Self Assessment

A. W. Holloway Elementary School

Mobile County Board of Education

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Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.67

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present	Level 2

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 •Friday Focus showing communication between administrators and staff and Lesson Plans reflecting technology use of programs in small groups.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan	Level 3

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

Ariel W. Holloway Elementary School - AdvancED

Standard 1: Purpose and Direction

Self-Assessment Scores

Standard Score: 2

Indicator Scores:

 Indicator 1.1: 2

 Indicator 1.2: 3

 Indicator 1.3: 3

Narrative

What were the areas of strength you noted?

We gave Indicator 1.2 a score of three based on the following performance levels:

 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.

 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.

We felt that the administration clearly communicates expectations of students through the parent and student handbooks, as well as monthly school newsletters. The administration also communicates expectations of teachers through weekly newsletters called "Friday Focus" which include reminders, important dates, and other pertinent information. Teachers communicate their classroom and the school expectations through their own classroom newsletters. Teacher lesson plans are further evidence of our commitment to instructional practices. Teachers include a variety of engagement strategies and activities to maintain student interest.

We gave indicator 1.3 a score of three based on the following performance levels:

School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.

School personnel systematically maintain, use, and communicate 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 regularly.

Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.

The school has a required ACIP Plan in place for the current school year. This Plan is reviewed and evaluated quarterly by members of the leadership team (Principal, Assistant Principal, Counselor, TST, Parent Organizer,

Special Education LEA, Math Intervention Teacher, and Reading Intervention Teacher) The ACIP Plan includes current data from STAR and ACT Aspire. In our ACIP Review meetings, we also discuss current data from attendance, suspensions, DIBELS, CFA's, and EQT's.

Although we gave Indicator 1.1 a score of two, within the indicator, we felt that one strength was that "the purpose statement clearly focuses on student success."

What were areas in need of improvement?

We gave Indicator 1.1 a score of two based on the following performance levels:

The school has a process for review, revision, and communication of the purpose. (2)

The process includes participation by representatives from stakeholder groups. (2)

We know the ACIP requires and includes a purpose statement and that this is developed by the ACIP Committee. We are unsure of whether all stakeholder groups participate in the process of developing a purpose.

What actions are you implementing to sustain the areas of strength?

To sustain areas of strength the following actions are being implemented:

Clear, consistent communication with parents, students, and teachers of expectations through newsletters, school messenger, school website, Facebook, and Twitter

Daily reading of the school mission statement and vision statement on the morning announcements

Continued ACIP Quarterly Review meetings

What plans are you making to improve the areas of need?

Following are suggestions to improve the areas of need:

Have a documented process for the review, revision, and communication of the purpose statement.

Ensure and document that representatives are selected from all stakeholder groups to review and revise the purpose statement.

Ensure that the entire faculty is aware of the process and the stakeholders involved.

Share the ACIP plan with the entire faculty each year so staff members are aware of our school goals and the strategies being used.

Standard 2: Governance and Leadership

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

Overall Rating: 2.83

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 •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.	•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 •Proof of legal counsel •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •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 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.

Ariel W. Holloway Elementary School-AdvancED

Standard 2: Governance and Leadership

Self-Assessment Score

Standard Score: 2.5

Indicator Scores:

- Indicator 2.1: 3

- Indicator 2.2 3

- Indicator 2.3 3

- Indicator 2.4 3

- Indicator 2.5 2

- Indicator 2.6 3

Narrative

What were the areas of strength you noted?

We gave Indicators 2.1 a score of 3 based on the following performance levels:

- Policies and practices that promoted effective instruction that produced equitable and challenging learning experience for all students is evident.

- There is evidence that the staff has received professional growth on policy and procedures.

- The staff is aware of the school's purpose and direction and the effective operation of the school.

The team felt that our school operates under governance and leadership that promotes and support student performance and school effectiveness. At the beginning of each school year, the faculty, staff, students, and parents are thoroughly aware of what is expected in order for school to perform well academically. The teachers are provided with a handbook that gives specific details that cover their responsibilities as a professional. The parents and students are provided with a handbook as well that provides details about their roles and expectations for the school year.

We gave Indicators 2.2 a score of 3 based on the following performance levels:

- The staff is fully aware of their roles and responsibilities and code of ethics.
- Our school provides ongoing professional develop that assures that our teachers know what their roles and duties are.
- We are provided with several opportunities that ensure that our governing body is compiling with all policies, procedures, laws, and regulations.

Our administrators provides us with professional development each year that makes each faculty and staff member aware of their roles and responsibilities. During our professional development meetings as the beginning of the year, our administrators make us aware of any new policies as well as refresh us on the policies that are being implemented. Throughout the year we are provided with additional professional development to assure that we stay abreast of any changes that occur during the year as well professional to keep us knowledgeable of the policies and procedures that were presented to us at the beginning of the year.

We gave Indicators 2.3 a score of 3 based on the following performance levels:

- The autonomy of school leadership to accomplish goals for improvement in student learning and instruction and manage day-to-day operation of the school is evident in our school improvement plan.
- The school leadership team maintains a distinction between its role and responsibilities.

The leadership team has developed a school improvement plan that reflects our vision and mission. We meet as a team that consisted of the administrators, support personnel, TST, parent organizer, and a teacher that represented each grade level. We meet periodically to assure that the goals are being maintained and everyone knows roles and responsibilities.

We gave Indicators 2.4 a score of 3 based on the following performance levels:

- Leaders and staff align decisions and actions toward continuous improvement to achieve the school's purpose.
- All leaders and staff ae collectively accountable for student learning.
- School leaders support innovation, collaboration, shared leadership and professional growth.

Leaders and staff at our school are constantly collaborating to ensure that all students are held at high standards. We collaborate to create assessments and activities that are geared toward improving student learning that is centered our school improvement plan. Our staff collaborated together to create our school's vision and mission statement. Surveys were completed by our staff that reflected standard 2.4.

We gave Indicators 2.6 a score of 3 based on the following performance levels:

- Supervision and evaluation processes are regularly implemented.

- Supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.

Our administrators consistently and constantly are evaluating teachers by conducting walk-throughs periodically that are formal and informal. The teachers are provided with immediate feedback. This feedback is used to help the teacher become aware of their strengths and weaknesses. When the weaknesses are identified our administrators provide our teachers with suggestion such as modeling what is expected, having them observe another teacher, or allow the teacher to receive professional development.

What are areas in need of improvement?

We gave Indicators 2.5 a score of two based on the following performance levels:

- Leaders sometimes communicate with our stakeholders on our school improvement plan.

We are aware that we need to have better communicate with all of our stakeholders. They are involved, but we fail to document the times they are involved in our school and all the activities they participate in with our kids.

What actions are you implementing to sustain the areas of strength?

To sustain areas of strength the following actions are being implemented:

- Continue keep our faculty and staff aware of their role and responsibilities.
- Continue to inform our parents by way of newsletters, school messenger, school website, Facebook, and Twitter.
- Administrator will continue to evaluate teachers through formal and informal observations and provide the teachers with feedback.

What plans are you making to improve the areas of need?

Following are suggestions to improve the areas of need:

- Provide our stakeholders sign-in sheets to print and sign their name as well as indicate their purpose for visiting our school.
- During our leadership meetings, we will invite our stakeholders to our meeting so that they are aware of school improvement plan and have them provide input.
- Invite our stakeholders to participate in various activities that we have throughout the year at our school.
- Make sure our stakeholders are provided with opportunities to provide feedback to our school.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Descriptions of instructional techniques	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •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 •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •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 •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff	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 •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 •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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Description of formal adult advocate structures	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Survey results •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •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.	•Survey results •Data used to identify unique learning needs of students •Students serviced by Special Education teacher have Individualized Education plans.	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.

Ariel W. Holloway Elementary School Advanced Ed

  Standard 3: Teaching and Assessing for Learning

     Self- Assessment Scores

- Indicator 3.1   2

- Indicator 3.2   2

- Indicator 3.3   3

- Indicator 3.4   4

- Indicator 3.5   2

- Indicator 3.6   3

- Indicator 3.7   2

- Indicator 3.8   4

- Indicator 3.9   2

- Indicator 3.10   3

- Indicator 3.11   2

- Indicator 3.12   3

1. What were the areas of strength you noted?

a. We gave indicator 3.4, school leaders monitor and support the improvement of instructional practices of teachers to ensure student success, a score of four based on the following performance levels:

i. Recognition of exceptional educators, teacher mentoring.

ii. Snap shots completed by administrators, formal and informal observations.

iii. Tracking student and teacher attendance, and ELEOT observation forms.

b. We gave indicator 3.8, school engages families in meaningful ways in their children's education and keeps them informed of their children's learning process, a score of four based on the following performance levels:

i. Progress Report, classroom dojo, behavior calendars, newsletters, and parent bulletins.

ii. Math and Literacy nights, PTA Meetings, parent teacher conferences, read across America, big brothers and big sisters club.

iii. I-now, open house, career day, website school calendar.

2. What were the areas in need of improvement?

a. We gave indicator 3.1 and 3.2 a score of two.

i. Dealt with the school's curriculum and ability to ensure all students have sufficient opportunities to develop learning, thinking and life skills.

ii. Curriculum is modified through means such as data from multiple assessments and examination of professional practice.

b. We gave indicators 3.5 and 3.7 a two also.

i. Unfortunately we had to select the score that reflected "some" of our members participate in collaborative learning communities because a score of 3 suggested "all."

ii. Again, we selected the score of two for indicator 3.7 because not "all" school personnel participate in mentoring programs. Our school does not have new hire manuals. Our new hires are assigned a mentor in their area. New hires will attend induction programs, new hire orientations, and new staff meetings.

c. We gave indicators 3.9 and 3.11 a score of a two.

i. The school has programs in place to ensure there is some interaction with individual students to build relationships with other inspirational models. However brief, it is in place.

ii. All staff members participating in a continuous program of professional learning was assessed at a two simply because not "all" staff attends or completes trainings.

3. What actions are you taking to sustain the areas of strength?

a. Some ways in which we are ensuring we continue to show a positive growth in the area of school leaders monitoring and supporting the improvement of instructional practices of teachers to ensure student success, are administrators documenting instructional practices through formal and informal observations, along with ELEOT forms.

b. In the area of the school engaging families in meaningful ways in their children's education and keeping them informed of their children's learning process we shall continue to show improvement by keeping up with our newsletters, parent bulletins, websites, social media,

announcements, and parent meetings held at the school.

4. What plans are you making to improve the areas of need?

a. Our actions we will be implementing in order to strengthen ourselves in the areas such as 3.1, 3.2, 3.5, 3.7, 3.9, and 3.11, will be partner teachers, new teacher orientation, mentor teachers such as grade level chairs, and staff meeting with continuous review and reminders of staff policy, code of ethics, instructional practices, and updated procedures/policies mandated by the district. We will also be ensuring the staff is participating in regular professional developments that will better the instructional practices needed to support the curriculum in place.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.29

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.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	•Survey results	Level 2

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.	•Survey results •School schedule •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Student assessment system for identifying student needs •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 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	Level 2

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

Ariel W. Holloway Elementary School-Advance Ed

Standard 4: Resources and Support Systems

Self-Assessment Scores

Standard Score: 2

Indicator Scores:

- Indicator 4.1   2
- Indicator 4.2   3
- Indicator 4.3   2
- Indicator 4.4   2
- Indicator 4.5   3
- Indicator 4.6   2
- Indicator 4.7   2

Narrative

What were the areas of strength you noted?

We gave indicator 4.2 a score of three based on the following performance levels:

- Instructional time, materials 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 express a desire to allocate instructional time, material resources and fiscal resources 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.

We gave indicator 4.5 a score of three based on the following performance levels:

- 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.

What were the areas in need of improvement?

We gave indicator 4.1 a score of two based on the following performance levels:

- Policies, processes and procedures describe how school leaders are to access, hire, place and retain qualified professional and support staff are not clearly defined.

- School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.

- Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

We gave indicator 4.3 a score of two based on the following performance levels:

- School leaders have some expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with most stakeholders.

- Selected school personnel are accountable for maintaining these expectations.

- Some measures are in place that allow for tracking of these conditions.

We gave indicator 4.4 a score of two based on the following performance levels:

- Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school.
- Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.

We gave indicator 4.6 a score of two based on the following performance levels:

- School personnel endeavor to determine the physical, social and emotional needs of students in the school.
- School personnel provide or coordinate programs to meet the needs of students when possible.
- School personnel evaluate all programs.
- Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.

We gave indicator 4.7 a score of two based on the following performance levels:

- School personnel endeavor to determine the counseling, assessment, referral, educational and career planning needs of students in the school.
- School personnel provide or coordinate programs to meet the needs of students when possible.
- School personnel evaluate all programs.

What actions are you implementing to sustain the areas of strength?

To sustain areas of strength, the following actions are being implemented:

- A scheduled, instructional time is given to all teachers, in which they are to follow daily.
- School leaders and instructional support are employed in order to provide necessary materials and support to teachers and their instructional needs.
- Computer labs are being utilized by teachers, with a schedule to follow, to ensure that every child has access in using instructional related programs.
- Instructional assessments are given every quarter in the computer lab to the students, in order for school leaders and teachers to use data results for continuous learning.

What plans are you making to improve the areas of need?

To improve the areas of need, the following actions are being implemented:

- School leaders hires as soon as possible personnel to replace any vacancies.
- School leaders are ensuring that school facilities maintain healthy and clean environments throughout the school.
- School leaders and teachers use data results from STAR to access or improve instructional planning to meet the individual needs of the students. STAR testing is to be completed each quarter, and bi-weekly by students who are not reaching grade level requirements.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •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 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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •Written protocols and procedures for data collection and analysis •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 2

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.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Survey results	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

•Agendas, minutes of meetings related to analysis of data

•Evidence of student readiness for the next level

•Evidence of student growth

•Evidence of student success at the next level | Level 3 |

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor some information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders sometimes communicate results to stakeholders.	•Survey results	Level 1

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.

Ariel W. Holloway Elementary School-Advance Ed

Standard 5: Using Results for Continuous Improvement

Self-Assessment Scores

Standard Score: 2

Indicator Scores:

- Indicator 5.1 2

- Indicator 5.2 2

- Indicator 5.3 2

- Indicator 5.4 1

- Indicator 5.5 1

Narrative

What were the areas in need of improvement?

We gave indicator 5.1 a score of two based on the following performance levels:

- School personnel use an assessment system that produces data from multiple assessments measures, about student learning and school performance.

- The system generally provides consistent measurement across classrooms and courses.

- Some assessments, especially those related to student learning, are proven reliable and bias free.

- The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.

We gave indicator 5.2 a score of two based on the following performance levels:

- Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.

- Data sources include comparison and trend data about student learning, instruction, the effectiveness of programs and organizational contents.

- School personnel use data to design, implement and evaluate continuous improvement plans.

We gave indicator 5.3 a score of two based on the following performance levels:

- Most professional and support staff members are assessed and trained in a professional development program related to evaluation, interpretation, and use of data.

We gave indicator 5.4 a score of one based on the following performance levels:

- An incomplete or no process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level.

- Results indicate mix levels of improvement, and school personnel sometimes 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.

We gave indicator 5.5 a score of one based on the following performance levels:

- Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals.

- Leaders sometimes communicate results to stakeholders.

What plans are you making to improve the areas of need?

To improve the areas of need, the following actions are being implemented:

The creation and implementation of a data team or grade level data teams to disaggregate the information obtained from the multiple diagnostic and post formative and informative assessments to assist teachers with preparing students to learn. This should be a school wide initiative that encompasses all grade levels.

We are recommending creating classroom data walls, holding teachers and learners equally accountable for learning, and creating universal tiers within our already defined tiers across each grade levels to address academic concerns. The continued use of educational tools and resources to guide instructional decisions.

As both preventive and corrective measures, the team is suggesting each teacher receives adequate training and/or professional development on effective ways to disaggregate student data and utilize this information to teach, reteach, assess, and reassess students.

Utilizing disaggregated data can hopefully increase student learning and development. This information should serve as both a self - reflection piece and

evaluation tool for learners, teachers, and other stakeholders directly and indirectly involved in student learning, success, and achievement.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.83

Standard 3: Teaching and Assessing for Learning — 2.67

Standard 4: Resources and Support Systems — 2.29

Standard 5: Using Results for Continuous Improvement — 2.2

Sections