AdvancED

Self Assessment

Bernice J. Causey Middle 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: 3.0

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.	•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	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 •Survey results •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.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •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.

Area of Strength

Causey Middle 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. The leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning and this is a notable area of strength (1.3). Our Continuous Improvement Planning (CIP) is a process designed to be an ongoing collaboration plan between all stakeholders with the primary focus of improving student achievement. The CIP Team members were selected based on academic expertise and leadership capabilities within the school. The administration strives to be inclusive by creating opportunities for all stakeholders to have a voice in improving school culture and academics. The CIP process is well documented and systematic as evidenced by agendas and minutes from the meetings. Reviews are held quarterly and schoolwide goals, strategies, and action steps are evaluated using measureable performance targets. Based on thorough data analyses and survey results, the CIP is revised to ensure students' continuous improvement. School personnel hold one another accountable in the evaluation of resources, programs, interventions, and strategies.

Area in Need of Improvement

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success, has been identified as an area in need of improvement for Causey Middle School (1.1). Our current mission statement reads as follows: "The mission of Causey Middle is to provide a challenging, quality education in a safe, and nurturing environment to help students achieve their potential and prepare to excel in life." However, after reviewing survey results we felt this statement did not adequately embody our mission and vision to stakeholders. Our vision is for our students to work to their potential to become college and career ready thus becoming competitive in a global society. We believe all students can learn and can become productive citizens. Every school decision is centered on student achievement and on protecting the learning environment from unnecessary distractions. Therefore, with input from stakeholders, and as evidenced by minutes from meetings, we are in the process of revising our mission statement to more clearly and accurately reflect the mission and vison of Causey Middle School.

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 •Governing body policies, procedures, and practices •Staff handbooks •Teacher Instructional Binder	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 2

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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Survey results regarding functions of the governing body	Level 2

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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 4

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 •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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•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 •Job specific criteria	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.

Area of Strength

Causey Middle School operates under governance and leadership that promote and support student performance and school effectiveness. The leadership and staff foster a culture consistent with the school's purpose and direction (2.4) and evaluate processes result in improved professional practice and student success (2.6), making these indicators identifiable areas of strength.

Our leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. Active and consistent support and encouragement of innovation, collaboration, shared leadership, and rigorous professional growth

can be evidenced by the faculty instructional binders, professional development plans in Educate Alabama, implementation of performance tasks in English Language Arts, Formative Assessment Lessons (FALS) in Math, interim assessments, common formative assessments, and end of quarter tests. The master schedule allows for common grade-level subject planning time for teachers to plan lessons and common assessments, disaggregate and discuss the data, and participate in grade-level subject specific professional development. Documentation of Professional Learning Communities in Action (PLCIA) and sign in sheets are kept for all grade-level and subject area meetings. All decisions and actions are made to increase student achievement. The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success as evidenced by the professional development the faculty and staff attend and implement, summative reviews, and Professional Learning Plans in Educate Alabama. Classroom instruction walkthroughs are completed on a regular basis. The results are used to monitor and adjust teaching practices to improve student learning and drive professional development. We will continue to implement these plans and actions in effort to sustain our progress.

Area in Need of Improvement
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 (2.3) is an area of need for Causey Middle School. In order to make improvements, we have developed a school improvement plan in which needs specific to our school are addressed, such as increasing our attendance rate to 96%, increasing our ASPIRE test scores, and decreasing the suspension rate. Parents, teachers, and staff also took a survey and gave feedback on strengths, areas of improvement, and the governing body for our school. The results of the survey will be analyzed to see what changes can be made to ensure the governing body has the autonomy to meet goals for achievement and instruction and manage day-to-day operations effectively.

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: 2.33

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 •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses	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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 2

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.	•Professional development focused on these strategies •Authentic assessments •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects	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 •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •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.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 2

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 •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	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 their children's education are available. School personnel provide information about children's learning.	•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	Level 2

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.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of formal adult advocate structure	Level 1

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 •Sample report cards for each grade level and for all courses •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.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs	Level 2

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.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	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.

Area of Strength

Causey Middle School's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. Specific areas of strength include: curriculum (3.1), teacher/student engagement (3.3), instructional practices (3.4), collaborative professional learning (3.5), and grading and reporting procedures (3.10). In order to maintain these areas of strength, schoolwide professional development on unwrapping common core standards, increasing rigor, monitoring student engagement, developing common formative assessments, and implementing cross-curricular activities have been ongoing. Grade level/subject area teachers regularly take part in common planning meetings in order to plan lessons that promote engagement and higher order thinking, to develop common formative assessments, to review assessment data, and to establish and maintain collaboration. Teachers focus, implement, and utilize the strategies learned from SpringBoard Pre-AP, Sonday reading, Rigorous Reading and Text Complexity, Talk Moves, 5 E's of Science, Formative Assessment Lessons (FALS), Digital Literacy, and Common Formative Assessment professional development to foster student engagement and high academic achievement in all subject areas.

Area in Need of Improvement

A formal structure whereby every student is well known by at least one adult advocate in the school who supports that student's educational experience is an area in need of improvement for Causey Middle School (3.9). A comprehensive program has been implemented to address this deficiency. Phase I encompasses monthly grade level meetings to identify students in need of additional academic and/or behavior support. Counselors conduct daily lessons and activities using The Six Pillars of Character program with students who are exhibiting behavioral challenges. Students who are underperforming academically meet with grade level administrators to identify causes and develop a plan of action. Phase II will include a student mentoring program to offer students more support through an adult advocate. Every student will be assigned an adult advocate, sessions will be prescheduled for them to discuss students' progress and in times of crisis the advocate will be present to provide support, guidance, and security for the student.

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: 2.71

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 •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •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.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •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 •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules	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 •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	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 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.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •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 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 •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •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.

Area of Strength

Causey Middle School has the resources to hire and retain professional staff to support the school's purpose and direction to ensure success for all students. The availability of qualified staff (4.1), instructional time and resources (4.2), facilities (4.3), technology infrastructure (4.5), and counseling support services (4.7) are considered compelling assets for our school. Four administrators, 82 teachers and certified staff, 12 paraprofessionals, 10 custodians, and 10 cafeteria workers are employed to support our student body of approximately 1450 students. Teachers and support staff are allotted instructional time and material resources to support our purpose and direction. Utilizing funding from local, state, and city representatives' discretionary funds, Title-1 funding, grants, and support from our PTSA; the Pre-AP Springboard Language Arts and Math programs, the Sonday System reading remediation program, and extended day tutoring programs with focus on Math and Reading are implemented. Facilities and equipment are maintained to provide a safe, clean, and healthy environment as substantiated by state compliance documentation of inspections, emergency procedures, drills, and maintenance requests. Students and personnel have access to a wide range of media and information resources through the media center, 6 computer labs, and wireless internet access for personal devices to support all of the above mentioned programs.

Area in Need of Support

Increased support services are required to meet the physical, social, and emotional needs of our students (4.6). Three school counselors provide ongoing programs throughout the year to meet the needs of the students. An evaluation program for meeting our students' physical, social, and emotional needs has been implemented to overcome this weakness. Phase 1 included administration, counselors, and department chairs meeting to determine areas of need. From this meeting, it has been determined that students with repeated referrals are at risk for suspension. Small group counseling sessions with these at risk students has begun. Counselors meet daily in small groups to discuss character traits, positive behavior, anger management, and other social/emotional needs. Phase 2 will include all faculty members evaluating career and academic goals in large group counseling, small group counseling, and social/emotional counseling sessions. These sessions will be provided through our guidance office. Our Leadership Team will review the results and make recommendations for improvement. It is our belief that through this new student support program we will be better able to meet the physical, social, and emotional needs of our school.

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.	•Documentation or description of evaluation tools/protocols •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.	•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	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.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 3

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 •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	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.

Area of Strength

Causey Middle School implements a comprehensive assessment system that generates a range of data about student learning and our school's effectiveness and uses the result to guide continuous improvement. Particular strengths include our clearly defined comprehensive system of student assessment (5.1), the data collection analysis and application (5.2), and the evaluation and interpretation of data as a continuous process by the staff (5.3, 5.4). To sustain these areas of strength, Causey is utilizing common planning periods to allow teachers in each instructional discipline to meet by grade level and plan lessons and formative assessments that, in turn, will produce meaningful data that will drive future instruction as evidenced by meeting agendas, minutes, and action plans. Teachers analyze ACT Aspire benchmark data for individual classes to identify gaps in classroom instruction, and lesson delivery targets the needs of a diverse population of learners.

Area in Need of Focus

A weakness within Causey's comprehensive assessment program was the communication of comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders (5.5). To extend the current systematic process of collecting data, Causey Middle School, in partnership with the feeder pattern schools, is analyzing yearly data to establish trends within the community. This extension includes analyzing incoming sixth grade students for strengths, weaknesses, and

gaps in grade level progress achievement. We are also tracking the academic achievement of our students to ensure that our academic instructional program is adequately preparing students for success in high school. To more effectively communicate student needs to parents and community stakeholders, we use Remind, e-mail, School Messenger, progress reports, comprehensive progress reports, ACT Aspire result distribution, goal setting, and STAR results.

Report Summary

Scores By Section

Section Score

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Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.33

Standard 4: Resources and Support Systems — 2.71

Standard 5: Using Results for Continuous Improvement — 2.8

Sections