Self Assessment

Gilliard Elementary School

Mobile County Board of Education

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TABLE OF CONTENTS

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •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 •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	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.

Dr. Robert W. Gilliard School maintains and communicates a purpose and direction that is committed to high expectations through our shared values and beliefs about teaching and learning. The school's vision and mission was developed with input from stakeholders. It is our goal to continually strive to give every student the best possible education available.

Gilliard School engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a school-wide purpose for student success. The school's purpose and direction is reviewed through regular school faculty and staff meetings, grade level meetings, the school's website, and student/teacher handbooks.

As a result of several meetings comprised of stakeholders to assess Standard 1, it was determined that the communication process for reviewing the purpose and direction of the school is an area of strength. It was also considered a strength that the school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate the school's purpose for student success. Furthermore, evidence indicates that school leadership and staff at all levels are committed to a culture that is based on shared values and beliefs about teaching and learning. Evidence of this strength includes programs that provide equitable learning experiences for students such as Extended Day, PST, the school behavior plan, collaborative planning, and Review 360. Survey instruments such as ones used in the AdvancED process provide documentation of the improving conditions that support student learning in our school.

The school's AdvancED team for Standard 1, also determined areas in need of improvement in relation to the review of the school's purpose and direction. It was determined that stakeholders from all groups may not be included randomly where required or recommended. It was noted that a more concerted effort to reach all stakeholders was a critical need. Though it is known that the Mobile County School District provides strong stakeholder involvement representing a variety of community agencies, we need to expand our school's involvement to better communicate to the public our purpose and direction; and to continuously improve our conditions for student learning.

In an effort to sustain our school's areas of strength, we will continue to use effective communication processes for reviewing the school's purpose and direction with stakeholders and community leaders. The school will also continue to engage in a systematic, inclusive, and comprehensive process when reviewing, revising, and communicating the school's purpose for student success. Continued commitment to a culture of shared values and beliefs about teaching and learning between school leaders and staff will also help to sustain our school's areas of strength towards purpose and direction.

To improve the areas of need, all stakeholders from various groups will be included in the review, revision, and communication of the school's purpose and direction. Communicating to the public our school's purpose and direction, will help our school continue to improve conditions for student learning.

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.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Self Assessment

Gilliard Elementary School

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 consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •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 strengths:

(2.6) - Administration listens and allows input from teachers and staff on PD. Administration performs walkthroughs and provides immediate, constructive feedback. Improved professional practices through formal observations have been implemented which removes barriers that

interrupt instruction.

(2.5) - Leadership engages stakeholders in the following ways: Teacher newsletters; administration newsletters; Facebook; Twitter; school website; invitations given to parents on school functions including Dads for Doughnuts, Monthly parent meetings, Thanksgiving Lunch, and club show case; parent committees; new student/parent orientation; Parenting Day; and parent workshops.

(2.4) Leadership expresses high expectations for all student learning through newsletters, media sources, parent conferences, administration/parent/student conferences. Progress reports are distributed every three weeks. Standards/objectives are listed on weekly newsletters. Students receive accessible log-in information for skill based learning sites/programs. Data is shared with parents from ACT Aspire, DIBELS, STAR (specific skills are share with parents/areas of strengths and weaknesses). Parent workshops are held where teachers inform the parents on academic strategies.

(2.1) The policies and support practices that ensure effective administration include the following: policies and practices that are clearly written for the school's purpose, weekly grade level meetings, collaboration between teachers, and PST.

Area of improvement:
(2.3) Autonomy is needed in implementation of ACIP and Innovation Plan.

Sustaining Strengths:
Administration will continue to consider teacher input when planning PD. Immediate feedback from walk-throughs and evaluations will continue to be given. Barriers to instruction will be monitored and removed as needed. Leadership will sustain the efforts to engage stakeholders as listed above. Leadership will hold stakeholders/parents accountable for expectations listed on Parent Compact. Consistent communication between leadership and stakeholders will remain a priority. We will continue with grade-level collaboration, PST meetings, and grade level meetings to ensure effective administration of school policies and practices.

Improving Areas of Need:
(2.3) We will solicit the governing body for autonomy with implementation of ACIP and Innovation Plan.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Course schedules •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Lesson plans aligned to the curriculum	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results	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 beyond classroom observation 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 •Documentation of collection of lesson plans and grade books •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 2

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 •Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 4

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.	•List of students matched to adult advocate •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.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•List of learning support services and student population served by such services •Data used to identify unique learning needs of students	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.

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

Students at Dr. Robert W. Gilliard School are provided rigorous learning experiences through collaboration, and critical thinking skills. School leaders at Dr. Robert W. Gilliard School are constantly monitoring instructional practices of teachers through supervision and evaluation procedures. Evaluation may be in the way of a check list, a formal observation, or simply a snapshot of a lesson. Teachers are then provided immediate feedback of their observations. This immediate feedback allows teachers to evaluate their lessons, and provide prescriptions based upon needed adjustments.

Committee members feel that our school engages families in meaningful ways in their children's education and keeps them informed of their progress. We use many avenues of social media, as well as progress reports (given every three weeks), parent newsletters, school newsletters, and daily conduct/academic logs.

Our school provides professional development that is relevant to our vision, curriculum and school mission statement. Teachers are guided towards professional development that directly correlates with what is occurring on our campus. Staff members at Dr. Robert W. Gilliard are paired with a student to inspire and encourage them throughout their journey in elementary school. We promote community involvement through the use of Big Brothers/Big Sisters, Reading Buddies, and our Partners in Education.

Teachers at our school meet weekly to discuss and analyze student data to better meet their educational needs. One of the very effective programs that we use is STAR 360. This program is designed to pinpoint the needs and strengths of an individual student. Teachers then use this data to drive their instruction.

The school's AdvancED team for Standard 3, also determined areas in need of improvement. Teachers need more opportunities to meet in vertical teams to discuss planning across the grade levels, and identify deficits. Our instructional pacing guide does not allow for timely student feedback, modification and adjustments based on re-teaching and retesting standards.

In an effort to sustain our school's areas of strength, we will continue to have open dialogue between school leaders and teachers to continue a progressive approach. We will also continue to maintain a relationship between home and school, bridging that gap. Staff members will continue to provide students challenging, data driven instruction that is focused on student learning, technology, and achievement. This will help them to be a productive member in a global changing society.

To improve the areas of need, teachers will be placed on vertical teams to close the gap between grade levels and increase student

achievement. Also, we believe that pacing guides need to be more fluid, so that teachers have the opportunity to adjust their lesson plans accordingly. As a group, we will constantly evaluate and modify our self-assessment.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	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.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff	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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 4

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.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •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 is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a 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.	•Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	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 •Survey results •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 - The school has resources and provides services that support its purpose and direction to ensure success for all students.

4.1 Gilliard has a qualified professional and support staff who are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.
School leaders use clearly defined policies, processes and procedures to hire, place and retain teachers. It can be sustained by offering quality staff development and mentoring which will help us retain our current staff. It can be further sustained by providing up to date technology, job embedded professional development for teacher, and continue to provide training (one-on-one, etc.)

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.
Interruptions are kept to a minimum, procedures and schedules are in place to reduce "downtime", all resources are equitably distributed to staff and students, and funds are used to continuously improve instruction. It can be sustained by continuing to protect instructional time and ensuring that allocations are in budget for necessary positions and materials.

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.
There are schedules in place and which are adhered to, a clean and safe environment, and measures in place that are followed for emergency procedures. Personnel (custodians, staff, and students) are held accountable for these measures. Improvement plans have been provided and implemented and systematically evaluated on a regular basis. This can be sustained by continuing to prioritize resources, continually monitoring and maintaining schedules.

4.4 Students and school personnel use a range of media and information resources to support the school's educational programs.
All students and personal have access to exceptional media resources, which include: two computer labs, broadcast team, robotics, etc. These are monitored by qualified personnel who are available to assist students and staff. This will be sustained by having a variety of technology in classes, BYOD, software. Technology will continue to be a top priority in budgeting. The current ratio of student to iPad/tablet of is 1:8 will be maintained or improved.

4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.
This is a strength because of continued investments in schools by the school and Mobile County. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continually improve technology services and infrastructure. Surveys contribute to sustainability by targeting needed professional development and budgeting to technology funds.

4.6 The school provides support services to meet the physical, social, and emotional needs of the student population being served.

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 implement a systematic, clearly defined 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 all students. It can be

sustained by continuing to offer advanced classes, AltaPointe Counseling and psychological services, extended day, USA assessment team, Families Helping Families, PST, Big Brother/Sisters, Boys and Girls Club, school clubs, and buddy readers by maintaining a positive working relationship with these organizations.

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 consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	Level 4

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.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	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 •Survey results •Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Examples of use of results to evaluate continuous improvement action plans •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.	•Survey results •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.

Areas of Strength (5.1, 5.2, 5.4, 5.5):

We establish and maintain a comprehensive assessment system through consistent use of data. The data that is thoroughly evaluated for effectiveness through various measurements. These measurements include: K-2 DIBELS, Stride Academy, MobyMax, Waterford, CFA's, STAR EarlyLit, STAR Math, STAR Reading, EQTs, ASPIRE, CFA's, Waterford, LLI, and Think-Through-Math.

Our staff follows procedures for data collection and analysis. Teachers are trained to interpret data results. These results are used to design, implement, and evaluate student learning as well as effectiveness of programs we offer. Various data sources are used to gather a comprehensive picture of each child. Our school uses a data board that is used to monitor and track student progress during weekly PST meetings. Teachers and support staff track student growth toward meeting proficiency on various assessments.

School leaders regularly communicate with our stakeholders using multiple delivery methods throughout the school year. These methods includes: daily behavior calendars, weekly newsletters, school bulletins, ROBO calls, community events, PTO/parent meetings, parent flyers, Twitter, Facebook, and our school website.

Actions to Sustain Strength:

We will continue to analyze and interpret data with a greater ability to communicate these results to all stakeholders and school personnel. This will continue in order to solicit feedback, ideas, and input. The processes and procedures we use to gather data will remain as they have allowed us to collect multiple sources of information in order to get a complete picture of each individual students relating to student learning, instruction, and programs effectiveness as well as conditions that support their learning. Our school will continue to provide various means of communication through media sources such as Twitter, Facebook, and our webpage as well as through the use of daily take home folders and other written means of communication.

Areas in Need of Improvement (5.3):

Teachers alongside administrators regularly interpret and use data results to guide instructional decisions about students' learning. However, professional and support staff are not always trained or involved in the process of interpreting data and using meaningful data to drive instruction. We will provide more effective training for our professional and support staff.

Plans for Improvement:

Our school has a multitude of data that is readily available on every student. Professional and support staff training will focus on the evaluation, interpretation, and use of data that has been gathered. Teachers along with professional and support staff will ensure data based decision making and research based practices are being implemented daily for student success.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.33

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 3.57

Standard 5: Using Results for Continuous Improvement — 3

Sections