



**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.






















### ***Supportive School Culture***

Diploma Plus schools work intentionally to develop a positive and supportive school culture.

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>Positive Relationships</b> <i>Diploma Plus schools are built on positive relationships among students, staff, community partners and parents/families.</i>			
Indicators / Goals	Progress	Evidence	Priority
<ul style="list-style-type: none"> <li>Every student participates regularly in a structured advisory that develops positive peer and adult-student relationships.</li> </ul>	○ ◐ ◑ ●		  
<ul style="list-style-type: none"> <li>The school has intentional school-wide rituals, celebrations and gatherings.</li> </ul>	○ ◐ ◑ ●		  
<ul style="list-style-type: none"> <li>There are multiple opportunities created to develop phase-specific identities, group norms, and relationships.</li> </ul>	○ ◐ ◑ ●		  
<ul style="list-style-type: none"> <li>The school regularly engages parents, families, and caregivers in meaningful ways.</li> </ul>	○ ◐ ◑ ●		  
<ul style="list-style-type: none"> <li>The entire faculty is involved in a professional learning community to build collegiality and increase student achievement.</li> </ul>	○ ◐ ◑ ●		  
<ul style="list-style-type: none"> <li>The school has positive connections to the wider community.</li> </ul>	○ ◐ ◑ ●		  
<ul style="list-style-type: none"> <li></li> </ul>	○ ◐ ◑ ●		  

**Self-Assessment Legend**

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

<b>Youth Leadership &amp; Voice</b> <i>To support youth development, voice, and agency, Diploma Plus Schools provide for significant youth involvement with the Diploma Plus school and with a student's own education.</i>			
Indicators / Goals	Progress	Evidence	Priority
<ul style="list-style-type: none"> <li>There is consistent and valued student representation within school governance.</li> </ul>	○ ◐ ◑ ●		▬ ■■
<ul style="list-style-type: none"> <li>There is an active advisory board or student council that impacts the school program in meaningful ways.</li> </ul>	○ ◐ ◑ ●		▬ ■■
<ul style="list-style-type: none"> <li>There are opportunities for student input into important school decisions.</li> </ul>	○ ◐ ◑ ●		▬ ■■
<ul style="list-style-type: none"> <li>Every student has an active individualized, student-centered learning plan that is used to guide his or her academic and transitional goals.</li> </ul>	○ ◐ ◑ ●		▬ ■■
<ul style="list-style-type: none"> <li></li> </ul>	○ ◐ ◑ ●		▬ ■■

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<b>Cultural Responsiveness</b>			
<i>Diploma Plus schools exhibit culturally-responsive teaching, learning, assessment, and school culture and create and sustain a school climate that is respectful of and responsive to their students' racial, ethnic, and cultural backgrounds.</i>			
<b>Indicators / Goals</b>	<b>Progress</b>	<b>Evidence</b>	<b>Priority</b>
<ul style="list-style-type: none"> <li>The entire school is committed to exploring issues related to personal and group identity and privilege.</li> </ul>	○ ◐ ◑ ●		■ ■■ ■■■
<ul style="list-style-type: none"> <li>The faculty and staff are representative of the demographics of the student population.</li> </ul>	○ ◐ ◑ ●		■ ■■ ■■■
<ul style="list-style-type: none"> <li>The faculty and staff meet regularly to learn about and respond to personal and group identities and cultures of the student population.</li> </ul>	○ ◐ ◑ ●		■ ■■ ■■■
<ul style="list-style-type: none"> <li></li> </ul>	○ ◐ ◑ ●		■ ■■ ■■■

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