



**Diploma Plus (DP)** schools chart a new path to success for young people who have not reached their potential in a traditional secondary school setting. Diploma Plus combines high expectations for every student, a competency-based approach, a small personalized learning environment, and opportunities to make connections between classroom learning and the world outside the school walls. Diploma Plus students gain strong academic and life skills, valuable work experience, and college experience that prepare them for the transition to post-secondary education and careers. Diploma Plus schools create and support a positive and innovative learning environment, providing four essential elements that support student success. The following Four Essentials and their corresponding quality elements, are fully implemented in all Diploma Plus schools: Performance-Based System; Supportive School Culture; Future Focus; and Effective Supports.

























### ***Effective Supports***

Diploma Plus Schools have external and internal structures that support programs and help ensure student success. The following Effective Supports must be in place in all Diploma Plus schools.

This self-assessment is part of an integrated set of tools designed to help Diploma Plus school leadership, design teams, and Student Achievement Support teams determine progress, document success, prioritize activities, and plan for improvements as they implement schools activities to promote and ensure youth success. Diploma Plus staff and Student Achievement Support (SAS) teams should review the ***Diploma Plus Four Essentials Narrative*** prior to conducting this assessment. The left hand column in this assessment lists indicators or goals that are drawn from the ***Four Diploma Plus Essentials Framework***. Teams may wish to add a specific goal or indicator in the blank row. Teams then identify progress towards meeting these goals. They then prioritize areas of focus for inclusion in the ***Diploma Plus Work Plan***.

### **Instructions:**

- Have each team member individually complete the progress section of the self-assessment. For each indicator or statement, each team member should rate the team's progress in addressing each of the DP Essentials using the following scale:  
  
○ = Not on our radar screen   ◐ = Just started   ◑ = Pretty far along in implementation or practice   ● = Fully integrated in system
- Each person should then briefly note the evidence used to determine progress for each indicator.
- Post all team member responses on a large, wall-sized version of the self assessment and discuss the group's responses, especially where there are wide differences of opinion on progress.
- Next, have each team member complete the priority section of the self-assessment in the context of a discreet time frame (e.g. the next 12 months). It is helpful to limit the number of high priority activities and to force the identification of lows in each section.
- Again post all team member responses on the wall chart and discuss. Identify priority actions for inclusion in the ***Diploma Plus Workplan***.

| <b>Fundamental School Needs</b><br><i>Diploma Plus schools have the basic school structures in place to support a positive learning environment and healthy school community, including the following components.</i> |          |          |   |
|---|----------|----------|---|
| Indicators / Goals  | Progress | Evidence | Priority  |
| <ul style="list-style-type: none"> <li>The school has positive and functional relationships with community, college, business partnerships, and the district; and has strong community support.</li> </ul>            | ○ ◎ ● ●  |          |          |
| <ul style="list-style-type: none"> <li>The school has effective operations relating to start-up and implementation and an appropriate school size (200-300 students).</li> </ul>                                      | ○ ◎ ● ●  |          |          |
| <ul style="list-style-type: none"> <li>The school has equitable resources and the capacity for fund-development.</li> </ul>   | ○ ◎ ● ●  |          |          |
| <ul style="list-style-type: none"> <li>The school has sufficient and appropriate staffing.</li> </ul>   | ○ ◎ ● ●  |          |          |
| <ul style="list-style-type: none"> <li>The school has a range of student support services.</li> </ul>   | ○ ◎ ● ●  |          |          |
| <ul style="list-style-type: none"> <li>The school has well-planned data and evaluation systems.</li> </ul>  | ○ ◎ ● ●  |          |    |
| <ul style="list-style-type: none"> <li>The school has an appropriate technology system.</li> </ul>  | ○ ◎ ● ●  |          |    |
| <ul style="list-style-type: none"> <li>The school has effective marketing and communications.</li> </ul>  | ○ ◎ ● ●  |          |    |

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**Priority:**  = Low priority    = Medium priority    = High priority

| <b>Programmatic Autonomy</b>   |                 |                 |                 |
|--|-----------------|-----------------|-----------------|
| <i>Diploma Plus schools must have sufficient authority to incorporate necessary autonomies for implementing the Diploma Plus model.</i>  |                 |                 |                 |
| <b>Indicators / Goals</b>  | <b>Progress</b> | <b>Evidence</b> | <b>Priority</b> |
| <ul style="list-style-type: none"> <li>The school has autonomy to create a suitable school community by having the ability to hire and fire staff, enroll students choosing to attend a DP school, and recruit and support the target population of over-aged and under-credited youth.</li> </ul>   | ○ ◐ ◑ ●         |                 | ▬ ■■            |
| <ul style="list-style-type: none"> <li>The school has control over its budget.</li> </ul>  | ○ ◐ ◑ ●         |                 | ▬ ■■            |
| <ul style="list-style-type: none"> <li>The school has the autonomy to institute the appropriate school structures to support the model, including: designing a schedule and calendar; establishing promotion, attendance, and discipline policies; using a performance-based approach rather than seat-time; and choosing curriculum and designing a scope and sequence that supports the DP model.</li> </ul> | ○ ◐ ◑ ●         |                 | ▬ ■■            |
| <ul style="list-style-type: none"> <li></li> </ul>   | ○ ◐ ◑ ●         |                 | ▬ ■■            |

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| <b>Shared &amp; Effective Leadership</b>  |                 |                 |                 |
|---|-----------------|-----------------|-----------------|
| <i>Diploma Plus schools have shared and effective leadership in order to effectively implement the school's vision and mission through the Diploma Plus model, develop and work towards the goals in the Diploma Plus work plan, and sustain and grow the Diploma Plus model over time.</i> |                 |                 |                 |
| <b>Indicators / Goals</b>   | <b>Progress</b> | <b>Evidence</b> | <b>Priority</b> |
| <ul style="list-style-type: none"> <li>The school has dynamic and visionary leadership.</li> </ul>  | ○ ◐ ◑ ●         |                 | ▬ ■■            |
| <ul style="list-style-type: none"> <li>The school institutes shared school governance.</li> </ul>   | ○ ◐ ◑ ●         |                 | ▬ ■■            |
| <ul style="list-style-type: none"> <li>The school has an effective school administration</li> </ul>   | ○ ◐ ◑ ●         |                 | ▬ ■■            |
| <ul style="list-style-type: none"> <li>The school has an active and effective Student Achievement Support Team to support the vision of the school through the DP model.</li> </ul>   | ○ ◐ ◑ ●         |                 | ▬ ■■            |
| <ul style="list-style-type: none"> <li></li> </ul>  | ○ ◐ ◑ ●         |                 | ▬ ■■            |

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