Self Assessment

Nan Gray Davis 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: 3.0

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) •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is 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 •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.

Standard 1: Purpose and Direction

Narrative

Nan Gray Davis engages in a systematic process to clearly communicate the school's purpose and academic expectations with teachers, stakeholders, parents, and students. Our areas of strength include having a commitment to shared values and beliefs about teaching and learning, providing challenging educational programs, promoting equitable learning experiences and instructional practices, which encourage active student engagement. This is sustained through our daily announcements, monthly school newsletters, weekly classroom newsletters, school websites and survey results. Our mission statement communicates our shared direction, values and beliefs for the teachers and students. Our school leadership shares in the commitment to high expectations and encourages the collaborative review and revision yearly of our mission statement to ensure high expectations are being taught daily.   Evidence of our beliefs about teaching and learning is evident by viewing our school website, newsletters and yearbook. Our implementation of continuous improvement is systematic as our leaders meet bi-weekly with educators to identify any students that have needs for improvement. Nan Gray Davis uses data including STAR results, DIBELS information and ACT ASPIRE line graphs indicating growth/goal for students, end of quarter test scores and quarterly grades are brought to the meetings to help with the decision for needed strategies and the possibility for modification changes for ensure student success. This information is filed, charted, maintained and updated at each meeting to identify progress or changes needed. Comprehensive progress reports are sent home bi-weekly to keep parents apprised of student progress and educators routinely use STAR Math and Reading scores given quarterly to help with the planning and timelines of strategies, activities, etc. for the achievement of improvement goals. First and second semester tutoring if offered to those students identified as in need of extra assistance and/or practice. One area of need or weakness for our school is the communication among leaders and staff. Another area is for staff members who work in collaboration with students to communicate more productively. These weaknesses will be addressed by staff members using email, communication folders, and conferences to achieve better communication. There will also be more emails, newsletters, and communication given to the stakeholders, such as Partners in Education, to notify of progress and upcoming events.

Standard 2: Governance and Leadership

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

Overall Rating: 2.67

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 •Communications to stakeholder about policy revisions •School handbooks •Faculty meeting sign in and agenda where policies and procedures are reviewed. Professional Development Plan ACIP	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 •List of assigned staff for compliance •Assurances, certifications •Governing body policies on roles and responsibilities, conflict of interest •Faculty meeting agenda and sign in for training on policies and procedures. PLCIA (professional learning community in action) minutes	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 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 •Stakeholder input and feedback •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Walk through sample Lead Alabama and Educate Alabama samples	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 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 •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Copies of surveys or screen shots from online surveys •Survey responses •Newsletters	Level 2

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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports	Level 3

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

 Standard 2

Nan Gray Davis operates under governance and leadership which supports student performance and school effectiveness. This is sustained through the implementation of policies and practices to support the school's purpose and direction, equitable instruction and assessments, professional development and the oversight of fiscal management. These policies and practices are systematically implemented and communicated with students, families, staff and stakeholders through various handbooks, parent surveys, parent conferences, PTO meetings and PST meetings with leaders, grade level members, and administration. NGD staff attend mandated training, workshops and job-embedded days, as well as encouragement to take advantage of opportunities to attend various professional development in order to increase and unify their knowledge of instructional strategies. In order to foster a culture consistent with our purpose and direction, stakeholders are encouraged to participate in decisions for school improvement efforts, including the CIP plan. This is sustained day-to-day through feedback from stakeholders, various meetings, social media, Partner in Education.

The governing body has developed defined procedures regarding its decision and actions based on state and local codes of ethics, roles, and responsibilities in order to establish professional development for all staff members and produce a students' code of ethics yearly. Through these guidelines, each member of the governing body complies with all policies, procedures, laws and regulations mandated from the district and state levels. This is sustained during staff meetings, classroom observations and classroom walkthroughs to allow leaders to check compliance and monitor potential needs. Leaders and staff work together to ensure their decisions and actions align in order to achieve the school's purpose, hold students to high standards in all areas while encouraging and supporting their efforts.

An area of weakness for NGD is not allowing ample opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. This will be addressed in the future through open house surveys, community business surveys sent with school brochure and monitor amount of feedback.

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: 2.67

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Lesson plans •Posted learning objectives •Representative samples of student work across courses	Level 2

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 •Products – scope and sequence, curriculum maps •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.	•Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •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.	•Curriculum maps •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.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings	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	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.	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.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff	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 and implemented. School personnel regularly inform families of their children's learning progress.	•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 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Master schedule with time for formal adult advocate structure	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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	•Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 2

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.	•Evaluation tools for professional learning •Crosswalk between professional learning and school purpose and direction •School calendar showing job-embedded schedule PLCIA from job embedded meeting	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 •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.

Narrative- Standard 3: Teaching and Assessing for Learning

Nan Gray Davis has many areas of strength and room for improvement within the implementation of the curriculum, instructional design and assessment practice to safeguard the effectiveness of teachers and guarantee student learning. Our strengths include the implementation of common grade level reporting policies, processes and procedures outlined by the district and monitored by our school leaders throughout each through staff development and gradebook checks and monitoring. Gradebook data, EQT data, STAR data for math and reading and ASPIRE data are collected to ensure alignment in curriculum, instruction, and assessment as well as job embedded days with their grade levels and vertical grade levels. This information helps teachers ensure students achieve the learning expectations by engaging students in collaborative, inventive activities to apply knowledge while integrating skill, content, and technologies. The improvement of instructional practices of teachers is sustained by the school leaders monitoring of and evaluation of daily classroom routines. Instructional practices are also personalized and address personal student's needs through intervention, small groups and technology. The instructional technology, as a resource and learning tool, provided to our students includes the utilization of devices such as iPads, Smartboards, OSMO, or personal computers to work on applications or websites such Discovery Education boards, Headsprout, BrainPop, QR codes, SOS strategies and many other digital literacy activities. These activities and instructional practices are sustained by walkthroughs, gradebook checks, classroom monitoring, meetings with students and the monitoring of curriculum. Nan Gray Davis teachers mentor and coach each other in order to support learning, while working collaboratively to improve instruction and enhance student performance. This is sustained through PST meetings, job embedded meetings with administrators, grade level meetings with peers for planning and sharing as well as feedback from walkthroughs. The deployment of information of student progress is also shared with the students' families to help engage them. Student progress and classroom activities information is sustained by login information for the online grading system, bi-monthly progress reports, weekly newsletters, the Remind 101 app and classroom Twitter pages. The last strength is the opportunity given to students to have an advocate within their educational experience to help promote learning, thinking and life skills. Nan Gray Davis provides and sustains this opportunity through many activities including mentoring, counseling classes, personalized counseling, intervention, tutoring and the opportunity to choose a club from several options lead by our teachers.

Nan Gray Davis has several areas of weaknesses needing revision. The implementation of the school's instructional process to support students' learning and expectations could be improved. This weakness will be addressed in job embedded opportunities in the future by having teachers modify previously used assessments and share exemplars of expectations in order to create visuals for the students at each grade level. Also coordinating learning services to meet unique learning needs of students could use enhancing. Teachers need to be aware of services available to students who are second language learners and aware of learning styles and multiple intelligences. This can be addressed by collaboratively looking for opportunities as a grade level to implement these within the lesson plans and attend professional development for different learning styles.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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.	•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.	•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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•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	Level 2

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.	•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 4

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 •Policies relative to technology use •Inventory	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 implement a 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 students as necessary. 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.	•Agreements with school community agencies for student-family support •List of support services available to students	Level 3

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 •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.

Standard 4 - Resources and Support Systems

Nan Gray Davis is fortunate to have many strengths dealing with resources and the provision of services to support the school's direction and to ensure the success of all students.   Nan Gray Davis systematically determines personnel necessary and adheres to the policies, processes and procedures put in place to hire, place and retain highly qualified professionals and support personnel. This is sustained by through state and federal funding to support the engagement and enrichment of our student population, as well as the budgeting of these resources in a fiscally responsible way to achieve the direction of the school. Nan Gray Davis aligns the school calendar, classroom schedules and the budget to make sure the resources that guide the school all serve the same purpose. School leaders are sure to protect instructional time as well as secure the materials needed to support the direction of the school. This is sustained through the student calendars received at the beginning of the year which has rules, policies, dates, and other important information to reiterate our purpose and direction, such as rules guarding valuable instructional time. This is also sustained through the master schedule allowing for students to receive interventions, resource time, club time, mentoring time and music/art classes.

Nan Gray Davis is fortunate to have a plethora of technology implemented in the classrooms, computer labs and library. With this amount of technology, teachers are able to assist students in multiple ways and teach and encourage them to locate and use information, practice skills, monitor their own learning, create projects and learn technical and problem solving skills. This is sustained through schedules in the classrooms in relation to amount of time or particular activities the students should accomplish and schedules for each computer lab to give equal access to classes for testing, activities and digital lessons. This is also sustained through the funneling of resources into the inventory of over 150 iPads dispersed through classrooms, 2 brand new computer labs, and at least 3 dedicated student-use computers in every classroom. This also includes professional development and resources with these devices, such as Digital Literacy Training. The usage of technology in the 21st century classrooms is assessed by leaders during walkthroughs and needs for technology improvement is taken into consideration when allocating available funds.

At Nan Gray Davis, a process is in place to determine the physical, social and emotional needs of our student population through teacher meetings and mentoring, parent day, reading and math night, parent meetings, counseling whole group classes, small group counseling and one on one counseling. This is sustained through character education, bullying education, and services provided to families. Nan Gray Davis has a yearly restocked clothes closet and partners with a local church to provide weekly food bags to help those in need. Nan Gray Davis has an Alta Pointe counselor on campus part time to provide services for those families who cannot make day time appointments. Nan Gray Davis can also refer students to CAPPS to help with anger management, help with discipline and as an alternative to suspension. School personnel have the opportunity to refer students for counseling needs, educational needs, or personal needs. This is sustained through our Problem Solving Team which collaborates on particular students to support the teacher in finding strategies to meet the needs of the students. Documentation from meetings and strategies are being tracked with testing as the result for little to no improvement. This is also sustained by communication with our school counselor in regards to students' needs, so she can visit with them and assist with issues. Also referrals can be made to our in house Alta Pointe counselor by leaving her a message through administration or in her folder, which she checks upon arrival every day at Nan Gray Davis as well as keeping the principal updated of progress and concerns.

Nan Gray Davis could improve in maintaining a safer, cleaner and healthier environment for the staff and the students. To improve in these areas, school leaders will assess needs, chart the needs and then review improvements made or lack of improvement to facilitate the next innovative steps to be implemented. These charts will include needs and those responsible for meeting those needs, as well as give encouragement to the staff and students in takin ownership in their school and include a message or reminder on morning announcements about taking pride in the school to help keep it clean. This will be implemented by reminding student to walk in hallways without touching walls or bulletin boards and being mindful and proactive of expectations for a clean school environment.

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 •Evidence that assessments are reliable and bias free	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.	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 •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals	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.

Standard 5 - Using Results for Continuous Improvement Narrative

Nan Gray Davis has many strengths in the implementation of a comprehensive assessment system to generate data about student learning and school effectiveness, as well as areas needing improvement. Nan Gray Davis uses results of these assessments to guide their continuous improvement. The guidance of these assessments is a strength, as is the multiple assessment measures used throughout the school and across grade levels for consistent, reliable and bias free results of learning. These assessment measures are evaluated regularly and sustained through the use of Common Formative Assessments, End of Quarter Tests, STAR data, assessment binders, Aspire test results and the Mobile County School System testing policies. Another strength is the systematic collection of these processes and procedures to ensure their effectiveness in student learning and is accumulated frequently in order to evaluate for necessary improvements. This is sustained through job embedded days, Problem Solving Team meetings, grade level meetings and staff meetings through the collection, charting and analyzing of data to help improve the conditions of instruction. Utilization of data, such as DIBELS, STAR, Aspire, End of Quarter Test Grades, end of quarter grades help with the comparison of data as well as gives a comprehensive picture of students' learning with regards to verifiable improvements and readiness of the student for the next level. This is sustained through the benchmark setting and charting of individual students which allows for continued monitoring of needs for implementation and/or improvement in the opportunities allowed for assessments and student learning. Also the placement of students in Tier I, II, or III allows for more individualized instruction in order to increase success and readiness for the next level.

Another strength of Nan Gray Davis is the leadership team monitoring of scores, data and test results to ensure student learning and the achievement of school improvement goals. Leadership utilizes STAR data, gradebooks, DIBELS, Aspire testing results and Accelerated

Reading from visuals provided from multiple reports or from the principal's dashboard which allows leaders to view achievement as well as needs and weaknesses. The weaknesses located through the collection of the data helps to drive the school CIP plan to the attainment of the school's improvement goals. This is sustained through regular meetings with staff to monitor student learning and the communication of these results to stakeholder groups in various ways. Some ways these results are disclosed includes the CIP, Executive Summaries, and data exhibited in the front lobby containing DIBELS scores, Aspire scores by grades, monthly attendance average by teacher and students' names of those achieving their data-driven Accelerated Reading goal.

Nan Gray Davis staff, which includes the general education teachers, special education teachers and the teachers who support reading and math intervention have been trained in the evaluation, interpretation and uses of data. This is implemented through data driven goals in their classrooms and in necessary meetings. A weakness for Nan Gray Davis is most support staff, such as paraprofessionals, have not received sufficient training in the evaluation, interpretation or uses of data. This will be monitored in future trainings to be certain they are able to access such information and receive appropriate training specific to the uses of data.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 2.67

Standard 3: Teaching and Assessing for Learning — 2.67

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2.8

Sections