



Self Assessment

Anna F. Booth Elementary School

Mobile County Board of Education

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •ACIP Strategies/Activities 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Through engagement in self assessment aligned to STANDARD ONE, school staff noted both areas of strength and areas in need of improvement.

Areas of strength include the following:

- School staff operate within the framework of shared values/beliefs about teaching and learning with this shared and communicated commitment serving as the foundation of school decision making and being evident in (a) survey responses, (b) school improvement strategies/activities that focus on strong collaboration; and, (c) minutes from collaborative staff meetings (e.g., ACIP Planning or Review Meetings).
- The school schedule, needs-based grouping protocols, instructional practices, and staff assignments are "driven" by a commitment to ensuring that all students, struggling to advanced, master the skills necessary to achieve success. This commitment is evidenced by (a) master schedules/grouping configurations; (b) staff assignments; (c) progress monitoring of individual student performance; (d) ACIP objectives, strategies, activities; and, (d) survey results.
- The school ACIP includes readily identifiable components that show strong commitment to instructional practices that include active student engagement and a focus on all depth of knowledge levels and application of knowledge/skills.
- The school understands/embraces the premise of the continuous improvement process and utilizes all protocols and components of the AdvancED Assist and ALSDE Continuous Improvement Planning frameworks effectively and to fidelity. All stakeholders groups work collaboratively through these processes while consistently demonstrating the understanding that the improvement plan provides the means by which the school "stays the course" regarding the school's defined direction and purpose. The school's commitment to and understanding of this systematic continuous improvement process is evidenced by (a) the school's Continuous Improvement Plan; (b) the school data

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profile; and (c) agendas and minutes from ACIP Committee meetings (e.g., planning meetings /quarterly reviews).

In order to sustain the areas of strength, the school staff will maintain commitment to (a) operating within the framework of a shared belief system; (b) ensuring optimal utilization of time/human resources when developing master schedules that are designed to facilitate effective and needs-based learning opportunities for all students; (c) utilizing instructional resources/strategies that prompt high levels of student engagement, higher order thinking, and application of knowledge; and, (d) following all continuous improvement protocols to fidelity while ensuring inclusion of all planning/review components. Further, school leaders will ensure communication of the need to maintain cognizance of the critical nature of this commitment while reminding stakeholders that such commitment ensures that the schools "stays the course" and does not veer from its set purpose/direction.

In regards to this standard, areas in need of improvement align to Indicator 1.1, for which school staff rated school performance at a Level 3. Utilizing the descriptor describing a Level 4 rating for Indicator 1.1, school staff note that the area in which the school can improve relates to participation by stakeholder representatives in the process for review, revision, and communication of the school's purpose. Although stakeholder representatives are engaged in the process, as indicated by the school's self-assessment rating of Level 3, these stakeholder representatives were not selected at random. In order to improve this area of need, the school will need to randomly select stakeholder representatives in the future.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Staff handbooks •School handbooks •Faculty Meeting Agendas/Signature Sheets, Professional Development Plans Embedded Within ACIP; Professional Learning Plans (PLPs) 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Communications about program regulations •Governing code of ethics •Faculty Meeting Agenda and Signature Sheets 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Survey results•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Through engagement in self assessment aligned to STANDARD TWO, school staff noted both areas of strength and areas in need of improvement.

Areas of strength include the following:

- Effective administration of the school is assured as the school fully operates, in compliance, within the governing body's policies and procedures. These policies and procedures are comprehensive and effectively developed to ensure that (a) instruction is monitored for effectiveness with all students, (b) professional growth is required for all staff with direction given regarding this growth, and (c) sound fiscal policies and practices govern the school's fiscal activities/protocols. The school's compliance to these policies and procedures is evidenced by (a) applicable excerpts from school handbooks and staff handbooks; (b) faculty meeting /central office meeting agendas; (c) professional development plans embedded within the school ACIP; and (d) Professional Learning Plans.

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- Effective administration of the school is facilitated as the governing body supports the autonomy of the school leadership to make local, school-based decisions within the framework of the governing body's policies and procedures while also maintaining compliance with all laws, codes, and regulations. This autonomy is documented by such evidence as (a) the local-school Continuous Improvement Plan (includes local-school decisions regarding budgetary decisions, improvement focus, etc.); (b) survey results; and (c) ACIP planning meeting agendas/minutes.

In order to sustain these strengths, the school staff will continue to comply with all mandated policies, procedures, codes, laws and regulations. At the same time, the school leadership will continue to effectively operate within the given autonomy necessary to accomplish goals for achievement and instruction and to manage the day-to-day operations of the school. In order to simultaneously ensure compliance and autonomy, school leadership will maintain awareness of the distinction between the governing body's role and responsibilities and those of the school leadership.

In regards to this standard, areas in need of improvement align to Indicators 2.4 and 2.5 for which school staff rated school performance at a Level 3 for both areas. Utilizing the descriptor describing a Level 4 rating for these indicators, school staff note that the areas in which the school can improve relate to stakeholder involvement.

Specifically, the school can improve by (a) strengthening communication efforts that communicate that all stakeholders are collectively accountable for student learning; and (b) implementing action plans designed to increase the number of parent/community stakeholder representatives who participate in such opportunities to shape decisions, solicit feedback, work collaboratively on school improvement efforts, and engage in stakeholder leadership roles.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school'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.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Posted learning objectives •Course schedules •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Lesson plans aligned to the curriculum •Professional Learning Community (PLC) documents; Quarterly ACIP Review Power Points demonstrating a systematic review of data from multiple assessments 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Surveys results •Professional Learning Plans (PLPS); Grade Level Continuity Charts detailing Coherence in Instructional Strategies 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions •Surveys results •ELEOT OBSERVATION DOCUMENTS (PDF); School Walkthrough Google Doc 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •Professional Learning Community (PLC) Documentation Forms 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Survey results •Examples of assessments that prompted modification in instruction •Examples of Analysis of Formative Assessment Results; Parent-Student-Teacher Partnership Conference Documentation 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Description of formal adult advocate structures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Survey results •Sample communications to stakeholders about grading and reporting 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs •Examples of Professional Learning Plans (PLPS); ACIP Professional Development Components 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Through engagement in self assessment aligned to STANDARD THREE, school staff noted both areas of strength and areas in need of improvement.

Areas of strength include the following:

- Teachers operate within the grading/reporting criteria that has been clearly defined by the system's Division of Curriculum and Instruction. Further, school staff ensures effective communication to parents regarding all grading policies, processes, and procedures. Staff compliance with grading/reporting criteria is documented by local-school audits of grading/reporting records.
- Grade-Level teachers utilize the Common Formative Assessment 2.0 (CFA 2.0) process to develop/select standards-aligned test items for common formative assessments. These common formative assessments are administered across grade level to ensure consistency in assessing each student's attainment of content knowledge and skills. Common Formative Assessments are on file at the school.

In order to maintain these strengths, the school will continue to (a) ensure compliance with all grading/reporting criteria as defined by the system's Division of Curriculum and Instruction, and (b) utilize the CFA 2.0 process to ensure the development/use of reliable, valid, aligned common formative assessments.

In regards to this standard, areas in need of improvement align to Indicators 3.1 and 3.6 for which school staff rated school performance at a Level 3 for these areas. Utilizing the descriptor describing a Level 4 rating for these indicators, school staff note that the areas in which the school can improve are as follows:

- At this time, evidence does not "clearly" indicate curriculum and learning experiences prepare students for success at the next level. The school's performance on ACT Aspire in Reading and Mathematics shows that the school performance is significantly above the state level at all three tested grades, in both subjects. However, with the exception of Grade Three Mathematics Performance, performance requires improvement before the school can accurately state that evidence "clearly" indicates that all students are fully prepared for success at the next level.
- Regarding supporting student learning and as indicated by a rating of Level 3 for Indicator 3.6, exemplars are "often" provided to guide and inform students. However, students would be further supported through the provision of increased use of exemplars at all grade levels.

Specifically, the school can improve in these areas by:

- continuing to ensure instructional strategies are fully aligned to rigorous state standards and student's instructional needs while striving to ensure that all students master the pre-requisite standards necessary for success at the next level

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- increasing the use of exemplars as a provision to guide and inform students

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Documentation of highly qualified staff 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Alignment of budget with school purpose and direction 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Survey results•Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Survey results•Schedule of family services, e.g., parent classes, survival skills•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Schedule of Counseling Activities	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Through engagement in self assessment aligned to STANDARD FOUR, school staff noted both areas of strength and areas in need of

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improvement.

Areas of strength include the following:

- All staff members meet qualifications for the position to which they are assigned at the school; and, the number of positions is adequate to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. This claim is documented by (a) staffing allocation documents, (b) Title I funds allocated for staffing; and (c) records of highly-qualified status for all applicable staff members.
- All allocated resources (e.g., time, materials, fiscal, HR) are solely allocated/aligned in a manner to support the purpose/direction of the school. This claim is documented by the applicable ACIP components, staffing assignments, and the school's daily schedules.

In order to maintain these strengths, the school will (a) continue to recommend, for hire, those individuals who meet the qualifications for the position for which they are being considered; and (b) allocate all resources in a manner that most effectively supports the school purpose/direction with the primary focus being to ensure that all students have equitable opportunity to attain challenging learning expectations.

In regards to this standard, areas in need of improvement align to Indicators 4.6 and 4.7 for which school staff rated school performance at a Level 2 for these areas. Utilizing the descriptor describing a Level 3 rating for these indicators, school staff note that the areas in which the school can improve are as follows:

- For Indicator 4.6, the school rating of Level 2, indicates that, although the school endeavors to determine the physical, social, and emotional needs of students in the school, this Level 2 rating indicates that the school does not implement a process to determine the physical, social, and emotional needs of EACH student in the school. At present, the school specifically implements such a process with those students who exhibit characteristics of a physical, social, and/or emotional need.
- For Indicator 4.7, the school rating of Level 2, indicates that, although the school endeavors to determine the counseling, assessment, referral, educational and career planning needs of students in the school, this Level 2 rating indicates that the school does not implement a process to determine the counseling, assessment, referral, educational and career planning needs of ALL students in the school. At present, the school specifically implements such a process with those students who exhibit needs for such support.

Specifically, the school can improve in these areas by (a) implementing a process to determine the physical, social, and emotional needs of EACH student in the school; and (b) implementing a process to determine the counseling, assessment, referral, educational and career planning needs of all students.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Survey results •Documentation of Professional Learning Community (PLC) meetings focused on data analysis and use of data 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Through engagement in self assessment aligned to STANDARD FIVE, school staff noted both areas of strength and areas in need of improvement.

Areas of strength include the following:

- School staff utilize systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources. Comparison and trend data are utilized to ensure a thorough and accurate inference regarding student achievement. Formative and summative data is utilized to design, implement, and evaluate continuous improvement plans. Evidence to support this claim includes, but is not limited to (a) CIP Planning/Review Documentation (Agendas, Minutes, Data Analysis Documents); (b) survey results; (c) the CIP Student Performance Diagnostic/Student Performance Data Document; and (d) the CIP Comprehensive Needs Assessment (Title I Component).

In order to maintain this strength, the school will continue to implement current processes and procedures that ensure staff continuously collect, analyze, and apply learning from a range of data sources.

In regards to this standard, areas in need of improvement align to Indicator 5.3. In order to rate a Level 3, the school must ensure that, in

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addition to professional staff members, ALL "support staff members" are assessed and trained in a rigorous, professional development program related to the evaluation, interpretation, and use of data. Currently, all professional staff members are engaged in such professional development; however, all support staff members are not engaged in such professional development.

The school can improve in this area by engaging all support staff members in professional development related to the evaluation, interpretation, and use of data.

Report Summary

Scores By Section

