their roles. As a result, students at NAA are provided the support needed to develop the skills necessary for success in their post high school goals.

Improving the culture and climate of Northern Arizona Academy (NAA) has been a driving factor over the past five years. Additionally, NAA has focused on improving our perception in the local community and adding partnerships that are beneficial to our students and their families. NAA feels that the Culture of Learning is of paramount importance because, as an alternative school, a majority of enrolling students and their parents/guardians have experienced the negative side of public education and, at times, demonstrate open hostility towards public schools in general. Although all Culture of Learning standards were assigned a score of "3", NAA's commitment to improvement drives our desire to raise scores. Significant gains have been made in the culture of learning at NAA. According to the student survey, students are satisfied overall with the culture of learning at NAA. Section 2 of the survey, which focuses on student opinion of teachers, demonstrates an average score of 96%, with 95% stating they get help when they need it and 100% stating they are challenged to do their best. Additionally, 98% of students state they are recognized for their achievements (P3Q1), 90% state they are treated fairly (P3Q5), help plan school activities (P6Q4) and that they have an opportunity to participate in activities that interest them (P6Q5). Of significant importance, 98% state the teachers and staff care about the students (P4Q1).

These gains are reflected in the Climate Survey, completed by parents and guardians. 100% of respondents stated they feel welcomed at our school (P6Q2) and 100% feel their child is treated fairly (P4Q1). In fact, on the Climate Survey,

parents and guardians demonstrate and overall positive feeling towards NAA in all areas, awarding average scores over 94% in all areas since FY21, except in discussing things studied at school with their student (90%).

The Staff Survey reflects multiple strengths as well. Part 1, addressing Purpose and Direction registers an average score of 4.62/5 while Governance and Leadership, Part 2, scores 4.5/5.

The gains reflected in these surveys are attributed to multiple programs developed and integrated over the past five years.

Partnerships with local agencies and community members have been created or strengthened including partnerships with Navajo County Health Services, Northland Pioneer College early college and NAVIT, Navajo County Probation, community member participation in Lunch and Learn activities, partnerships with local businesses to support the Community Service, Internship and Job Shadow programs and partnership with United Food Bank to serve students, their families and the community. These partnerships and activities have served multiple purposes; to provide needed services to our students, to encourage our students to serve others, to encourage community members to interact with our school and to provide real world experience and enrichment activities for our students.

Programs welcoming parents, guardians and community members to participate in the decision making at our school include monthly open forum Board meetings, multiple Open Campus dates, the School Improvement Team, Lunch and Learn Activities, and multiple types of surveys. To ensure parents, guardians and students are aware of school activities and programs and are encouraged to participate, the school engages in weekly progress reports, biweekly positive contacts, and monthly mailings home.

Finally, teachers and staff members are encouraged to contribute their voice and guide the culture of the school via the Staff Survey, participation in the Comprehensive Needs Assessment, biweekly staff meetings, coaching from leadership with teacher driven goals, personalized professional development according to their individual goals, monthly Professional Learning Community meetings, and informal peer to peer mentoring.

According to current data, the NAA Team identified areas that need improvement in the upcoming years. There has been low attendance at multiple events, particularly open campus trimester 3. Students indicate lack of peer to peer respect, Student Survey P4Q4 and only 74% indicate they feel like they can talk to an adult at school (P3Q2). ELEOT observations indicate a lack of empathy from students towards others with different abilities and aptitudes (A-4 2.89 average score) Student surveys reflect this finding, with only 69% agreeing that students treat each other with respect. (P4Q4). Staff have indicated that there is a lack of effective use of time in PLCs, ineffective new teacher support and a lack of mentoring from peers (Staff Survey P3Q15 and P3Q15). Additionally, upon examination of the data, it was found that teachers reliably completed positive contacts 73% of the time on average. Finally, according to the Comprehensive Needs Assessment, the actual mission and vision are not well known.

The team examined all findings and decided the most important findings that the school may have the most impact on were the lack of mission and vision awareness by stakeholders, the lack of new staff training and the lack of respect demonstrated between students. Using the five why's root cause analysis, the team identified possible root causes and theories of action.

Lack of mission and vision awareness is due to lack of stakeholder exposure as a result of the mission and vision not being perceived as relevant or applicable to day to day operations (Standard 2).

- If NAA posts the mission and vision throughout the school and on all outward facing material and sites and starts each year with a mission and vision event there will be increased likelihood of stakeholders being exposed to our mission and vision resulting in the increased likelihood of stakeholders understanding the core purpose of our school as defined by the mission and vision.

Lack of new hire support is due to lack of formal structure, formal accountability, and adherence to that formal structure (Standard 6).

- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and

performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

Students do not treat each other with courtesy because standards of behavior are not enforced consistently due to inconsistent interpretation of the standards (Standard 4).

- If NAA creates a chart of core rules of courtesy with examples, trains students and staff on the core rules of courtesy and enforces core courtesy in the classroom and in common areas then there will be a deeper understanding of acceptable and unacceptable behavior towards others. This may lead to an increased likelihood that students will behave in a courteous manner to others which may result in an increased likelihood of a positive welcoming experience for students on campus and a decrease in student interactions that lead to referrals.

Leadership for Learning Standards

The ability of a leader to provide leadership for learning is a key attribute of a good institution. Leaders who engage in their own learning while tangibly supporting the learning process for learners and teachers have a significant positive impact on the success of others. Leaders must also communicate the learning expectations for all learners and teachers continuously, with consistency and purpose. The expectations are embedded in the culture of the institution, reflected by learners', teachers', and leaders' behaviors and attitudes toward learning.

Keys to Leadership for Learning

Leadership for learning is demonstrated when school leaders:

- Communicate expectations for learning
- Influence and impact the culture in positive ways
- Model and engage in learning while supporting others to do so

Standard 7

Leaders guide professional staff members in the continuous improvement process focused on learners' experiences and needs.

- 4 - Leaders consistently engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed trend and current data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members consistently implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
- **3 - Leaders regularly engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is based on analyzed data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members routinely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.**

- 2 - Leaders occasionally engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is sometimes based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members sometimes implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.
- 1 - Leaders seldom engage professional staff members in developing, communicating, implementing, monitoring, and adjusting the continuous improvement process. The continuous improvement process is rarely based on data about learners' academic and non-academic needs and the institution's organizational effectiveness. Leaders and professional staff members rarely implement ongoing practices, processes, and decision making that improve learning and engage stakeholders.

COMMENTS

Strengths: Teachers provided with data analysis training and regularly scheduled PLCs to analyze data. NWEA results accessible in real time. Regular data reflections performed by teachers and plans going forward to adjust instruction created. All staff members participate in the CNA and IAP. Weaknesses: Lack of baseline scores for entering students due to NWEA testing schedule. Lack of PLC structure. What we can do to improve: Modify the NWEA testing schedule to ensure all students have a baseline score to measure growth against. Build in structure for PLC meetings. Evidence: POLICIES AND PROCEDURES Admin POLICIES AND PROCEDURES Staff Data reflection document Improvement Plans Curriculum Maps Apex Curriculum Alignment Tiered Interventions Teacher Binders Professional Development Shared calendar Staff Meetings CSF policy ELEOT Walkthroughs Coaching Evaluations Staff responsibility spreadsheet CNA Data reflections Tiered input Coaching notes Self-evaluation and goals ADE data Board minutes Staff Survey PLC minutes Jamboards SIT minutes Climate Survey Student Survey Board Survey Campus Manager 360 Executive Director 360 Staff Survey Discipline Data Teacher binders: Goal tracking Tabletops and drills CSF funds spreadsheet Staycation Lunch Tutoring Community activities and field trips Lunch and Learn Pass Rate Persistence Rate Grad Rate Drop out rate State Testing data NWEA data Board Survey 6,7 Campus Manager 360 S1 Q2,4,5 S2 Q 4-6, 9 S3 Q4,5 S5 Q1 Executive Director 360 P2Q1,4 P3 Q1-2 P4 Q2,4 P5Q3 P10Q3 P11Q1,3,4 P13Q3 Staff Survey P1Q1,2,4,5 P2Q3-10 P3Q1,2,7,9,10,12,14,16-18,20 P5Q1-7 Climate Survey P1Q1-5 P2Q1,4 P3Q1-4 P4 Q1,2 P6Q1-4 P7Q1-5

Standard 8

The governing authority demonstrates a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement.

- 4 - The governing authority's policies and decisions are regularly reviewed to ensure an uncompromised commitment to learners and the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to consistently and intentionally collaborate to further the institution's improvement.
- **3 - The governing authority's policies and decisions demonstrate a commitment to learners and support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to collaboratively further the institution's improvement.**
- 2 - The governing authority's decisions demonstrate some commitment to learners and sometimes support the institution's identified priorities. The governing authority and institution leaders use their respective roles and responsibilities to focus the institution's improvement.
- 1 - The governing authority's decisions demonstrate minimal commitment to learners and rarely support the institution's identified priorities. The governing authority and institution leaders seldom collaborate on the institution's improvement.

COMMENTS

Strengths: All staff participate in the CNA and IAP. Integration of programs to improve performance performed with fidelity by administration. Weaknesses: Lack regular updates to staff members about the improvement process after creation of the Integrated Action Plan. What we can do to improve: Dedicate a minimum one staff meeting per tri to school improvement activities and progress monitoring. Evidence Board Policies and procedures Board agendas Admin POLICIES AND PROCEDURES Board self-evaluation Board Minutes Executive Director 360 Board events Board awards Board training Board calendar Board budget Board self-evaluation 3,4,7,8,10,13,15,18 Staff Survey P2Q1,2,10 P5Q7 Executive Director 360 P11Q1-4 Student P3Q1 P6Q5

Standard 9

Leaders cultivate effective individual and collective leadership among stakeholders.

- 4 - Leaders consistently recognize and actively encourage leadership potential among stakeholders. Leaders create conditions that ensure formal and informal leadership opportunities, and provide customized support for individuals and groups to improve their leadership skills. Stakeholders show initiative and eagerness to take on individual or shared responsibilities that support the institution's priorities.
- **3 - Leaders frequently recognize and encourage leadership potential among stakeholders. Leaders create conditions that regularly offer formal and informal leadership opportunities, and support individuals and groups to improve their leadership skills. Stakeholders demonstrate a willingness to take on individual or shared responsibilities that support the institution's priorities.**
- 2 - Leaders occasionally recognize and encourage leadership potential among stakeholders. Leaders sometimes create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders sometimes volunteer to take on individual or shared responsibilities that support the institution's priorities.
- 1 - Leaders seldom recognize and encourage leadership potential among stakeholders. Leaders rarely create conditions that offer leadership opportunities and support individuals and groups to improve their leadership skills. Stakeholders rarely volunteer to take on individual or shared responsibilities that support the institution's priorities.

COMMENTS

Strengths: Staff set their own goals for professional development and student performance. CSF Plan includes points awarded for leadership activities to encourage teacher-leadership activities. PLC meeting once per month, all staff invited to attend. School Improvement Team meetings every other month, which staff, parents, guardians and community members are invited to. Staff, community members and parents/guardians invited to participate in Board meetings and to join the board. Community members invited to participate in and lead Lunch and Learn enrichment activities. Weaknesses: Teacher difficulty in identifying and requesting leadership activities. What we can do to improve: Create a formal structure for leadership opportunities and regularly communicate leadership opportunities to stakeholders. Evidence: Employee handbook Classroom Policies Outreach program Internship brochures Board Policies and Procedures Admin Handbook SCHOOL IMPROVEMENT TEAM Integrated action plan Professional Development Teacher Binders CSF categories POLICIES AND PROCEDURES categories Evaluations Coaching Intern evaluations Intern self-evaluation and reflection Campus Manager 360 Executive Director 360 PLC Minutes SCHOOL IMPROVEMENT TEAM Minutes Data and PD reflections Staff Survey Internship survey Lunch and Learn Guest Speakers Interact ECAPS Community Service activities PLC SCHOOL IMPROVEMENT TEAM Board involvement Give Thanks Shadowing Contact Logs Goal Tracking Performance Pay spreadsheet CSF Spreadsheet Climate Survey P3Q1,2 P6Q3,4

P7Q2 Executive Director 360 P5Q2,4 P11Q1,4 P2Q4 P12Q5 P13Q3,4 Campus Manager 360 S3Q4,6 S4Q2,4 Staff P1Q2 P2Q3,10 P3Q17,18 Student Survey P2Q2, 4 P3Q3 P6Q4 P7Q3

Standard 10

Leaders demonstrate expertise in recruiting, supervising, and evaluating professional staff members to optimize learning.

- 4 - Leaders intentionally and consistently identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders consistently use analyzed data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders implement and monitor documented practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.
- **3 - Leaders identify, develop, and retain qualified professional staff members who contribute to the institution's purpose and priorities. Leaders routinely use data from a variety of sources to forecast future staffing needs and employ best practices to attract qualified candidates from a broad range of backgrounds. Leaders regularly implement practices and procedures for supervision and evaluation that improve professional staff members' performance to optimize learning.**
- 2 - Leaders hire qualified professional staff members who contribute to the institution's purpose and priorities. Leaders sometimes use data to forecast future staffing needs. Leaders supervise and evaluate professional staff members to improve performance.
- 1 - Leaders hire qualified professional staff members without consideration of contribution to the institution's purpose and priorities. Leaders rarely use data to forecast future staffing needs. Leaders seldom supervise and evaluate professional staff members to improve performance.

COMMENTS

Strengths: Staff members observed multiple times per year via ELEOT observation tools and informal walkthroughs. Coaching provided to individual staff and PD aligned to their individual goals. Best practices to recruit and retain staff aligned to ADE recommendations. Weaknesses: Coaching provided by administration and lack of mentorship and coaching provided by peers. What we can do to improve: Realign coaching and mentoring to be provided by seasoned teachers. Formalize coaching and mentoring schedules and approaches. Evidence: Job Descriptions Teachers, Campus Manager, Executive Director Posting Evidence Staff Policies and Procedures: Recruitment, Retention Admin Handbook Website Evaluation Packet including PD and Student Goals Employee qualifications ELEOT Walkthroughs Coaching notes PD provided Campus Manager 360 Executive Director 360 Staff Survey Student Survey PLC Minutes Posting evidence Grant alignment and allocations Policies and Procedures What's Going on Emails Benefits analysis Tuition Reimbursement CSF spreadsheet Classroom budgets PD days Corrective Action Plans Stipend for PD and off hour duties Flex time New teacher training Orientation Inservice days Climate Survey P3Q1-4 Board Q3 Executive Director 360 P2Q2-4 P5Q1-4 Campus Manager 360 S1Q1 S2Q1,4,6 S3Q2-4,6 Staff P2Q3,6-8 P3Q16-18 Student Survey P5Q1-3

Standard 11

Leaders create and maintain institutional structures and processes that support learners and staff members in both stable and changing environments.

- 4 - Leaders consistently demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented, monitored, and thoroughly communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support agile and effective responses to both incremental and sudden change.
- **3 - Leaders regularly demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans that support responses to both incremental and sudden change.**
- 2 - Leaders sometimes demonstrate awareness of potential influences on institution stability and engage stakeholders in planning and implementing strategies to maintain stability and respond to change. The institution's structure and processes are occasionally documented and communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes include emergency and contingency plans to respond to change.
- 1 - Leaders seldom demonstrate awareness of potential influences on institution stability. The institution's structure and processes are not well documented or communicated so that learners and staff members know what to do and expect in everyday circumstances. The institution's structure and processes may not include emergency and contingency plans to respond to change.

COMMENTS

Strengths: Processes and structures and fully documented and regularly reviewed. Communication to staff provided weekly via email and biweekly via staff meetings. Emergency and contingency plans in place. Weaknesses: Emergency plans are not practiced on a regular basis. Support staff do not attend staff meetings regularly. What we can do to improve: Regularly schedule practice of emergency plans. Schedule staff meetings so support staff can attend. Evidence: Emergency Plan Admin Policies and Procedures Staff Policies and Procedures Staff meeting agendas Staff Calendar NSLP SOP IAP Emergency sub and NSLP Plans SPED Policies and Procedures Meeting minutes Drills ELEOT Walkthroughs Staff evaluations Executive Director 360 Campus Manager 360 Staff Survey SCHOOL IMPROVEMENT TEAM meetings Climate Survey CNA PLC Minutes Child Study team and teacher input 360 evaluations for staff What's Going on Emails Raptor training and walkthroughs Suicide Prevention training CPR training Financial reports School messenger SCHOOL IMPROVEMENT TEAM minutes Coaching notes Professional Duties tracking Data collections ESS data Positive contacts and GiveThx Climate Survey P2Q1-4 P3Q1-2 P5Q4 P6Q1-4 P7Q1-3 Executive Director 360 P6Q1,3 P10Q1-4 Staff Survey P2Q1 P4Q10-11 Campus Manager 360 S3Q2-3,6 S4Q2,4 S6Q1-3 Board 2,10,13-17 Student Survey P2Q1, 5 P3Q3 P4Q3 P5Q1,4 P6Q4 P7Q1-3

Standard 12

Professional staff members implement curriculum and instruction that are aligned for relevancy and effectiveness for each and every learner.

- 4 - Professional staff members systematically implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed through a formal, systematic process to assure alignment, relevancy, and effectiveness for each and every learner.
- **3 - Professional staff members implement, review, and adjust curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are regularly assessed to assure alignment, relevancy, and effectiveness for each and every learner.**

- 2 - Professional staff members implement curriculum and instruction based on recognized and evidence-based content standards. Curriculum and instructional practices are sometimes assessed to assure alignment, relevancy, and effectiveness for each and every learner.
- 1 - Professional staff members implement locally adopted curriculum and instruction. Curriculum and instructional practices are rarely or not assessed to assure alignment, relevancy, and effectiveness for each and every learner.

COMMENTS

Strengths: Lesson plans reviewed weekly. Coaching goals aligned to in class instruction. Data reflection on Benchmarks completed regularly and impact instruction. Weaknesses: Lack of structure to ongoing training and coaching particularly for new teachers What we can do to improve: Realign coaching and mentoring to be provided by seasoned teachers. Formalize coaching and mentoring schedules and approaches. Evidence: Administrative Policies and Procedures Curriculum Maps APEX alignment documents Curriculum review timeline and rubric Lesson plans Tiered interventions Classroom policies and procedures Full Observation Documents ELEOT Walkthroughs Staff responsibilities spreadsheet PLC Minutes Staff Survey Climate Survey Student Survey SCHOOL IMPROVEMENT TEAM feedback Data reflections PD reflections Lesson Plans Professional Responsibilities tracking ESS documentation Student tiers Lunch tutoring and staycation data CCR intervention progress Coaching documents NWEA data State testing data Pass Rates Climate Survey P1Q1-5 P2Q1-4 P4Q1-3 P7Q3-5 Executive Director 360 P3Q1-3 P4Q1-5 P6Q1 Staff Survey P2Q1,4-7 P3Q1-11, 14, 20 Campus Manager 360 S2Q1,2,5,7-9 S5Q1 Board 7 Student Survey P1Q1-3 P2Q1,3 P3Q4

Standard 13

Qualified personnel instruct and assist learners and each other in support of the institution's mission, purpose, and beliefs.

- 4 - All staff members demonstrate commitment to enhancing their professional practice over and above the required knowledge and skills for their positions. Staff members work collaboratively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors consistently demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
- **3 - All staff members demonstrate the required knowledge and skills for their positions. Staff members work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.**
- 2 - Most staff members demonstrate the required knowledge and skills for their positions, and a plan is being implemented to ensure that all staff members are qualified for their positions. Staff members sometimes work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors sometimes demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.
- 1 - Some staff members do not demonstrate the required knowledge and skills for their positions, and a plan does not exist to ensure that all staff members are qualified for their positions. Staff members rarely work cooperatively to instruct and assist learners and colleagues in support of the institution's guiding principles. Staff members' individual and collective decisions and behaviors rarely demonstrate alignment and coherence with the institution's mission, purpose, and beliefs.

COMMENTS

Strengths: Staff are provided multiple opportunities to work cooperatively including common planning time, regularly scheduled staff meetings and PLCs and an informal "open door" policy enacted by administration to ensure staff have input. Multiple opportunities are integrated into the school day to ensure students are provided with support including lunch tutoring, extended day tutoring on Fridays, interventions during 1st period CCR and Lunch and Learn activities that focus on enrichment every Friday. Additionally, staff fully participate in revision of the mission and vision, the comprehensive needs assessment and the creation of the integrated action plan. Weaknesses: Coaching provided by administration and lack of mentorship and coaching provided by peers. New staff training not formalized or consistent in areas. Support staff unable to attend staff meetings. What we can do to improve: Schedule staff meetings so support staff can attend. Formalize new staff training so it is comprehensive and consistent. Evidence: Staycation Schedule Lunch Tutoring Title 1 approaches in Student Handbook IAP Admin Handbook Integrated Action Plan Internship Program Job Shadowing Teacher Binders Professional Development ELEOT Walk-Throughs Coaching Notes Formal Evaluations Student Survey Climate Survey Staff Survey Teacher Self-Evaluation ED 360 CM 360 PLC Minutes SCHOOL IMPROVEMENT TEAM Minutes CNA PD Reflections Staycation Logs Pass Rate NWEA Data Interventions Data Lunch Tutoring Logs PLC Minutes Enrichment Activities Lunch and Learn 4.5 Credit tracking College and Career Readiness Spreadsheet ECAPS Counseling and other support services AZVAB Grad Rate Tiered Interventions E3 United Food Bank Data Document Goal Tracking in Teacher Binder Persistence Rate Climate Survey Part 1: All Part 2: All Part 6: All Part 7: 3,5 Student Survey Part 1: 1,2,3 Part 2: 1,2,4,5 Part 3: 3 Part 7: 3 Staff Survey Part 1: 4, 5 Part 2: 3,4,5,6,7,8 Part 3: All Part 4: 2,5,8,9 Part 5: 3,4,5 Executive Director 360 Part 2: 1,2 Part 3: 1 Part 4: 2,4,5, Part 5: 2,3 Part 10:3 Part 11: 1, 4 Part 13: 4

Standard 14

Curriculum and instruction are augmented by reliable information resources and materials that advance learning and support learners' personal interests.

- 4 - Professional staff members consistently suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. A systematic process is used to identify and verify that information resources and materials are selected from credible sources.
- **3 - Professional staff members suggest and provide thoughtfully selected information resources and materials for learners that broaden and enrich the learning process and support learners' personal interests. These information resources and materials are selected from credible sources and based on verifiable information.**
- 2 - Professional staff members sometimes suggest and provide information resources and materials for learners that broaden and enrich the learning process and/or support learners' personal interests. These information resources and materials are usually selected from credible sources and based on verifiable information.
- 1 - Professional staff members rarely suggest and provide information resources and materials for learners that broaden and enrich the learning process or support learners' personal interests. These information resources and materials are rarely selected from credible sources or may not be based on verifiable information.

COMMENTS

Strengths: Professional staff members are actively involved in ongoing revision of curriculum maps and creation of new enrichment opportunities for students. Funds are dedicated to pay professional staff members for their efforts in these areas. Weaknesses: Staff turnover in some areas have resulted in a lack of updates to some curriculum maps. What we can do to improve: Formalize the structure and calendar for curriculum revision and abide by it. Provide professional

staff members with links to credible sources. Evidence Curriculum Maps APEX Curriculum Professional Development Tiered Interventions Integrated Action Plan AZ Health Charlie Health Vendor Contracts Curriculum Selection Process ELEOT Walkthrough Coaching Coaching Notes Staff evaluation and goals PLC Minutes Data Reflections PD Reflections Student Survey Climate Survey Staff Survey CM 360 Teacher Binders Goal Tracking Lunch and Learn Internships Job Shadowing NAVIT Enrichment purchases Guest Speakers Community Service Activities CCR Looping Positive Contacts Student Survey Part 1: 1-4 Part 2: 1 Part 3: 4 Part 6: 4,5 Climate Survey Part 1: All Part 7: 3, 5 Part 5: 4 Staff Survey Part 3: 2,3,4,11,12,13, 14 Part 4: 5, 8, 9 CM360 Part 2: 3 Part 4: 2 Part 2: 1,4 Part 4: 4 Part 9: 2,3

Standard 15

Learners' needs drive the allocation and management of human, material, digital, and fiscal resources.

- 4 - Professional staff members engage in a systematic process to analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are consistently based on current data at any point in time.
- **3 - Professional staff members routinely analyze learners' needs and current trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are routinely based on current data and at predetermined points in time.**
- 2 - Professional staff members sometimes analyze learners' needs, current, and trend data to adjust the allocation and management of human, material, digital, and fiscal resources to ensure each and every learner's needs are met. Adjustments to resource allocation are sometimes based on current or updated data.
- 1 - Professional staff members rarely analyze learners' needs and trend data to adjust the allocation and management of human, material, digital, and fiscal resources. Resources are rarely allocated in alignment with documented learners' needs or to ensure each and every learner's needs are met.

COMMENTS

Strengths: Staff are provided multiple opportunities to work cooperatively to examine data during PLCs. Training is provided in data analysis and data reflections regularly completed by professional staff. Tiered intervention is utilized and the tiers are regularly updated by professional staff. Ongoing data tracking is conducted by professional staff members and made available in a common, electronic drive. Additionally, staff fully participate in the comprehensive needs assessment and the creation of the integrated action plan. Weaknesses: Limited staff due to limited enrollment means adjustments to resource allocation may be delayed due to costs. What we can do to improve: Attempt to increase remote learning enrollment to increase funding and develop a different revenue stream. Evidence: CNA IAP Tiered Interventions Monthly Financial Reports Budgets Fiscal Policies including Perf Pay, CSF, Surplus Remote Learner Policy Walkthrough Coaching Spreadsheet PLC Board Minutes ED 360 CM 360 Staff Board Student Climate Enrichment Surveys Data Reflections Teachers and Admin Financial and Academic performance dashboards Cash Flow Reports Summer School Intersession Guest Speakers Internship Program McKinney Vento Free School Supplies for all students Tech Resources ED 360 Part 2: 4 Part 4: 5 Part 5: 3 Part 6: 4 Part 8: 2,4 Part 9: 3 Part 11: 4 Part 13: 3 CM 360 Part 2: 7,8 Part 3: 2,5 Staff Survey P2: 5-8 P3: 11-14 P4: 1-11 Board Survey 2,7 Student Survey P1: 4 P2: 1,5 P3:4 P6: 4,5 Climate Survey P1: ALL P2: 1,2,4 P3: 1-4 P5: 4 P7: 4,5

Enter the Leadership for Learning Key Characteristic narrative from your workbook in the field below:

At Northern Arizona Academy, we understand that effective leadership plays a crucial role supporting the academic and social emotional development of learners and staff. Effective leadership impacts learner and staff interaction with the learning environment and leads efforts to establish the culture of the school. When the board, administration and professional staff set an example of excellence others are motivated to follow suit. Positive, mission driven leadership creates purpose and ensures that academic and nonacademic supports are differentiated to meet student's individual needs. In addition, effective leadership encourages learners to take responsibility for their own learning and gives professional staff the freedom to take leadership position to proactively overcome obstacles and enact solutions based on current and longitudinal data.

Expectations for learning are clearly communicated and monitored by leaders at Northern Arizona Academy (NAA) in multiple ways. SMART goals are set by administration and teachers regarding student performance and are tracked each trimester. Ongoing discussion and data analysis regarding progress toward goal achievement are held formally and informally during staff meetings, Professional Learning Communities, School Improvement Team meetings and during prep time. Longitudinal and short-term data is tracked in the data spreadsheet, which is readily available to all stakeholders. Data reflections are performed after every benchmark and plans made to impact and improve instruction. Curriculum maps are adhered to and regularly updated by content area teachers. Tiered interventions are fully embedded, and students are tiered regularly to ensure appropriate interventions are applied.

Constructive and timely feedback is provided to professional staff to ensure expectations are being met. Adherence to professional duties are monitored weekly including lesson planning, student conferencing, timely submission of grading and positive contacts and used to provide professional staff with feedback on basic performance. Coaching is provided by seasoned teachers to professional staff including biweekly walkthroughs, development and tracking of mini-goals, biweekly feedback and planning meetings, and embedded training. Professional development is provided based on schoolwide data and the individual needs of professional staff.

According to data NAA performs well overall in the key characteristic: Leadership for Learning. According to the staff survey, Purpose and Direction scored 4.62 out of 5 (P2Q1-4), Governance and Leadership scored 4.5 out of 5 (P2Q1-10) and Using Results for Continuous Improvement scored 4.47 out of 5 (P5Q1-7). Additionally, the Climate Survey supports this with 100% of respondents stating that communication on student progress and school rules are clear (P3Q1 and P6Q1), school rules are applied fairly (P4Q1), and they feel welcomed at the school (P6Q2). The Student Survey provides additional information support with over 85% agreement on the fairness of school rules (P4Q3), feeling safe at school (P5Q2), and their opinions being heard (P3Q5, P6Q4, P6Q5). Finally, the Comprehensive Needs Assessment scores both school structures and systems and systems to improve, catalogue and save teacher work the highest of all strands (2.5 out of 3).

Based on feedback provided by stakeholders and analysis by the NAA Team, the following areas have been identified as areas needing improvement. A persistent issue, according to the Staff Survey, is the lack of a formal process for training new staff members (Teaching and Assessing for Learning Question 16). Additionally, the survey states that peer coaching is provided but the scores indicate it does not fulfill the teacher's needs (Teaching and Assessing for Learning Question 15). Another persistent issue is students not treating each other with respect (Student Survey P4Q4). Although there has been improvement in this area over the past five years, there is a defined need for improvement. The following theories of action have been developed by the team:

Lack of new hire support is due to lack of formal structure, formal accountability, and adherence to that formal structure.

- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

Students do not treat each other with courtesy because standards of behavior are not enforced consistently due to inconsistent interpretation of the standards.

- If NAA creates a chart of core rules of courtesy with examples, trains students and staff on the core rules of courtesy and enforces core courtesy in the classroom and in common areas then there will be a deeper understanding of acceptable and unacceptable behavior towards others. This may lead to an increased likelihood that students will behave in a courteous manner to others which may result in an increased likelihood of a positive welcoming experience for students on campus and a decrease in student interactions that lead to referrals

Engagement of Learning Standards

A good institution ensures that learners are engaged in the learning environment. Learners who are engaged in the learning environment participate with confidence and display agency over their own learning. A good institution adopts policies and engages in practices that support all learners being included in the learning process.

Keys to Engagement of Learning

Engagement is demonstrated when all learners:

- Are included in the learning process
- Participate with confidence
- Have agency over their learning

Standard 16

Learners experience curriculum and instruction that emphasize the value of different cultures, backgrounds, and abilities reflective of the global community.

- 4 - Respect for different cultures, backgrounds, and abilities is embedded in every aspect of the institution's culture and learning environments. The presence and contributions of the global community are authentically integrated in the curricular content and instructional practices.
- **3 - Respect for different cultures, backgrounds, and abilities is clearly present in the institution's culture and learning environments. The presence and contributions of the global community are intentionally included in the curricular content and instructional practices.**
- 2 - Respect for different cultures, backgrounds, and abilities is somewhat present in the institution's culture and learning environments. The presence and contributions of the global community are inconsistently included in the curricular content and instructional practices.
- 1 - Respect for different cultures, backgrounds, and abilities is rarely present in the institution's culture and learning environments. The presence and contributions of the global community are not included in the curricular content and instructional practices.

COMMENTS

Strengths: Readings from different cultures and perspectives are included in core and elective courses. Professional Staff strive to include the community in the classroom from various backgrounds. Students are taken out into the community via community service activities and monthly field trips to interact with people of different cultures, backgrounds and abilities. Tiered interventions are used to serve the individual abilities of students. Weaknesses: The surrounding area is fairly homogenous, limiting the ability of various culture to be represented during outside activities. This leads to limited representation in the school because the cultures are not present in the community. What we can do to improve: Integrate a culture fair into the curriculum to encourage students to explore and learn about cultures they may not be directly exposed to. Evidence Curriculum Maps: World History, ELA, Mythology Enrichment Activities Title 1 Activities:

Student Handbook Admin POLICIES AND PROCEDURES Work Study Packet Internship Info
 ELEOT Student Survey CM 360 Staff Survey Board Survey ED360 Community Service Activities
 Lunch and Learn Internships Job Shadowing Guest Speakers NAVIT Dual Credit Flexible
 Scheduling CM 360 P4: 2 P5: 3 Staff P1:3 P2: 10 P3: 11,13,14 Board 9,11 ED360 P1: 4 P12: 2
 P13: 4 Student Survey P2: Q1,4 P3: Q1 P6:Q4,5 Climate Survey P2: 1,2 P5: 4

Standard 17

Learners have the support and opportunities to realize their learning potential.

- 4 - Professional staff members develop relationships with and understand the needs and well-being of individual learners. Academic and non-academic experiences are tailored to the needs and well-being of individual learners. Learners are challenged and supported to strive toward maximal levels of achievement and self-efficacy without barriers or hindrances by schedules or access to academic and non-academic offerings.
- **3 - Professional staff members know their learners well enough to develop and provide a variety of academic and non-academic experiences. Learners have access and choice in most academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners rarely encounter barriers when accessing academic and non-academic experiences most suited to their individual needs and well-being. Learners are challenged and supported to strive toward individual achievement and self-efficacy.**
- 2 - Professional staff members consider varying learner needs and well-being when developing and providing academic and non-academic experiences. Learners have access to some variety in academic and non-academic opportunities available according to grade levels or through expected sequencing of courses. Learners may encounter barriers when accessing some academic and non-academic experiences most suited to their individual needs and well-being. Learners are sometimes challenged and supported to strive toward individual achievement and self-efficacy.
- 1 - Professional staff members give little or no consideration to individual learner needs and well-being when developing and providing academic and non-academic experiences. Academic and non-academic opportunities are limited and standardized according to grade levels or a predetermined sequencing of courses. Learners frequently encounter a variety of barriers when accessing academic and non-academic offerings that would be well-suited to their individual needs and well-being. Learners are rarely challenged to strive toward individual achievement and self-efficacy.

COMMENTS

Strengths: Multiple means to develop and provide experiences are in effect including sequential core classes, extended enrichment activities on Fridays, monthly field trips, community service activities, internships, job shadowing, APEX credit recovery and elective courses, Northern Arizona Vocational Institute of Technology (NAVIT) participation at Northland Community College (NPC), and dual credit courses via NPC. Education and Career Action Plans (ECAPS) are developed by the students with support from teachers to guide their courses and achievement. Students are given opportunities to complete COMPASS and ASVAB testing to ensure access to chosen careers. Support is provided to students via tiered interventions, lunch tutoring, extended day tutoring, weekly progress reporting, student conferencing, CCR interventions, flexible scheduling, emergency food from United Food Bank, private laundry and shower facilities on site, and positive contacts. Weaknesses: The small school size and limited staffing makes offering a full range of electives difficult. What we can do to improve: Continue to partner with community members and programs to ensure students have opportunities to participate in elective courses. Better communicate outside opportunities to students and parents/guardians, particularly offerings from NPC. Evidence Curriculum Maps Student Handbook Title 1 Activities, ECAPS SPED Policies McKinney Vento Policies ELL Policies Internship Tiered Interventions 45 day Screens Work Study Packet Lesson Plans ELEOT Staff Survey CM360 Board Survey ED360 Climate Survey Student Survey Child Study Team Enrichment Activities PASS Rate IEP Records ECAPS Modified

Scheduling Lunch and Learn Guest Speakers Community Service Activities NWEA Interventions Lunch Tutoring Summer School Intersessions Staycation Student Conferences CCR Positive Contacts Contracts Graduation Plans NAVIt Dual Credit Flexible Scheduling ASVAB Testing COMPASS Student Survey P1:Q1-4 P2:1-3,5 P3: 1,3,4 P6: 4,5 Climate Survey P1: ALL P3: ALL P4: 1,2 P5: 1,3,5 P6: ALL P7: ALL Staff survey P2:4 P3: 2,5,6,11,12,14 P4: 9 P5: 5 CM360 P2:3 P5:1,3,5 Board 15 ED360 P1:15 P2:1 P4:1,4,5 P11:4

Standard 18

Learners are immersed in an environment that fosters lifelong skills including creativity, curiosity, risk taking, collaboration, and design thinking.

- 4 - Conditions across all aspects of the institution promote learners' lifelong skills. Learners engage in ongoing experiences that develop the non-academic skills important for their next steps in learning and for future success. A formal structure ensures that learning experiences collectively build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- **3 - Conditions within most aspects of the institution promote learners' lifelong skills. Learners engage in experiences that develop the non-academic skills important for their next steps in learning and for future success. Collectively, the learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.**
- 2 - Conditions within some aspects of the institution promote learners' lifelong skills. Learners engage in some experiences that develop non-academic skills important for their next steps in learning and for future success. Some learning experiences build skills in creativity, curiosity, risk taking, collaboration, and design thinking.
- 1 - Learners engage in environments that focus primarily on academic learning objectives only. Little or no emphasis is placed on non-academic skills important for next steps in learning and for future success. Learning experiences rarely build skills in creativity, curiosity, risk taking, collaboration, or design thinking.

COMMENTS

Strengths: Multiple means to develop lifelong skills are present including, extended enrichment activities on Fridays, monthly field trips, community service activities, internships, job shadowing, APEX elective courses, Interact, work skills development, Northern Arizona Vocational Institute of Technology (NAVIT) participation at Northland Community College (NPC), work study, and dual credit courses via NPC. Education and Career Action Plans (ECAPS) are developed by the students with support from teachers to guide development and tracking of post high school goals. Weaknesses: Students may be resistant to new experiences leading to the same students participating in activities, while others refrain. What we can do to improve: Better communicate outside opportunities to students and parents/guardians. Track participation in activities that develop lifelong skills. Ask students who do not participate about their interests and goals, seek to schedule experiences that interest them, and encourage participation. Evidence: Student Handbook Admin Handbook Internship Documents IAP Work Study Packet Curriculum Maps ELEOT Walkthroughs Student Survey Climate Survey Staff Survey Lesson Plans Field Trips Community Service Navit Community Service Projects internships Job Shadowing Guest Speakers Interact Lunch and Learn Vendor Presentations ECAPS Climate Survey P2:1,2 P3:1-4 P4:1,2 P5: 3,4 P6: ALL P7:ALL Student Survey P2:1,2,4 P3:1-3 P6:4,5 P7:3 Staff Survey P3:11,14 P4:9

Standard 19

Learners are immersed in an environment that promotes and respects student agency and responsibility for their learning.

- 4 - Conditions across all aspects of the institution promote learners' active discovery and expression of their needs and interests. Learners give input into the instructional and learning activities they pursue and the methods in which they learn. Learners consistently identify their learning targets and monitor their progress.
- 3 - Conditions within most aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners give input into most of the instructional and learning activities available to them. Learners are frequently involved in identifying their learning targets and monitoring their progress.
- **2 - Conditions within some aspects of the institution are learner-centered and promote learners' active discovery and expression of their needs and interests. Learners have some opportunity for input into the instructional and learning activities available to them. Learners are sometimes involved in identifying their learning targets and monitoring their progress.**
- 1 - Learners engage in environments that are heavily instructor-centered. Learners have little or no input into the instructional and learning activities available to them. Learners are rarely expected to monitor their learning progress.

COMMENTS

Strengths: Learners are surveyed in their CCR to identify community service activities that may interest them. Limited, informal surveying is conducted to identify activities offered during lunch and learn and field trips. All students develop and track their learning targets and monitoring progress on their Education and Career Action Plan (ECAP) Weaknesses: Teacher understanding of ECAPS are limited, leading to indifference. Student surveys regarding activities have declined over the past two years. What we can do to improve: Reintroduce regular surveys for Lunch and Learn activities and outside speakers. Train all teachers on the purpose and importance of ECAPS. Track the maintenance of ECAPS. Evidence Student POLICIES AND PROCEDURES Admin POLICIES AND PROCEDURES Mission and Vision Integrated Action Plan Instructional Time Model Internship Policies ELEOT Walkthroughs Coaching Notes Student Survey Interest Surveys Staff Survey ED360 Cm360 Staff Meetings Climate Survey Teacher/Student Conferences ECAPS Internship Work Study NPC Credits Surveys Interact Community Service Activities NWEA Goals Graduation Plans Lesson Plans Lunch Tutoring Lunch and Learn Interact Weekly Progress Reports Job Shadowing Staff Survey P2: 3 P3: 2,3,11,13,14 P4:9 ED360 P2:1 P4:4 CM360 P2:3 P5:5 Student Survey P2:4 P3:1-4 P4: 1,3,4,5 P5:1-3 P6:4,5 P7:2,3,5 Climate Survey P2: 1-3

Standard 20

Learners engage in experiences that promote and develop their self-confidence and love of learning.

- 4 - Learners consistently pursue challenging opportunities that may not always result in success, knowing that they will be supported when needed. Learners readily and consistently show motivation, curiosity, and excitement about their learning.
- **3 - Most learners pursue opportunities that may not always result in success, knowing they will be supported. Most learners show motivation, curiosity, and excitement about their learning.**
- 2 - Some learners pursue opportunities that may not always result in success, but only with significant, individual support. Some learners show motivation, curiosity, and excitement about their learning.
- 1 - Most learners primarily pursue opportunities they believe to be risk-free or heavily guaranteed to be successful. Most learners show little motivation, curiosity, or excitement about their learning.

COMMENTS

Strengths: Multiple opportunities are give to students for success with a rich structure of support. Weaknesses: Students resent assignment to support. What we can do to improve: Emphasize

support is an opportunity to help students succeed, not a punishment. Survey students about the types of support they find useful. Evidence Tiered Interventions Student Handbook Title 1 Program and Supports Admin POLICIES AND PROCEDURES Mission and Vision Statement Instructional Time Model ELEOT Walkthroughs Coaching Notes Student Survey Climate Survey Staff Survey Open Campus Conferences Trimester Awards Board Awards NWEA testing rewards: Schoolwide and in class Student of the Year Lunch Tutoring Intersession Summer School APEX Credit Recovery Staycation Persistence Rate Community Service Participation Lunch and Learn Student/Teacher Conferences Work Study Internships Positive Contacts Dual Credit Staff Survey P1:1,4 P3:2,11-14 Climate P1:ALL P2:1-3 P5:3 P6:ALL Student Survey P2:1,2,4 P3:1,3,4 P4:5 P5:5 P6:1-5 P7:3

Standard 21

Instruction is characterized by high expectations and learner-centered practices.

- 4 - Learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members consistently deliver instruction designed for learners to reach their potential.
- **3 - Most learners engage in instructional activities, experiences, and interactions based on their individual needs and interests. Professional staff members routinely deliver instruction designed for learners to reach their potential.**
- 2 - Learners engage in instructional activities, experiences, and interactions based on needs and interests typical of most students. Professional staff members infrequently deliver instruction designed for learners to reach their potential.
- 1 - Instructional activities are primarily designed around curriculum objectives with little or no focus on learner needs and interests. Professional staff members rarely deliver instruction designed for learners to reach their individual potential.

COMMENTS

Strengths: Education and Career Action plans provide guidance on the activities and experiences based on student need and interests. Various programs are in effect to serve students with varied needs and interests. Tiered interventions are varied and targeted to individual needs. Teachers and administration regularly meet formally and informally to discuss student needs and brainstorm approaches. Curriculum maps are regularly updated and new resources introduced to meet student needs. Field trips, community service activities, job shadowing, work study, NAVIT, NPC Courses and internships reflect student preference and/or needs. Weaknesses: Student surveys regarding activities have declined over the past two years. What we can do to improve: Reintroduce regular surveys for Lunch and Learn activities, field trips, community service and outside speakers. Evidence: Student Policies and Procedures Admin Policies and Procedures Tiered Interventions Mission and Vision Statement Integrated Action Plan Student Contracts Lesson Plans ELEOT Walk-Throughs Coaching Notes Student Survey Climate Survey Staff Survey PLCs Data Reflections ECAPS IEP NWEA Data ACT Data Pass Rate 4.5 Credits Grad Rate Lesson Plans On Track to Graduate PBL Student/Teacher Conferences Lunch Tutoring Lunch and Learn Staycation Staff Survey P2:4-8 P3:1-3, 5-7, 11,12,14 CM360 P2:2,3 P3:5 P5:1 Student Survey P2:1,2,4 P3:1 P4:5 P6:4,5 P7:3 Climate Survey P1:ALL P2:ALL P3:ALL P4:1,2 P6:ALL

Standard 22

Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum.

- 4 - Professional staff members consistently monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members use a formal, systematic process for analyzing trend and current data to deepen each learner's understanding of content at increasing levels of complexity.
- **3 - Professional staff members regularly monitor and adjust instruction based on each learner's response to instruction and achievement of desired learning targets. Professional staff members routinely analyze trend and current data to deepen each learner's understanding of content.**
- 2 - Professional staff members sometimes monitor and adjust instruction based on each learner's achievement of desired learning targets. Professional staff members sometimes analyze data to deepen each learner's understanding of content.
- 1 - Professional staff members rarely monitor and adjust instruction. Professional staff members rarely analyze data to deepen each learner's understanding of content.

COMMENTS

Strengths: Students are regularly benchmarked. Teachers perform data analysis, generate reflections and develop plans to improve instruction. Students at risk of failure are assigned various supports. Tiered intervention is deeply embedded. Professional Learning Communities (PLCs) are scheduled to review and analyze data and develop approaches for improvement. Teacher and administration meet regularly, formally and informally, to track student progress and brainstorm solutions. Weaknesses: Lack of formal structure in PLCs limit their effectiveness. Lack of new teacher training regarding response to instruction (RTI). What we can do to improve: Formalize the structure of PLCs. Formalize new teacher training to include ongoing, effective coaching and instruction in RTI. Evidence Admin Policies and Procedures Student Handbook Integrated Action Plan ELEOT Walkthroughs Coaching Spreadsheet Staff Survey Student Survey Climate Survey CM360 ED360 Data reflections Lesson Plans Data Analysis Training Staff Calendar Data Reflections PD Reflections Lunch Tutoring Staycation Staff Survey P2:6-8 P3:1,2,7,14 CM360 P2:4,5,9 P3:5 ED360 P2:1 P3:1 P4:2,4 P5:3 Climate P1:ALL P2:1,2,4 P3:ALL P4:2 Student Survey P1:1-4 P2:5 P3:3 P7:3

Standard 23

Professional staff members integrate digital resources that deepen and advance learners' engagement with instruction and stimulate their curiosity.

- 4 - Professional staff members seamlessly and deliberately integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources consistently support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
- 3 - Professional staff members intentionally select and integrate digital resources that add value to the learning process and encourage learners' active engagement in the learning process. Digital resources routinely support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.
- **2 - Professional staff members occasionally select and integrate digital resources that add value to the learning process or encourage learners' active engagement in the learning process. Digital resources sometimes support learners' pursuit of interests and deepen or extend curriculum topics to stimulate learners' curiosity.**
- 1 - Professional staff members select and integrate few or no digital resources or select digital resources that rarely add value to the learning process or encourage learners' active engagement in the learning process. Digital resources rarely support learners' pursuit of interests or deepen or extend curriculum topics to stimulate learners' curiosity.

COMMENTS

Strengths: The entire technology infrastructure of the school has been updated in the past three years. Opportunities to participate in training to use technology in the classroom have been introduced. Weaknesses: Teachers do not know how to use technology effectively in the classroom. What we can do to improve: Provide training on the effective use of technology in the classroom. Evidence Tech Plan IAP ELEOT Walkthroughs Coaching Spreadsheet Teacher Survey CM360 Student Survey Climate Survey PD Reflections Tech PD and Stipends Grant Data Update of Infrastructure Lesson Plans Staff Survey P3:4 P4:6,7 CM360 P2:8 Student Survey P1:4 P2:1 Climate P2:1,2 P5:4 P7:3

Enter the Engagement of Learning Key Characteristic narrative from your workbook in the field below:

Recognizing that we are tasked with preparing students for post high school success, Northern Arizona Academy (NAA) Administration and Staff strive to improve student engagement in learning. Multiple best practices have been integrated at NAA as supported by Practice Guides sourced from What Works Clearinghouse. NAA has focused on improving engagement by making learning relevant to students, using active teaching methods, engaging the family and the community, building positive relationships and differentiating instruction and encouraging students to collaborate to set and meet their own goals.

NAA's efforts to make learning relevant to students, differentiating instruction and encouraging students to collaborate to set and meet their own goals are driven by the use of Education and Career Actions Plans (ECAPs), which are maintained during Career and College Readiness (CCR) class first hour. ECAPs monitor student progress towards their post school goals via tracking graduation plans, post school goals and various career and college readiness activities including participation in internships, dual credit courses at Northland Pioneer College, participation in Northern Arizona Vocational Institute of Technology, job shadowing and career and college research. Additionally, students are encouraged to participate in community service activities and interact with guest speakers from the community. Lunch and Learn is structured so students may choose the types of learning activities they are interested in and have a voice in what opportunities are offered. Students are offered further support and differentiation through tiered interventions, lunch tutoring, extended day Fridays and McKinney Vento, Foster Care and SPED services.

NAA engages the community and parents/guardians by encouraging them to share their knowledge at the school, participate in field trips and community service activities, sponsor an internship or job shadowing experience for a student and participate in the School Improvement Team. Students at NAA regularly participate in community service activities outside the school with their CCR class. These activities are active learning that align to individual student interests. Positive relationships are built using weekly progress reporting, bi-monthly positive contacts by professional staff and administration, monthly newsletters, regular posting on the school Facebook page, bi-weekly student conferences and Open Campus every trimester. In addition to formal approaches, parents, guardians and community members are welcome to visit the campus at any time.

Evidence that the above approaches are effective include improved academic performance, as demonstrated by an overall rise in ELA and Math benchmarks and ACT scores, improved outcomes as evidenced by NAA's rising persistence and graduation rates and improved climate as evidenced by increasing attendance rates and decreased behavior incidents.

Although NAA scored a three on most standards in this area, there is room for improvement. Specifically, standards 19 and 23 both scored a two. Based on data analysis performed by the NAA Team, the following Theories of Action have been developed:

Lack of integration of student voice and integration of technology is due to lack of formal structure, formal accountability, and adherence to that formal structure.

- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and

performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

Growth in Learning Standards

A good institution positively impacts learners throughout their journey of learning. A positive impact on the learner is reflected in readiness to engage in and preparedness for the next transition in their learning. Growth in learning is also reflected in learners' ability to meet expectations in knowledge and skill acquisition.

Keys to Growth in Learning

Growth is evident when:

- Learners possess non-academic skills that ensure readiness to learn
- Learners' academic achievement reflects preparedness to learn
- Learners demonstrate growth in meeting expectations of learning as defined by the institution
- Learners attain knowledge and skills necessary to achieve goals for learning

Standard 24

Leaders use data and input from a variety of sources to make decisions for learners' and staff members' growth and well-being.

- 4 - Leaders consistently demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make intentional decisions by consistently taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
- **3 - Leaders regularly demonstrate skill and insight in considering a variety of information, choosing relevant and timely information, and interpreting data. Leaders make decisions by routinely taking into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.**
- 2 - Leaders sometimes demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that occasionally take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.
- 1 - Leaders rarely demonstrate skill and insight in considering and choosing information and interpreting data. Leaders make decisions that rarely take into account data and additional factors that have an impact on learners and staff members, such as institution history, recent experiences, and future possibilities.

COMMENTS

Strengths: Data is tracked on a weekly, monthly, trimester and yearly basis. Data is available to all stakeholders who visit the site. Decisions are routinely made employing data and additional factors. Weaknesses: Data is not available to stakeholders off site unless requested. What we can do to improve: Create a folder in Google Drive that contains data that all stakeholders can easily access and provide a link on the school site. Evidence: IAP CNA and Fishbones Admin POLICIES AND PROCEDURES ELEOT Walkthroughs Coaching Staff Evaluations Student Survey Staff Survey Climate Survey Board Minutes PLC Minutes SCHOOL IMPROVEMENT TEAM Minutes

Open Campus feedback CNA Data PD NWEA Data Pass Rate Behavioral Data Jam Boards ACT ACT Aspire Attendance Data Research Article WWC and ERIC Global PD Internship Data Data Spreadsheet Staff P1:5 P2:10,17,18 P4:5 P5: ALL CM360 P1:2,5 P2:9 P3:ALL ED360 P3:ALL P4:ALL P11:4 P13:1,3 Board 6,7 Climate The survey itself is evidence that data is gathered from various sources. Student Survey P1:1-4 P2:1 P3:3,4 P6:1

Standard 25

Leaders promote action research by professional staff members to improve their practice and advance learning.

- 4 - Leaders intentionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, consistently engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities customized for professional staff members about action research.
- **3 - Leaders regularly create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, routinely engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in learning opportunities for professional staff members to implement action research.**
- 2 - Leaders occasionally create and preserve a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution and/or individual learning environments. Professional staff members, as a group or as individuals, sometimes engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes. Leaders provide and engage in some learning opportunities for professional staff members to implement action research.
- 1 - Leaders rarely create a culture that invites inquiry, reflection, and dialogue about instructional problems and issues relevant to the institution or learning environments. Professional staff members seldom engage in action research to make informed instructional changes. Leaders provide and engage in few or no learning opportunities for professional staff members about action research.

COMMENTS

Strengths: Regularly scheduled meetings and Professional Learning Communities. Open door policies to encourage interaction with administration. Data analysis training provided and data reflections completed on a trimester basis by professional staff members to make plans to improve instruction. Ongoing coaching and individualized professional development provided. Curriculum maps treated as living documents that may be updated by content area teachers and administration. Professional Learning Communities (PLCs) regularly scheduled. Weaknesses: Lack of structure and accountability in PLC's What we can do to improve: Formalize the structure of PLCs and embed ongoing training on data analysis and action research to focus on improvement. Evidence IAP Teacher Binder Saved Studies ELEOT Walkthroughs Coaching Individualized PD PLC Minutes DATA Reflections Self-Reflections PD Reflections Coaching Teacher binders PD Goals NWEA Data CSF Payout Staycation data Lunch Tutoring data Staff P1:5 P2:3,5,6,7 P3:1,10,14,16,17,18 P5:3,4,5,6,7 CM360 P2:6,9

Standard 26

Leaders regularly evaluate instructional programs and organizational conditions to improve instruction and advance learning.

- 4 - Leaders consistently implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use a formal, systematic process for analyzing current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- **3 - Leaders routinely implement a documented process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders use analyzed current and trend data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.**
- 2 - Leaders occasionally implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders sometimes use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.
- 1 - Leaders rarely implement a process to determine the effectiveness of the institution's curriculum and instruction, including staffing and resources. Leaders seldom use data and stakeholder input to make decisions about retaining, changing, or replacing programs and practices.

COMMENTS

Strengths: Data is tracked on a weekly, monthly, trimester and yearly basis. Data is available to all stakeholders who visit the site. Decisions are routinely made employing data and additional factors. Trend data is analyzed regularly to assess effectiveness of programs and practices. Weaknesses: Data is not available to stakeholders off site unless requested limiting the ability of stakeholders to provide input What we can do to improve: Create a folder in Google Drive that contains data that all stakeholders can easily access and provide a link on the school site. Provide a way to contact the school regarding feedback. Evidence Curriculum Maps Lesson Plans CNA and IAP Teacher Binder ELEOT Staff evaluations Walkthroughs Coaching Data Reflections PD Reflections Constructive Criticism CNA Jamboards Board Meeting Minutes PLC Minutes Coaching Notes Staff Survey Climate Survey 360 Reviews Student Survey Staff Survey NWEA data Staycation data Lunch Tutoring CCR content ESS data PD Goals and meetings Student Performance Goals and meetings Climate Survey ALL Staff Survey P1: 2 P2:3,5,6,7,8 P3:11,16,17,18 P4: 5,9,10 P5:1,3,5,6,7 CM360 P1:1,2,5 P2:4,5,9 P2:1 P5:1 P6:3

Standard 27

Learners' academic and non-academic needs are identified and effectively addressed through appropriate interventions.

- 4 - The institution consistently addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are formally and systematically planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.
- **3 - The institution routinely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are regularly planned and implemented based on analyzed information, data, and instructional best practices to ensure learners' success.**
- 2 - The institution sometimes addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are occasionally planned and implemented based on information, data, and instructional best practices to ensure learners' success.

- 1 - The institution rarely addresses the range of developmental, physical, emotional, and intellectual needs to support learners' ability to learn. Strategies and interventions for these needs are seldom planned and implemented based on information, data, or instructional best practices.

COMMENTS

Strengths: Needs of students are addressed via various strategies including referral to counseling and medical resources, provision of clothing and food, referral to supports for utilities, on site private laundry and shower facilities available to learners and their families, flexible scheduling, multiple approaches to provide academic support, free school meals and free school supplies. Weaknesses: Improvement in communicating all the resources available to stakeholders. What we can do to improve: Post information on the resources available to stakeholders on the website and in newsletters mailed home monthly. Evidence ECAPS Grad plans 45 day screen Enrollment Packet McKinney Vento Title 1 plan Mission/Vision Student Handbook Tiered Interventions ESS Policies ELL Policies Mission/Vision ELEOT Walkthroughs 45 day screen Child Study Team Screening Student Survey Climate Survey PLC Minutes Tiered Interventions CNA Staff Survey Behavior tracking CCR conferencing IEPs Math Plans Internships Community Service field trips Lunch and Learn Staycation Outside referrals Testing Data Grad rate Pass rate Behavior Data Attendance data Student Contracts CCR Interventions Climate Survey All Student Survey P2:1,3 P6:5 Staff Survey P2:5 P3: 1,2,7,11,12,13,14,19 P4: all P5:3,5 CM360 P2:1,2,3,5,7,9 P3:5 P4:1,2 P5:1,5

Standard 28

Learners pursue individual goals including the acquisition of academic and non-academic skills important for their educational futures and careers.

- 4 - Professional staff members consistently engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners consistently choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- **3 - Professional staff members regularly engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners routinely choose activities and monitor their own progress, demonstrating active ownership of their stated goals.**
- 2 - Professional staff members sometimes engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners occasionally choose activities and monitor their own progress, demonstrating active ownership of their stated goals.
- 1 - Professional staff members rarely engage with learners to help them recognize their talents and potential and to identify meaningful, attainable goals that support academic, career, personal, and social skills. Learners do not choose activities or monitor their own progress toward goals.

COMMENTS

Strengths: Education and Career Action plans to identify and track goals implemented in CCR. Bi-weekly conferences with students and positive contacts home to inform students and parent/guardians of success. Weekly progress reports sent home. Weaknesses: Lack of NWEA goals, lack of structure to student conferences. What we can do to improve: Implement Check and Connect program to lend structure to student conferences. Implement a system to ensure students are creating and tracking NWEA goals. Evidence: ECAPs Grad Plans IEP Transition planning ELEOT Walkthroughs Internship evaluations Student conference Student Survey Climate Survey NWEA Goals CCR Conferencing Enrichment activities Internships Community Service activities Career Essentials class Interact NAVIT Dual enrollment Career Exploration and job shadow

ECAPS AZVAB Partnership with NPC Compass testing Grad Plans Climate Survey P1:ALL P2:1,2 P7: 3 Student Survey P2:1 P3:3,4 P7:3 Staff Survey P3:2,3,11,13 P4:8

Standard 29

Understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning.

- 4 - Professional learning is learner-centered, customized around the needs of individual or groups of professional staff members, and focuses on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is fully implemented and monitored for fidelity.
- **3 - Professional learning is learner-centered, designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning is being fully implemented.**
- 2 - Professional learning is occasionally learner-centered designed around the principle that professional staff members need opportunities to focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning exists but is not fully implemented.
- 1 - Professional learning is rarely learner-centered and may or may not focus on improving pedagogical skills and knowledge to better address learners' needs and interests. A documented process to select, deliver, implement, and evaluate professional learning does not exist.

COMMENTS

Strengths: Coaching and individualized professional development provided. Schoolwide assigned professional development identified and implemented yearly. Reflections on completed Professional Development completed including ways to improve practice in the classroom. Weaknesses: Coaching is provided by administration. Lack of follow-up regarding skills learned in Professional Development being applied in the classroom. What we can do to improve: Restructure coaching model so coaching is performed by seasoned teachers with structured follow up. Provide seasoned teachers with training on coaching. Evidence IAP Tiered Interventions Teacher Binders Lesson Plans ELEOT Walkthroughs Coaching Notes Staff Evaluation Internship Evaluations Interns self-evaluation Job Shadow Data reflection Tiered Interventions PLC Minutes Student Survey PD Goals Student performance Goals NWEA data ACT data CSF payouts ESS data Staff Survey P1:3,4,5 P2:7,8 P3: 9,10,14,15,16,17,18, P4:4 P5:4,6,7 Student Survey P2:3,5 P3:3,4 P6: 5 P7: 3 CM360 P2:1,2,3,5,7,9 P3:5 P4:1,2 P5:1,5

Standard 30

Learners' progress is measured through a balanced system that includes assessment both for learning and of learning.

- 4 - Professional staff members and learners collaborate to determine learners' progress toward and achievement of intended learning objectives based on assessment data gathered through formal and informal methods. Assessment data are systematically used for ongoing planning, decision making, and modification of curriculum and instruction.
- **3 - Professional staff members and learners regularly use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are routinely used for ongoing planning, decision making, and modification of curriculum and instruction.**

- 2 - Professional staff members occasionally use assessment data gathered through formal and informal methods to determine learners' progress toward and achievement of intended learning objectives. Assessment data are sometimes used for ongoing planning, decision making, and modification of curriculum and instruction.
- 1 - Professional staff members seldom use assessment data to determine learners' progress toward and achievement of intended learning objectives. Assessment data are rarely or inconsistently used for ongoing planning, decision making, and modification of curriculum and instruction.

COMMENTS

Strengths: Assessment data is gathered and data reflections completed by professional staff members after all testing sessions. Based on those reflections, decisions are made regarding planning and modification of curriculum and instruction. Weaknesses: Lack of follow-up to ensure plans were enacted in classrooms. What we can do to improve: Create and institute a plan to ensure plans are enacted in the classroom. Evidence Tiered Interventions IAP Teacher Binders Curriculum Maps ELEOT Walkthroughs Coaching notes Data reflections Student Survey Staff Survey Student conferences PLC NWEA Pass Rate ACT data Interventions ECAPs Compass Climate Survey P1:ALL P2:1-3 P3:ALL P4:1,2 P5:3-5 P6:ALL P7:ALL Staff Survey P3:1,2,5,6,7,8,10,11,14 Student Survey P1:1-3 P2:3,5 P3:1 P6:2 CM360 P2:1,2,3,5,7,9 P3:5 P4:1,2 P5:1,5

Standard 31

Learners demonstrate growth in their academic performance based on valid and reliable assessments.

- 4 - The institution consistently sustains high levels of learner performance over time and/or shows consistent trends of improvement in low-performing areas. The institution continually monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements formal plans to address areas of low performance. The institution consistently communicates results and plans for improving learner performance with stakeholders.
- **3 - The institution routinely sustains high levels of learner performance over time and/or shows trends of improvement in low- performing areas. The institution regularly monitors and uses results from multiple required and/or selected valid and reliable assessments of student learning and implements plans to address areas of low performance. The institution routinely communicates results and plans for improving learner performance with stakeholders.**
- 2 - The institution occasionally sustains high levels of learner performance over time and/or shows trends of improvement in low- performing areas. The institution sometimes monitors results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution occasionally communicates results and plans for improving learner performance with stakeholders.
- 1 - The institution rarely sustains high levels of learner performance over time or shows trends of improvement in low-performing areas. The institution inconsistently monitors or uses results from multiple required and/or selected assessments of student learning and implements plans to address areas of low performance. The institution seldom communicates results or plans for improving learner performance with stakeholders.

COMMENTS

Strengths: Overall improvement in academic performance over the past five years. Weaknesses: Reading scores have started to trend downward over the past two years. What we can do to improve: Implement reading based interventions and enrichment activities to ensure student are developing skills to meaningfully interact with text. Evidence Tiered Interventions IAP Teacher

Binders Curriculum Maps ELEOT Walkthroughs Coaching notes Data reflections Student Survey Staff Survey Student conferences PLC NWEA Pass Rate ACT data Interventions ECAPs Compass Climate Survey P1:ALL P2:1-3 P3:ALL P4:1,2 P5:3-5 P6:ALL P7:ALL Staff Survey P3:1,2,5,6,7,8,10,11,14 Student Survey P1:1-3 P2:3,5 P3:1 P6:2 CM360 P2:1,2,3,5,7,9 P3:5 P4:1,2 P5:1,5

Enter the Growth in Learning Key Characteristic narrative from your workbook in the field below:

Northern Arizona Academy (NAA) endeavors to promote growth in learning to ensure a foundation for the future success of students post high school. At NAA multiple approaches are employed to heighten academic readiness, goal setting and attainment, collaboration skills, and connection of high school education to real work relevance. NAA's mission and vision statement clearly represent our commitment to growth in learning.

VISION: Northern Arizona Academy will guide students in developing the social and academic skills necessary to achieve their goals and become productive members of society.

MISSION: Northern Arizona Academy's mission is to create an alternative learning environment for youth requiring additional structure and support to achieve academic, social and practical skills that sustain productive, successful and healthy lives.

Approaches to buttress growth in learning include differentiated instruction, individual student goals, ongoing, individualized professional development using a coaching model, decision making guided by data analysis, standards-based curriculum, frequent, positive communication and multiple support systems. These approaches combined create a positive learning environment where students can be successful and families are included in their student's learning.

Students set the direction of their education via their Education and Career Actions Plans (ECAPs). Within the ECAP, goals for post school outcomes are set by the students and their classes aligned to those goals. Students are given multiple opportunities for success and support through tiered interventions, integrated interventions, remedial courses, daily lunch tutoring, extended day Fridays and properly aligned IEPs and personal curriculum. Students are also offered multiple methods to explore their interests through Lunch and Learn Fridays, community service activities, guest speakers, internships, job shadowing, dual credit courses at Northland Pioneer College, participation in Northern Arizona Vocational Institute of Technology, career exploration and research and in class projects. Students and their families are regularly informed of their progress via weekly progress reporting, bi-weekly student conferences, bi-weekly positive contacts and monthly mailings that include notifications of upcoming events and progress reporting.

Professional staff members are provide the support they need to employ effective education techniques. Professional staff self-evaluate and work with their coach to develop professional development and student achievement goals at the beginning of the year. These goals are tracked by the teacher and coach bi weekly and every trimester by administration. Throughout the year, teachers set mini-goals with their coach to improve practices. Teachers are provided with professional development aligned to their personal goals and professional development days to work on professional development while their classes are covered. Additionally, administration assigns schoolwide professional development based on the analysis of data, the comprehensive needs analysis and the integrated action plan.

Additional support services are offered to students to ensure their success is not hampered. NAA provides free school supplies and meals to all students, private laundry and shower facilities, an area for students and families to access the internet and free clothing and toiletries. In partnership with the community NAA also offers weekend food bags for students (3E Snacks), emergency food supplies for families (United Food Bank), parenting skills development (Navajo County), healthy relationship classes (Navajo County), referrals for shelter and utility payments (various community organizations) and referrals for medical and counseling services for students and their families (Az Complete Health, Cartwheel Counseling, and Charlie Health). Other non-academic supports are offered through McKinney Vento, Foster Care and private donation funding.

Decisions regarding student support and growth are made using regular, ongoing data analysis. Metrics including student achievement, pass rates, attendance rates, behavior data, graduation rates, meal participation, stakeholder feedback and teacher performance are tracked and evaluated. Teachers participate actively in data analysis and tiered interventions during bi-weekly PLC meetings and scheduled data meetings. Teachers write reflections on data and create plans to improve and adjust instruction based on data after every benchmark and state test. Administration uses those data reflections and longitudinal data to evaluate the effectiveness of programs and services every trimester and at the end of

every school year during the comprehensive needs analysis. Data is tracked on the data spreadsheet, which is readily available to all stakeholders who visit campus. Regular reports on data are provided to the Board to ensure oversight is effective.

Evidence supporting these approaches include stakeholder feedback, graduation rates, persistence rates, attendance rates and benchmark and state testing.

According to longitudinal data from the Northwest Evaluation Association Map Growth Assessment (NWEA) all areas and all subgroups show a positive trend in performance. Overall, the highest performance is by returning, general education students in both reading and mathematics. From Fall 2020 to Fall 2024, average scores for all students on reading have increased from 211.71 to 217.92 and average math scores for all students have increased from 220.91 to 225.38.

Additionally, ACT Math scores have improved from 2022 to 2025 from 6% proficient to 27% proficient. This is above the expected proficiency level for alternative schools who perform at 4% proficiency rate on average FY24. This is also above the state average of 22% proficient FY25.

Other academic indicators, support program impacts. Over the past five years, the five year graduation rate has increased from 54.17% to 68.75%, persistence has increased from 72% to 97% and the drop-out rate has decreased from 26.83% to 7.61%. Although not a direct academic indicator, attendance, which impacts academic performance, has increased from 81.6% to 90.5%.

Longitudinal stakeholder feedback support gains regarding growth in learning. According to the Climate Survey, 99% of parents/guardians agreeing or strongly agreeing in all Growth in Learning Key Characteristics. The greatest increases were seen on Part 2 Question 1, "My student is connecting studies to daily life" (+8.3%) and Part 3 Question 4, "There is mutual respect between staff and students" (+16.7%). Over the same time period, the student survey showed the highest increase in Growth in Learning with 100% of students agreeing or Strongly Agreeing that they are challenged by their teachers to do their best and given an amount of work so they can learn. Additionally 95% or more of students agree or strongly agree that they are given help when they need it, they are recognized for their achievement, staff cares about them, and that school is preparing them for their next step in life.

Further support is found on the Staff Survey. On a scale of zero to five, the question relating to Growth in Learning scoring the highest was Part 2 Question 4 "Our school's leaders expect staff members to hold all students to high academic standards." (4.7) When comparing scores from FY21 to FY25, gains were made in all Key Characteristics, with the greatest increases in the areas of teacher grading and feedback (P3Q5 +0.8, P3Q8 +1.5) and engagement with stakeholders (P2Q9 +0.8).

The Comprehensive Needs Assessment indicates that Growth in Learning scored 2.779 out of three, a gain of .422.

Indicators with the highest gains included leadership retaining teachers (Indicator 1.7 +3), leadership driving improvement (Indicator 1.9 +2), effective calendar organization (Indicator 3.1 +2), staff driving improvement (Indicator 4.3 +2), and academic and social emotional services to students (Indicator 5.5 +0.94).

Although significant gains have been made over the past five years, there are areas that need improvement. This includes a decline in ACT ELA scores (25% proficient vs 10% proficient) driven by a decline in reading scores across all populations, increasing achievement gaps between SPED and general education students including entry scores, and professional staff training (Staff Survey P3Q15 and P3Q16).

The NAA Team carefully analyzed the data and identified weaknesses and created the following Theories of Action:

- If NAA designates a person in charge of new hire training and creates a formal outline of training to be then new hires will experience training that is comprehensive and relevant to their positions. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.
- If NAA gathers quality resources for new hire training and ensures resources are available in a readily accessible location then new hire training will be consistent and support best practices. This may lead to an increased likelihood that teacher preparation and performance will improve, which may result in improved academic outcomes for students and a positive climate where new staff do not feel overwhelmed.

- If administration schedules and conducts baseline NWEA testing earlier in the year to identify students at risk and place them in intervention classes, then at risk students will be identified and provided with interventions expediently. This will lead to an increased likelihood that students will close the gap between their current performance and expected grade level performance, which will result in an increased likelihood of improved performance on reading benchmarks and the ACT.
- If sustained reading and literature projects are integrated into ELA classes on Fridays then at risk students will participate in activities that support meaningful engagement with written material. This will lead to an increased likelihood that students will develop skills to interact meaningfully with text, which will result in an increased likelihood of improved performance on reading benchmarks and the ACT.

Standards Rating Process

Enter the description you wrote in your workbook of the process you used to rate the Standards in the field below.

Three members of the team examined the standards closely and aligned all policies, procedures, practices and stakeholder survey questions to the standards. All team members were provided with a copy of the Cognia Standards, which they rated independently and wrote additional evidence they felt supported the standards. Meetings were held to evaluate data on Student Performance, Stakeholder Feedback and Observation Analysis. During these meetings, all team members took notes. All the notes, rankings and alignments generated above were submitted to the team leader. The team leader used all the input provided to generate an average score for each standard, a summative list of evidence, areas identified for improvement and areas where the school performed well.

Reflections

During your group discussion of your data and the resulting analyses, you reflected on the areas you were most proud of about your institution, areas you wished to improve, and challenges your institution is facing or you felt it will be facing in coming years. You recorded your reflections in brief narratives (500 words or less). You should have used the some prompts below for each reflection.

Based on the prompts below, you have identified areas of excellence and areas for improvement:

- Is the culture and climate of your institution positive or could it be improved?
- What areas are you most proud of in terms of student academic performance?
- What areas of student academic performance need improvement?
- Are there outstanding non-academic areas, or some that need improvement? (You might consider topics such as graduation and retention rates, disciplinary referrals, faculty stability or turnover, parent involvement, community support and involvement, finances, technology, special programs, extracurricular activities, etc.)

Based on prompts below, what challenges did you identify?

- What is the economic outlook in the community you serve?
- What governmental, political, or social changes might lend support or create challenges?
- What do demographic and enrollment trends suggest?

Paste your narratives from your workbook in the fields below.

Areas of Excellence

What does your institution do well?

Northern Arizona Academy (NAA) is an alternative charter school, which means we serve the students most at risk for failure including those who are returning from dropping out, teen parents, students with ongoing, serious behavioral issues, those who are at least a year behind in credits and students who have been adjudicated. Compounding the challenges listed above is the fact that NAA's student population has a much higher poverty rate than the surrounding area and the fact that 25% of our students are identified with some type of learning disability, which is a much higher percentage than the number served in traditional public schools (14.65%). Despite the challenges inherent in serving students most at-risk, NAA has many accomplishments to be proud of.

Over the past five years student scores on the NWEA benchmarks and ACT Math have increased, with NAA's student scores on the ACT vastly outperforming other alternative schools.

NAA has moved from a "C" rating by the Arizona Department of Education to an "A" rating. This score reflects our improvement in metrics such as graduation rate, pass rate, student performance on state testing, and career and college readiness activities.

NAA's support services, both academic and non-academic are robust and include partnerships with multiple community resources.

Areas for Improvement

What areas have been identified for improvement?

The Northern Arizona Academy (NAA) Team recognizes that there are areas the school still needs improvement on. Although there have been overall gains in academic performance, some subgroups are struggling to make gains. This is complicated by learning loss that occurred during the pandemic that students are still endeavoring to regain. Additionally, despite significant gains in courtesy towards staff, basic courtesy between students is lacking and is a persistent issue that needs to be remedied. Finally, support for new teachers is inconsistent and unorganized. NAA needs to develop training and supports that are aligned to best practice and consistently delivered and followed up on.

Challenges

What challenges does your institution face? What challenges might your institution face in the coming years?

Northern Arizona Academy (NAA) faces multiple current and upcoming challenges. Ongoing challenges include the demographics of population of the students served by NAA. High poverty rates, increasing numbers of SPED students seeking an alternative to traditional district schools and ongoing learning impacts from the pandemic are all impacting NAA's resources. Additionally, the location of NAA results in limited qualified applicants for professional positions and limited community resources. Finally, the voucher system recently enacted in Arizona has most deeply impacted charter schools in general. Multiple charters in the area have closed their doors due to declining enrollment. NAA needs to develop an ongoing solution to ensure its continued existence.

Challenges NAA may face in the future including meeting the new requirements for financial surplus enacted by the state attorney general and enforced by the Arizona State Board for Charter Schools. Grant monies from the state have been steadily declining over the past couple years and may impact NAA negatively; most of NAA's support programs such as free summer school and teacher training are paid for by grants. Finally, as NAA inherits student who were learning core skills such as basic reading and math during the pandemic, there may be an increasing need for remediation.