AdvancED®

# Self Assessment

# Calloway-Smith Middle School

## Mobile County Board of Education

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# TABLE OF CONTENTS

# 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:  3.0

| 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. | •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)<br><br>•Minutes from meetings related to development of the school's purpose<br><br>•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 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. | •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose<br><br>•The school's statement of purpose | Level 3 |

| 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. | •The school data profile<br><br>•Agenda, minutes from continuous improvement planning meetings<br><br>•Communication plan and artifacts that show two-way communication to staff and stakeholders<br><br>•The school continuous improvement plan | 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.**

School personnel maintains a profile with current and comprehensive data on student and school performance as clearly stated in our mission and vision statements.  Our students excel academically because we nurture them through an internal system that monitors their academic progress ( i.e. Star Test, Benchmarks, data meetings, pod and departmental meetings, etc.).  Through this data, we hone in on their deficiencies to correct them, and we highlight their natural abilities.  Multiple ability grouping along with peer tutoring helps to consistently maintain growth.  However, rooting out the negative psychology associated with the inner city community is an overwhelming task that we persistently combat.

# 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. | •Student handbooks<br><br>•Governing body policies, procedures, and practices<br><br>•Staff handbooks<br><br>•School handbooks | 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. | •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest<br><br>•Governing body policies on roles and responsibilities, conflict of interest<br><br>•Governing code of ethics | Level 3 |

| 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. | •Roles and responsibilities of school leadership<br><br>•School improvement plan developed by the school<br><br>•Communications regarding board actions<br><br>•Agendas and minutes of meetings | 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. | •Examples of collaboration and shared leadership<br><br>•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. | •Minutes from meetings with stakeholders<br><br>•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. | •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.**

Our strengths include policies and practices regarding professional growth and development.  Effective communication is evident amongst faculty and staff members.  Staff members collaborate in strategy implementation, student progression, and evaluation of formative assessment data.  These feats are accomplished through extended opportunities for parental involvement such as mandatory conferences, optional report card pick-up and obligatory memorandums and newsletters.  As we strive for excellence, our primary area of focus continues to be parental involvement.

Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students in areas of concern. We will continue to review our plans for polices and practices regarding professional growth. We will also revisit all policies and practices to promote effective instruction and assessment of our students and promote professional growth of our teachers.

# 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:  2.75

| 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. | •Lesson plans<br><br>•Learning expectations for different courses<br><br>•Posted learning objectives<br><br>•Representative samples of student work across courses<br><br>•Course schedules<br><br>•Course descriptions | 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. | •Curriculum guides<br><br>•Common assessments<br><br>•Standards-based report cards<br><br>•Products – scope and sequence, curriculum maps<br><br>•Lesson plans aligned to the curriculum | 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. | •Teacher evaluation criteria<br><br>•Professional development focused on these strategies<br><br>•Examples of teacher use of technology as an instructional resource<br><br>•Examples of student use of technology as a learning tool<br><br>•Student work demonstrating the application of knowledge<br><br>•Findings from supervisor walk-thrus and observations | 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. | •Documentation of collection of lesson plans and grade books<br><br>•Recognition of teachers with regard to these practices<br><br>•Administrative classroom observation protocols and logs | 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. | •Agendas and minutes of collaborative learning committees | 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. | •Examples of learning expectations and standards of performance | 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. | Some 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 school personnel. | •Records of meetings and walk thrus/feedback sessions | Level 2 |

| 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. | •Survey results<br><br>•Calendar outlining when and how families are provided information on child's progress<br><br>•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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. | •Master schedule with time for formal adult advocate structure | Level 2 |

| 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. | Teachers 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 consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | •Evaluation process for grading and reporting practices<br><br>•Sample report cards for each grade level and for all courses<br><br>•Policies, processes, and procedures on grading and reporting | Level 3 |

| 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. | •Brief explanation of alignment between professional learning and identified needs | Level 3 |

| 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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations. | •Training and professional learning related to research on unique characteristics of learning | 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.**

Weekly data analyses reveal our true strengths and weaknesses so that we can manage student achievement. The data from the indicators support several areas of strength including various instructional techniques. Our current teaching personnel focus on higher order thinking skills and differentiated instruction, as well as provisions, modifications, and accommodations as needed as seen in lesson plans. The learning experiences individually support achievement and expectations.

Calloway-Smith's area of weakness centers around maintaining consistency in common grading policies and procedures. This conclusion is based on the criteria that each student's attainment of content knowledge and skills is proficient. We will continue to monitor the school's personnel providing information about students' learning. Ongoing in-services and professional development will be provided.

Our plans of action for students to combat deficiencies include the Power of I, Saturday School, and peer/student mentoring and collaboration between the classroom teachers and the LEA. Some teachers mentor through Scholar's Bowl, Robotics and a mentor/mentee association between teachers and 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: 2.57

| 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. | •School budgets for the last three years<br><br>•Documentation of highly qualified staff | 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 on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders 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 include achieving the school's purpose and direction. | •School schedule<br><br>•Alignment of budget with school purpose and direction<br><br>•School calendar | Level 3 |

| 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. | •Documentation of compliance with local and state inspections requirements<br><br>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.<br><br>•Maintenance schedules<br><br>•Safety committee responsibilities, meeting schedules, and minutes | 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. | Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | •Budget related to media and information resource acquisition | Level 2 |

| 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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure. | •Technology plan and budget to improve technology services and infrastructure<br><br>•Assessments to inform development of technology plan<br><br>•Policies relative to technology use | Level 2 |

| 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. | •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 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. | •List of services available related to counseling, assessment, referral, educational, and career planning<br><br>•Description of IEP process<br><br>•Description of referral process | 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.**

Our area of strength is sustained fiscal resources that are available to fund positions critical to achieve the purpose and direction of the school. All critical teacher positions are funded.

In accordance with the hiring practices of the Mobile County Public School System and the Alabama State Department of Education, recommended hires will be highly qualified and placed in proper positions. Currently, as indicated by the Certified School Based Employees by Cost Center and Hire Date Report, 100 percent of the faculty at Calloway-Smith are highly qualified.

Efforts toward the continuous improvement of instruction and operations will focus on improving instruction and operations in areas critical to achieving the schools purpose and direction. This will be achieved by on-going staff development and in-services.

# 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: 2.6

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | •Evidence that assessments are reliable and bias free | Level 2 |

| 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. | •Written protocols and procedures for data collection and analysis<br><br>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning<br><br>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support 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. | •Documentation of attendance and training related to data use | 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. | •Agendas, minutes of meetings related to analysis of data<br><br>•Examples of use of results to evaluate continuous improvement action plans<br><br>•Evidence of student readiness for the next level<br><br>•Evidence of student growth<br><br>•Evidence of student success at the next level | 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. | •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders | 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.**

As a staff, we are trained with ongoing professional development; to ensure that each professional and support staff is knowledgeable of every aspect of the comprehensive assessment plan. The professional development is also related to the evaluation, interpretation, and use of data. Being a data-driven school is our strength. We use classroom, STAR, and Interim ACT Aspire data on a daily, quarterly, and yearly basis to assess our students as well as teaching methods and strategies.

In improving our data driven school, we can provide our students and staff with the above mentioned data to gain insight on our strengths and weaknesses. This will allow our students a guaranteed opportunity to be successful on every level, i.e. classroom assessments, standardized test, and beyond.

In maintaining our data-driven school, we will continue to conduct weekly data meetings, monthly departmental and POD meetings to disaggregate all types of data and analyze our areas of concerns. We are constructing a plan of action to distribute data to our students to communicate with them the importance of the composite scores and the benchmarks they are to reach. As teachers we will continue to access further data resources in our standardized test portal to ensure the success of our students.

# Report Summary

## Scores By Section

Section Score



| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 2.57

Standard 5: Using Results for Continuous Improvement — 2.6

Sections