



Self Assessment

Dawes Intermediate

Mobile County Board of Education

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Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.33

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

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

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan•Newsletters Goal Setting	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.

Areas of Strength:

Dawes Intermediate's strengths lie in the areas of a commitment of shared values and beliefs about teaching and learning. Evidence shows a strong commitment to instructional practices that requires the use of a documented, systematic, continuous improvement process for improving student learning as noted in our weekly, job-embedded professional development which is based on current, research-based best practices, as well as using the instructional planning chart. According to the staff survey, 100% agree that the purpose statement is clearly focused on student success, is based on shared values and beliefs and guides decision-making. The continuous improvement process is based on data, goals, actions, and measures growth. Teachers volunteer to host fifteen before/after school clubs and implement the Junior Master Gardening curriculum in addition to CCRS, and regularly utilize our very own outdoor learning center known as Hawks Park to engage our students and stakeholders in the success of our school. The conditions that support learning through analysis of a broad range of data to identify goals for academic achievement and improvement include action planning that is reviewed and evaluated regularly as evidenced in our monthly PST/Data Meetings, fluid use of our data room, community data boards posting our school's current data, in weekly newsletters, and in students' goal sheets.

Actions to sustain strengths:

Dawes Intermediate will sustain these strengths by continuing to utilize the Baldrige systems process and analyzing data systematically to make improvements and adjustments based on community, school, and student needs.

Areas to improve and plans:

Dawes Intermediate can improve on their process of reviewing, revising, and communicating the school's purpose making certain to randomly select representatives from all stakeholder groups. Sixteen percent of all parents surveyed selected neutral when responding to how our school's purpose statement is formally reviewed and revised with involvement from parents. Invitations for community members and parents will be created and distributed.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •Newsletters Fiscal Management 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest 	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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Social Media Data Board and Room 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•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.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	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.

Areas of Strength:

Dawes operates in accordance with the policies and procedures of the governing body as well as locally identified goals. The policies and

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procedures are noted in the faculty and student/parent handbooks and on the district's website. According to the parent survey, ninety-six percent believe that our school has high expectations for students in all classes. Ninety-nine percent of all students surveyed said that teachers in my school want me to do my best work. Ninety-two percent of parents agree that our school effectively communicates the school's goals and activities. Dawes' strengths note that leaders and staff consistently and deliberately align their decisions and actions toward continuous improvement and engage stakeholders effectively to achieve the school's purpose as noted by Academic Success Team binders, PST/Data meeting minutes, data room, and goal boards/goal sheets.

Sustaining strengths:

We sustain our efforts by maintaining the procedures for evaluating academic data for strengths and opportunities for improvement, developing a plan to address those needs, and acting on those plans. Dawes will continue to set high expectations for students in all classes. Dawes will continue to follow non-negotiable policies and procedures while holding true to our individual school's needs.

Area needing improvement:

An opportunity to improve within the governance and leadership area consists of engaging varied representatives from stakeholder groups. According to the parent survey, 88% agree that our school provides opportunities to be involved in the school. Dawes leadership will make a conscious effort to invite a variety of representatives from all stakeholder groups. Agendas and sign-in sheets will provide measurable, active participation documentation.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.58

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Descriptions of instructional techniques •Career Fair/JA-in-a-day Schedule Jump the Wall 	Level 4

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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Success Teams Agenda PST and RTI Math Wall of Fame 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •Instructional Planning Chart •Plus/Delta/Rx Video •Instructional Schedules 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration •7 Habits Junior Master Gardening Norms and PLCIA Master Schedule 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •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 •Rubrics Instructional Planning Chart Cycle of Instruction Gradebook Checks Jump the Wall 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •ACIP SNAP Walk Through 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •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 •school messenger report newsletters 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Clubs After School Tutoring Program PST Schedule 	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Weekly, Job-embedded Professional Development Teach Like a Pirate Faculty Handbook 	Level 4

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

Dawes Intermediate's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning. For consistency across the school and to help ensure equality, Academic Success Teams are utilized to develop grading rubrics and school-wide programs. The math success team initiated weekly fact drills and the data from these drills is used to post student names on our Math Wall of Fame. The wall is renewed each quarter as learning goals change. The writing success team creates writing prompts for each grade and quarter. Students published writings are displayed in the hallways for all stakeholders to view. Rubrics for grading the writing were decided upon and disseminated to homeroom teachers by the success team as well. Use of rubrics help to ensure consistency so the writing scores can be compared to previous years. Instructional staff use pacing guides supplied by our governing board system and courses of study supplied by the state to guide instruction. Lesson plans have a required format and are turned in weekly to administration. Grade books are checked periodically to ensure compliance to board policy.

Our Academic Success Teams look for deficiencies and adjust accordingly for improvement. The data we use to guide these decisions are the results of the STAR reading and math assessments, ACT Aspire assessment, end-of-quarter (EQTs) tests, Common Formative Assessments (CFA s) which are given three times a quarter, and collaborative teacher input. For instance, while analyzing writing data, the success team noted a decline in writing skills and scores which prompted the quarterly writing prompts by grade level with rubrics to ensure consistency in grading. Strengths and opportunities for improvement are noted and needs are addressed through intervention strategies and small group instruction.

Grade levels collect data and analyze yearly standardized test scores to identify students who are at-risk and design programs to support these students in performing better. All grade levels utilize our STAR data for students to identify their current score and how they can "Jump the wall" to meet the standards on the ACT Aspire. Dawes uses the data room to identify students in need of intervention according to benchmark scores. Many of these students are identified on PST as well, and specific intervention strategies are selected and implemented by both the tier I and tier II instructors.

Sustain Areas of Strengths:

To sustain our areas of strengths the Academic Success Teams, RTI/PST/Data Meetings, and grade level meetings are used in order to discuss whether the strategies currently in use are working and should be continued or what other strategies should be implemented. According to the staff survey, 100% agree that all teachers monitor and adjust curriculum, instruction, and assessment based on data from student assessments and examination of professional practice. In addition, 100% agree that all teachers personalize instructional strategies and interventions to address individual learning needs of students and regularly use instructional strategies that require student collaboration.

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self-reflection, and development of critical thinking skills.

Area in need of improvement:

An identified area of improvement for Dawes Intermediate consists of engaging in mentoring, coaching and induction programs for all staff that are consistent with our school's values and beliefs about teaching, learning, and the conditions to support learning. Plans to include our paraprofessionals in our weekly, job-embedded professional development and monthly data meetings are being developed.

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: 3.29

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

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused 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.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •School Action Plan Trend Data Powerpoint 	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.	<ul style="list-style-type: none"> •Records of depreciation of equipment •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 •School Safety Plan 	Level 3

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •JA in a Day Hawks Park Food Bags School Action Plan Master Schedule Screenings Transition Programs 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Description of IEP process•Description of referral process•Club Data Annual Activities	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.

Areas of Strength:

Dawes Intermediate School has a wide range of support services in place to meet the physical, social, and emotional needs of all students. We meet the physical needs of our students by having 45 minutes of Physical Education classes daily. We have the Dawes Dancers, our school's dance team, and Dawes Dashers, our school's running club. We also have a full time nurse on staff. We conduct a variety of screenings to meet the physical needs of our students, such as vision and scoliosis. We meet the social needs of our students by hosting 15 before and after school clubs staffed by our teachers and volunteers. As way to measure program effectiveness, our students plus/delta at the end of every day providing them an opportunity to talk about the positive things that occurred that day as well as the deltas, or opportunities for improvement. Students learn to naturally solve problems through the plus delta process as they pose a delta, teachers prompt students to come up with a viable solution. Our school hosts a transition program for our incoming third graders at the end of their second grade year, and we assist fifth graders in transitioning into middle school by touring the feeder middle school and then once school opens, we visit our previous year's fifth graders at a Pep Rally at Causey Middle School to check on their successful transition. We also meet the emotional and social needs of our students through the plus/delta process and by having a full time counselor on staff that meets with every class weekly and holds small group and individual sessions on various topics. Our school celebrates good character by hosting a Character Breakfast for students (and family) selected by their teachers as displaying the character trait of the month. Our school has a Career Fair for our students in November on the same day the students are taught lessons from volunteers with Junior Achievement's "JA in a Day" program. A local stakeholder group provides backpacks of food for needy students each week to ensure our students are fed over the weekend.

Actions to Sustain Strength:

As educators, we continually review our programs and make changes where needed. We conduct surveys with parents and students. Our students plus/delta at the end of the day and share positives of the day with the teacher and identify areas where they see opportunities for improvement from their perspective as a delta. For every delta our students must propose a viable prescription to resolve the delta . We will continue our evaluation of resources, programs and services offered from a lens including multiple stakeholder groups. Allowing stakeholders who volunteer to give feedback (like the JA in a Day plus delta), we learn how to make next year's program and services offered even better.

Areas of Weakness:

While students and school personnel have access to media and information resources necessary to promote student achievement, we are continually building our resources available to students, teachers, and parents.

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Plans for Improvement:

Dawes Intermediate School strives to maintain and improve student success. We continue to implement creative solutions as we anticipate funding constraints will continue to impact our school as we remain a non-title school. This year we began purchasing classroom libraries for every certified teacher allocating up to \$400 per teacher. We will continue to add e-books and books to provide resources necessary in 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: 3.0

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

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

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Data Board 	Level 2

Self Assessment

Dawes Intermediate

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •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 •Data Board PST Process Trend Data PD 	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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •PST/RTI ACIP PLCIA Data Board 	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.

Areas of Strength

Upon reviewing our data, the following were identified as strengths:

Dawes Intermediate's professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison of trend data about student learning, instruction, program evaluation, and organizational conditions. According to our staff survey, 100% of the staff agree that our school has a systematic process for collecting, analyzing, and using data. This process is evidenced by our Academic Success Team PLCIA minutes which documents how the team looks for deficiencies and adjusts for improvements on all assessments. The data we use to guide these decisions are the results of the STAR reading and math assessments, standardized test scores, end-of-quarter tests (EQTs), Common Formative Assessments (CFAs) which are given in reading and math three times a quarter, and teacher input. Our Response to Instruction (RTI), Problem Solving Team (PST)/Data Meeting process consistently collects, analyzes, and uses data to drive instruction, provide interventions, and progress monitor to ensure students are provided with instruction on an individual needs basis. Our data room and community data boards are utilized fluidly and report current academic data. Additionally, Dawes

Self Assessment

Dawes Intermediate

Intermediate students have goal sheets where they collect, record, and set individual personal goals based on assessments.

Dawes Intermediate's leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. During our first PTA Open House, ACT Aspire analysis was explained in detail as well as instructions on how to interpret their students individual reports. Dawes Intermediate's goals and plans were also disseminated at that meeting. The community data boards are updated as new data is collected to provide current information to all stakeholders.

Sustaining the Strengths:

Actions currently taken to sustain areas of collecting, analyzing, and using data as well as monitoring and communicating information about student learning, as well as conditions to support learning, and achievement of school improvement goals to stakeholders are as follows: monthly PST/Data meetings, student conferences for Aspire and Star Data (Jump the Wall), weekly professional development, partnership conferences with 100% of our students and parents , Power BI data analysis, Academic Success Teams, School Actions for Excellence Plan reviews/updates, Data Room Analysis, daily plus/delta process, and student goal sheets. Collaboration amongst the partner teacher and paraprofessional will continue as well.

Area of improvement:

Dawes Intermediate plans to include our paraprofessionals in our weekly, job-embedded professional development and monthly data meetings. Leadership will also include paraprofessionals when conferencing with grade level teachers on the progress of students as noted in data reports.

Report Summary

Scores By Section

