

KECSAC Program Improvement Self-Assessment

***This is a text document of the self-assessment for reference. You will fill out and submit the actual assessment at <https://forms.gle/gTWwNae9QsCX19i96>*

Section 1: A KECSAC self-assessment is a collaborative reflective process of internal program review. It provides administrators with a means of systemically looking at how they teach, how their program is governed, how resources are invested and how pupils learn best. It also helps schools, teachers and administrators to continually improve outcomes for state agency children.

Email Address: _____

Program Name: _____

Your Name and Title: _____

Section 2: Curriculum: The program's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Curriculum as you did.

Section 3: Instruction: Teachers engage students in their learning through varied instructional strategies that ensure achievement of learning expectations.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Instruction as you did.

Section 4: Behavioral Management: A written behavioral management plan that encourages student ownership of their behavior, is in place and communicated to students. If educational strategies are being delivered virtually how are you adapting your behavior management plan to that platform?

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Behavioral Management as you did.

Section 5: Safety: Our program has a fully developed and implemented program to ensure the safety of all students, faculty and staff.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Safety as you did.

Section 6: Climate and Culture: Our program fosters safety, promotes a supportive academic, disciplinary and physical environment; and encourages and maintains respectful, trusting, and caring relationships.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No

- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Climate and Culture as you did.

Section 7: Learning Environment: Our program is housed in a safe, clean, well-maintained, bright, aesthetically pleasing, and physically accessible environment that supports optimal student learning.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Learning Environment as you did.

Section 8: Transition: Clear transition criteria and procedures are in place to address student enrollment, transfers, or preparation for next steps.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Transition as you did.

Section 9: Student Data Usage: Student outcome data is used in guiding instruction and making decisions about academic programs.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Student Data Usage as you did.

Section 10: Resources: Our program has up-to-date and adequate technology, financial, instructional resources comparable to other schools in the district.

Please rate your perceived level of program performance on the following scale:

- 1 Ineffective/Little or No
- 2 Developing/Limited or Partial
- 3 Accomplished/Fully Functioning
- 4 Exemplary
- 5 Not Applicable

Please provide a short narrative and evidence explaining why you scored your program performance in Resources as you did.

Section 11: Strengths and Growth Areas

Please identify at least three program strengths:

Please identify at least three program growth areas: