



Self Assessment

Calcedeaver 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: 3.33

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 process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly 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) •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Picture of Vision/Mission Statement from the Front Office. There is one of these in every room. Picture of chart paper of recordings from an activity led by S. Jordan (Central Office Staff) who facilitated the development of our new Vision/Mission. 	Level 4

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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a 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 share high expectations for professional practice.	<ul style="list-style-type: none"> •Survey results •The school's statement of purpose •ACIP Goals ACIP Review Docs Parent Compact STAR Data PD on Depth of Knowledge Master Schedule D. Reed's Intervention Schedule 	Level 3

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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 implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process 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 •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Copy of Data Meeting Sign In Sheet (Data Aspire Resource Meeting with Dynette Ballard-Central Office Research and Testing Dept.) •Copy of Data Meeting Sign in Sheet from Data Meeting (STAR Wall) Agenda and Sign In Sheets 	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.

Indicator 1.1, "The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success", is a strength for our school. There is a formalized process in place for reviewing, revising, and communicating our purpose.

The ratings for Indicators 1.2 and 1.3 indicate that we have some room to grow in these areas. More specifically, data indicates that there is a need to strengthen our practices for the following: actively engaging students in the learning process and focusing on depth of understanding and an application of these teaching/learning/assessment practices. Our Action Plan includes steps to continue to target these weaknesses using our school's Reading Specialist, Mrs. S. Lane, Mrs. Fortune Sheffield, an ARI Reading Specialist, Mr. Cliff Allred, K-12 Math Supervisor from the MCPSS Central Office, and using (more authentically) other materials that the System has provided (STEMscopes-Science), and school-level funded materials (Ready Common Core materials), STEM programs (and leaders who are participating in the STEM Leadership Academy through the MAEF), etc.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

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 support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks •Documents Validating the Receipt of the AL Code of Ethics and the Staff Handbook (inclusive of MCPSS Employee Handbook) -Sign In Sheets from Faculty Meetings/Agendas re Covering MCPSS Policies and Procedures re: Personal Safety Curr., Erin's Law, Mandatory Reporting, Sexual Harassment, Filing Grievances, etc. -Procedure/Documentation for State Allocation Information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Sign In Sheets and Agenda/PD with Union Rep •Staff Handbook- Calcedaveer and MCPSS Trainings on Ethics, Harassment, etc. 	Level 3

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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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Budget Information-Central Office Support Staff/Amendment Information/Carryover Information 	Level 3

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"> •Examples of collaboration and shared leadership •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 •Purchase of iReady Intervention Program PD on iReady Intervention Program Observation Information-supporting implementation of student engagement strategies ELEOT Tool Report-with plans for improvement 	Level 3

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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"> •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •PTO Sign in Sheets Awards Day Sign in Sheets Parenting Day Sign in Sheets 	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"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports •Request for Support-Reading Specialist ELEOT Tool Observations Summative Evaluations-Samples PD Information-Reading, CFA Training, Wonders, Student Engagement, etc. 	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.

Based on feedback from stakeholders, one strength is that all stakeholders are made aware of policies and procedures that, "support the effective administration of the school" and increase student achievement.

Two weaknesses were identified related to this Standard, that of engaging all stakeholders and that of sharing evaluation results in a more timely fashion. In order to increase the level of engagement, the administration plans on forming a Student Advisory Committee (with two students per grade level in grades 3-6 participating) and engaging local partners, community businesses, etc., in meetings and other school-related functions. A Community Liaison Committee will be constructed to assist with this task. Local school personnel and parents will serve on this committee.

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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 •Learning expectations for different courses •Posted learning objectives • Sample Kindergarten Lesson Plans showing groupings (Approaching, On Level, etc.) Sample Instructional Planning Guide from MCPSS C and I Division Sample CFA/EQT	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"> •Curriculum guides •Common assessments •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum • CFA/EQT Sample STAR Data-Instructional Planning Guide Sample PST Information and Meeting Sign In Sheet PST Mid-Year Report	Level 3

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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"> •Authentic assessments •Examples of teacher use of technology as an instructional resource •Findings from supervisor walk-thrus and observations •Surveys results •PLCIA-Collaboration Minutes and Information-Intervention Teacher and Regular Ed Teacher Reading Instructional Plans with Science Content STAR Instructional Planning Guide 	Level 3

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 •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs •Copy of Blank Observation Form Collaboration Document Indicating On-Site Support with ARI Reading Specialist Sample Data Meeting Sign In Sheets and Agenda 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •Sample Collaborative Faculty Meeting/Sign In Sheet •STEM Collaboration Meetings and Plan •Collaboration Tool-PLCIA Document 	Level 2

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 •Samples of exemplars used to guide and inform student learning •Re-Teach/Re-Test Policy •STAR Data •Aspire Data/PD 	Level 3

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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 •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •New Teacher Orientation Information-email to P. Miller New Teacher Orientation Summary from STI-PD (Chalkable) PD for Mrs. Miller (new teacher) on Review 360 	Level 3

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, implemented, and evaluated. Families have multiple ways of staying informed 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 •Calendar outlining when and how families are provided information on child's progress •Sample Facebook Messages Sample Newsletters Principal's Message on Website Sample Phone Messenger Messages Parent Notes Home Sample Sign In Sheets from PTO Meetings, Awards Day, etc. 	Level 4

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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 •Counseling (Master) Schedule Request for Individual Counseling Document Foster Grandparent Program Principal Mentor Students 	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"> •Survey results •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting • <p>Data Warehouse Information-School/District Failure Rate Grade Distribution Information Sample</p>	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 •ELEOT Data PD Plans Based on ELEOT Data (Reading PD) Aspire PD (Aspire Periodic Assessment Data) PD Dates/Agendas/Sign In Sheets (including individualized PD) 	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•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students•STAR Data and Instructional Planning ReportDyslexia Training InformationPACE Training- Sign In Sheet/Agenda	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.

Strengths-It is noted that several strengths exist: Indicators 3.8 ("The school engages families in meaningful ways..." and 3.10 ("Grading and reporting are based on clearly defined criteria...") both were scored at a Level 4. Our parents and others involved with our students are receptive to attending the events that we host, with the Culture Fest (held on the Friday before Thanksgiving) being the most popular, followed closely by any program where students perform. We typically plan student programs to coincide with PTO meetings/other important meetings in an effort to increase attendance.

Need Improvement-Indicator 3.5 ("Teachers participate in collaborative learning communities...") was given a "2" as a rating. Plans for improvement are to designate one Monday each month for collaboration meeting time after school. I also plan to work Collaboration Planning Time (with an accountability measure in place-PLCIA Forms filled out and turned in to me) in the schedules of my Intervention Teacher and my Special Ed Teacher and Special Ed Instructional Aide.

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: 3.57

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.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically 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 positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Teacher Allocation Information Memo to Fox Requesting Additional Unit 	Level 3

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 •School schedule •Alignment of budget with school purpose and direction •School calendar •Purchase of Ready Common Core Purchase of iReady Schedules of SpEd, Instructional Aides, Media, etc. Budget ACIP School Action Plan 	Level 4

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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 compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes •Work Orders Safety Plan Committee Emergency Forms for Staff Summative Evaluations for Custodial Staff Cafeteria Reports 	Level 3

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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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 •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Media Schedule Media Budget Allocation/Purchase Information Technology Budget/Purchase Information Media Lesson Plan (Collaborative) 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and 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 continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •Technology Plan Technology Budget Technology Purchases (Indian Ed and Other) 	Level 4

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 implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •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 •Anti-Bullying Assembly Counseling Schedule Counseling Request for Services Learning.com Information Anti-Bullying Week Schedule Drug Ed. Week Schedule Helping Families Information Student Services Form 	Level 4

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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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively 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•Description of IEP process•Description of referral process•Sample Referral Packet•Sample PST Documentation	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.

Strengths-Indicators 4.2 ("Instructional time, material resources, and fiscal resources are sufficient...") and Indicator 4.4 ("Students and school personnel use a range of media information resources...") were both rated at a Level 4. We are blessed to have a supportive Media Supervisor and a supportive IT Dept. at Central Office. Both departments ensure that our local Media Specialist and Technology Resource Teacher are up-to-date on PD, and make sure that our students have what they need. We are also fortunate to have many Partners in Education who have supported us in providing financial contributions when books, technology, and other resources need to be purchased. Need Improvement-Indicator 4.3 ("The school maintains facilities, services, and equipment...") was given a rating of "3". Calcedeaver is currently participating in a Pilot Program with Leanfrog at the Central Office level. Leanfrog has taken over the supervision of Custodial Staff and other Facilities-related services in order to make them more efficient. Custodial staff schedules will be reworked, assignments modified, and evaluations conducted by Leanfrog, thereby freeing up additional time for administrators to focus in instruction.

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"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Aspire Data CFA/EQT Sample Grading Parameters CFA Training/Paperwork Re-Teach/Re-Test Policy STAR Data DIBELS Data 	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 •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •ELEOT Data and PD STAR Data DIBELS Data Data Meetings-Schedule/Agenda/Sign In/Protocol ACIP Quarterly Assessment Data 	Level 3

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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"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data •Data Meetings Lane's Training Aspire Training Manual Data Leadership Team-PD and Meetings (PowerBI Training) Aspire PD with D. Ballard STAR Data DIBELS Data 	Level 2

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 •Quarterly ACIP Meetings/Progress Notes 	Level 3

Self Assessment

Calcedeaver Elementary School

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"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Principal Memos Principal Bulletins Parent Meeting Sign In Parenting Day Agenda/Sign In Faculty Meeting Information re ACIP Mid-Year Data Website with ACIP 	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.

Strengths, as indicated by ratings, are as follows, "The school establishes and maintains a clearly defined and comprehensive student assessment system" (5.1) and "Professional and support staff continuously collect, analyze, and apply learning...." (5.2). The MCPSS has provided our school staff with many valuable assessment systems (STAR, DIBELs, etc.) and warehouses/programs (Data Warehouse, PowerBI, STAR Reports, etc.) that will allow us to disaggregate the data and drill it down to the individual student level. System-required PST and Data meetings keep us focused and on-track for increasing student achievement. Quarterly Reviews, attended by our School Improvement Specialist, offer valuable time to truly reflect on the data and modify programs, instructional strategies, etc.

The main area needing improvement is that of Indicator 5.3, "Professional and support staff are trained in the evaluation, interpretation, and use of data". Although all of our staff members are involved in the use of data, many feel as if they have not had sufficient training to efficiently gather the data and use the data effectively. They have also indicated that time, lack thereof, is a factor with respect to being able to collaborate with support staff members once they have gathered the data.

My plan is to secure more training for my staff, with a focus on providing additional training for support staff members, and to reconfigure our Monday meeting times to reflect one Monday after school meeting per month to focus on data analysis, training, and usage. I will secure stipends for those staff members who are classified so that I can pay them a stipend for their time.

Report Summary

Scores By Section

