Self Assessment

W. H. Leinkauf Elementary School

Mobile County Board of Education

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Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

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

Self Assessment

W. H. Leinkauf Elementary School

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.

Standard 1

Purpose & Direction

Areas of Strengths:

In standard one, the emphasis is on the school upholding and collaborating toward the school's purpose and direction, requiring high expectations for learning as well as shared values and beliefs about teaching and learning. The mission of Leinkauf Elementary School is to develop a thinking child who is academically capable, socially responsible and technologically ready to meet global challenges. Our goal is to ensure that each student has the skills and self-reliance to achieve challenges that will result in a rewarding academic experience. Our Motto is "Excellence in the Making". To achieve this goal we offer students a creative yet rigorous curriculum supported by effective instruction that is delivered by highly qualified and dedicated teachers and staff. At Leinkauf, we utilize enhanced-differentiated instruction for students to maximize their high potential and a multi-dimensional teaching approach; with emphasis placed on learning processes involving the cognitive and affective domains empowering students to become intellectually and creatively productive students. We systematically review, revise and communicate the school's purpose for student success. To ensure all stakeholders are aware of the school's purpose, we regularly share our newsletters, update social media outlets, host parent meetings, and update the school's website. The leadership and staff at Leinkauf are committed to a culture that is based on shared values and beliefs about teaching and learning; supporting challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. An example of this is our monthly student data meetings which, are held with grade levels 2nd through 5th. During the meeting, the students recite the school's mission statement, motto statement, and sing the school song. The principal or appointee in charge breaks down the STAR data by each grade level and discusses the glow and grows. Lastly, our school's leadership implements a continuous improvement process that provides faculty and staff with clear direction for improving student learning.

Efforts to Sustain Strengths:

In efforts to sustain our strengths, we will systematically reflect on our teaching practices and remain active members of learning communities. As a school we will engage in life-long learning continually to keep abreast of evolving practices in order that we may be more

productive in the classroom. We will strive to be active members of the learning community. In order to do this, we will frequently collaborate with colleagues and other professionals on best instructional practices, curriculum, and data. We believe that the only way to continue to be effective teachers is by continuing to be active learners.

Areas in Need of Support

An area in need of support at Leinkauf Elementary School is our communication with partners in education regarding the school's purpose and direction. Having multiple active partners in education will ensure that our student achievement will increase. These stakeholders will provide incentives and also support student learning. At this time, our school has eight partners in education. While these businesses are very beneficial, we could communicate more effectively while including them in our vision for our school.

Actions to Improve Areas in Need of Support

In order to gain more partners in education and to communicate more effectively, we will collaborate to increase our partners in education as measured by a Community Stakeholder Data Form. These partnerships would increase student motivation and better prepare our students to be college and career ready. These new partnerships will also increase community understanding and support of the school system.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks •Title 1 Budget	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 •Assurances, certifications •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.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •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	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 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.

Standard 2

Governance and Leadership

Areas of Strength

Leinkauf Elementary School operates under governance and leadership that promote and support student performance and school effectiveness. The school's continuous school improvement plan (aCIP) is aligned to support the purpose, mission, and effective operation of the school. The aCIP policies and practices promote effective instruction and assessment to produce equitable and challenging learning experiences for all students. The aCIP is available for stakeholder review on campus and on Leinkauf's website. School, staff, and student handbooks are provided to ensure implementation of the policies, procedures, and practices established by the governing body.

The governing body operates responsibly and functions effectively with its members to communicate roles and responsibilities and identify conflicts of interest. The governing body communicates to staff members the mandatory compliance of all laws, procedures, rules, and regulations through preplanning, faculty meetings, and ongoing professional development. Evidence of present and historical compliance data can be found in PLCIA's, agendas, and the continuous school improvement plans.

Efforts to Sustain Strengths

Leinkauf will continue to communicate laws, procedures, rules, and regulations by providing accessibility to the school improvement plan (aCIP) and school, staff, and student handbooks. The parent school compact will be distributed and outline the responsibilities for improved student academic achievement by the school, parent, and student. Partnership responsibilities will continue to be communicated. For Leinkauf to continue to operate under governance and leadership to promote and support student performance and school effectiveness, members will continue to follow policies and procedures to support the school's purpose and direction and the effective operation of the school through ongoing communication with stakeholders and professional development.

Areas in Need of Improvement/Actions for Improvement

Leinkauf Elementary needs to communicate more effectively with stakeholders, to promote community involvement and awareness of

student achievement and involvement. We will develop a Parent Engagement Plan, increase our social media presence, and provide stakeholders with multiple opportunities to volunteer on campus. We will increase partnerships with local neighborhood businesses through outreach. Volunteers at the school will undergo extensive training ensuring their familiarity with Leinkauf's mission and vision.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •Descriptions of instructional techniques •Professional Development	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Standards-based report cards •Surveys results •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 4

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 are consistent and deliberate in planning and using 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 each student. Teachers consistently 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.	•Agenda items addressing these strategies •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 •Interdisciplinary projects	Level 4

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 •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.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	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	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.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•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 •DOJO, family communication folders, student planners, newsletters, school messenger	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Survey results •Description of formal adult advocate structures •Positive Behavior Support Plan, Mentoring Programs, Big Brother Big Sister Program	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 •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Survey results •Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of 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 •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 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 3

Teaching and Assessing for Learning

Areas of strength/Actions to sustain:

Leinkauf'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. The ability to develop and maintain strength in this area is due to effective planning and implementation of instruction aligned with the Alabama Course of Study/Common Core State Standards. Lesson plans include activities that focus on differentiated instruction, intervention, explicit and systematic whole and small group instruction. All faculty and staff members continue to implement a curriculum that provides positive learning experiences, ensuring all students have sufficient opportunities to develop learning, thinking and life skills. Learning objectives are posted and introduced to students at the beginning of instructional time to help students focus on the purpose for instruction. Learning activities are adjusted and centered on the needs of individual students. Staff survey results indicate that teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. To sustain success in this area of strength, the faculty will continue to engage in professional development that focuses on best practice strategies and techniques that support individual student learning. We will also continue to develop and implement curriculum that is based on clearly defined expectations.

We also use data from multiple assessments to ensure vertical and horizontal alignment with the school's goals for achievement and instruction and statement of purpose. Teachers engage students daily in learning through proven instructional strategies that ensure

achievement of learning expectations. This is an area of strength due to intense planning and implementation of lesson and intervention plans. Teachers provide students with daily explicit mathematics instruction that includes small groups, hands-on activities, higher order thinking skills, problem solving activities and opportunities to respond to open-ended questions. In addition, students are provided daily reading instruction that is data driven, differentiated, explicit and specific, researched-based and proven effective to meet the needs of each individual learner.   We implement and maintain a balanced reading approach during the Literacy Block. To sustain success in this area of strength, the faculty will continue to review, revise, and implement the strategies outlined in the school's aCIP.

We develop and maintain strength in the areas of teacher effectiveness and student learning as a direct result of the commitment of the faculty and staff.   We create and implement a systematic instructional process, use common grading and reporting policies, and participate in professional learning designed to promote student learning. To sustain success in this area of strength the faculty and staff will continue to engage in ongoing professional development. The school will continue to maintain an effective Problem Solving Team that evaluates and recommends strategies for intervention and student growth.

Areas in need of improvement/Actions to improve:

Areas of teacher effectiveness and student learning needing improvement are increasing opportunities for individual student advocacy. Although we have a mentoring program in place, Leinkauf needs to better utilize available opportunities for school personnel to build long-term interactions with individual students. Another area needing more attention is in providing and coordinating learning support services to meet the unique learning needs of students. We must be more aware of identifying students needing assistance when collecting and analyzing data. It is necessary to provide more effective interventions to meet these needs.

Standard 4: Resources and Support Systems

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•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 •Assessments of staffing needs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•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 •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •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 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a 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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •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 •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	Level 3

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

Standard 4

Resources and Support Systems

Areas of Strength -

 Leinkauf Elementary School has multiple resources and provides services that support its purpose and direction to ensure the success of all students. The instructional time, material resources, and fiscal resources at Leinkauf are focused on supporting the purpose and direction of our school. All of the teachers at Leinkauf Elementary School are highly qualified and our staff offers many support services to students and families. These services include enrollment assistance, Title 1 Parent Meetings, Mommy and Me community service program, bullying and character education seminars, Red Ribbon Week, the Helping Families initiative, career exploration days, and the 21st Century Prepared for Life after school program. Our students are served by a full time counselor, a part time Alta Point therapist, an adaptive physical education teacher, an occupational therapist, and a physical therapist. The staff of Leinkauf Elementary School determines the physical, social, and emotional needs of each student and provides programs to meet the needs of these students as necessary. Our school also provides a safe, clean, and healthy environment that includes a system for maintenance requests and maintenance schedules.

Actions to Sustain Strength -

     Our staff will continue to provide services to each student based on their physical, social, and emotional needs. We will continue to work with members of the community, stakeholders, and families to ensure the success of each student. We will also continue to survey students, parents, teachers, and stakeholders to obtain useful data to direct the purpose and direction of the school. Leinkauf Elementary School will also work with outside agencies to continue our focus on resources and support systems. Our maintenance staff will continue to be monitored to ensure the safety and cleanliness of our school campus.

Areas in Need of Improvement -

 One area of concern at Leinkauf Elementary School is the technology infrastructure that supports the school's teaching, learning, and operational needs. While we have a technology plan in place, our students need to become more comfortable using multiple forms of technology to support the teaching and learning of all students. We have recently acquired two new computer labs and are in the process of obtaining additional technology. We will continue to improve our range of media and services.

Actions to Improve Areas in Need of Improvement -

 We will work on ensuring that the technology at Leinkauf Elementary School is current, fully functional, and meets the teaching, learning, and

operational needs of all stakeholders. We will use data to continue improving our technology plan and our technology services. Students will be provided opportunities to use digital tools, individually and collaboratively, in and out of the classroom to gather, organize, share, and present information. Students in third, fourth, and fifth grade will receive targeted technology instruction in a computer lab twice weekly and second grade students will receive instruction once weekly. A student-produced news program will be implemented and available for viewing through social media. We will take additional online assessments as opposed to paper and pencil.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the 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 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	Level 2

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

Standard 5

Using results for continuous improvement

    W.H. Leinkauf Elementary School implements a comprehensive assessment system that generates a range of data regarding student learning and school effectiveness and uses the results to guide continuous improvement. We establish and maintain a clearly defined and comprehensive student assessment system. As a school we analyze our ACT ASPIRE, STAR, DIBELS, EQT, and CFA data to drive our

instruction. We sustain this by meeting as teams in data meetings/PST in which we present, interpret, and use data to determine our next steps for instruction. We also participate in Professional Development to increase our knowledge of state instructional standards and how best to use this information to improve instruction and ultimately increase student achievement. We can improve our planning style by consistently beginning with the end in mind. We could also include more opportunities for parental involvement.

Faculty 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. We use a range of assessment data to discuss and analyze in planning for next steps. We can improve by involving students more in this process. We can improve this through having quarterly student and teacher conferences to discuss present level of student performance, academic goals, and a plan for meeting these objectives.

Faculty and support staff are trained in the evaluation, interpretation and use of data. We have been trained to interpret and analyze data in order to plan for intervention and instruction. We are sustaining this by collecting data and using the results effectively. We use the STAR Instructional Planning Report to determine focus skills students need to work on in order to make gains. We can improve by providing targeted intervention for ready and exceeding students to make learning and achievement gains. We can improve by working together as a grade level team and providing targeted intervention.

Our school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. Monthly student data meetings are held to encourage students to increase their math and reading scores. We sustain this by reviewing scores (Grade Equivalent/Scaled Score) and requiring students know where they stand and where they need to be by the end of the school year. We also encourage students to meet their AR goals. We can improve by using data in to close learning gaps. We need to have consistent data-driven decision making.

Our Leadership Team monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. We have several different types of meetings to present information to our stakeholders, such as ACIP reviews, Title I Parenting meetings, Advisory Council meetings, and parent/teacher/student conferences. We meet with our stakeholders quarterly to present data and other important information. We can improve by adding more opportunities for stakeholder involvement.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 3.33

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2.8

Sections