



Self Assessment

Maryvale 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.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose 	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.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results 	Level 3

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

Maryvale Elementary 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.

One strength is communicating the mission statement to all stakeholders through multiple avenues of communication. It is placed on all school newsletters from the principal, on the school website, posted in the school, and printed in the Parent-Student Handbook. Every year the mission statement is reviewed and revised if necessary.

Another strength for Maryvale is the commitment to teaching and learning among school leaders, faculty, and staff. A challenging curriculum is employed utilizing district initiatives such as Be a Reading Star program (BARS), Sondag System for phonics, Six Traits Plus One Writing, and Wonders reading program. In addition, educational technology provided by the district and purchased by the school is utilized to support instruction and provide remediation and enrichment. Examples include Edgenuity, Accelerated Reader (AR), USA Test Prep, and Reading Eggs. The faculty and staff ensure all lessons are aligned with the District Pacing Guide which is based on the ALCCRS.

Data from STAR reading tests, AR, ACT Aspire Interim assessments, ACT Aspire, DIBELS, Common Formative Assessments (CFAs), and End of Quarter Tests (EQTs) assist the staff in determining the needs of our students, particularly those in need of remediation, in order to provide interventions that make for equitable learning experiences for all students. The data is tracked by teachers to monitor learning and is analyzed and discussed during weekly data and grade level meetings. Teacher lesson plans and professional development activities indicate a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. They also show the shared belief of school leadership and staff for high expectations for professional growth and practices.

The Alabama Continuous Improvement Plan (ACIP) is continuously reviewed and revised by staff and stakeholders to support the learning process for improving student learning and the conditions that support learning. Each fall, a school action plan is developed by a committee using data from the previous school year and trends from several years. Using this as a guide, goals and objectives, as well as measurable performance targets are determined. Activities, resources, and timelines for achieving the goals are included in the process. The committee then discusses the plan with the faculty and staff, input and suggestions are given, and the plan is revised. The final plan is presented for

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approval. The plan is then placed on the school website, and it is available for perusing in the school office.

Maryvale will continue to update and revise the ACIP per the needs of the school based on data analysis with all stakeholders involved. We will continue to use research based academic programs to challenge our students to achieve high levels of learning, thinking, and acquiring life skills.

In addition to parents, Maryvale needs to ensure a community stakeholder participates in the revision of the ACIP and our Mission Statement. For future meetings, we will make every attempt to include at least one community stakeholder at the meetings.

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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •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.	<ul style="list-style-type: none"> •School improvement plan developed by the school •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.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Involvement of stakeholders in a school improvement plan•examples of communication	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The 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.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Representative supervision and evaluation reports•Example of PD tied to the Schoolwide PLP	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.

Policies and practices support the school's purpose and direction as well as the effective operation of the school. Strengths include Mobile County Public School System (MCPSS) policies as well as Maryvale Elementary policies and procedures found in the parent/student and faculty/staff handbooks. These policies and procedures promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. Additionally, Maryvale's staff members participate in staff development to receive updates on compliance policies, laws and regulations, and policies and procedures. Staff members will continue to receive frequent communications to provide updates on laws, regulations, policies, and procedures.

The governing body of Maryvale Elementary ensures that local leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively based on our school's vision and mission. Maryvale's strengths include the ACIP plan that is developed by the stakeholders and governing body of the school. Each part of the governing body has roles and responsibilities pertaining to school leadership. 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 academic areas. All leaders and staff are equally accountable for the learning of all students. School leaders will continue to support innovation, collaboration, shared leadership, and professional growth; and continue to promote a culture characterized by collaboration and a sense of community.

Leaders communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback, and, work collaboratively on school improvement efforts as evidenced by survey responses and minutes from meetings with stakeholders. Some of our strengths are bi-weekly newsletters and social media sites along with stakeholder meetings used to communicate with stakeholders. Maryvale will continue to expand our digital footprint to communicate with stakeholders.

At Maryvale, the focus of supervision and evaluation is improving professional practice and improving student success. Evaluation

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processes are regularly implemented. The results of these processes are used to monitor and effectively adjust professional practice and improve student learning. We are currently using Educate Alabama, Eleot observation tool, and a locally developed observation tool. One goal for improvement is to collaborate to foster a peer review process.

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: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Lesson plans aligned to the curriculum 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Authentic assessments •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects 	Level 3

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

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.	<ul style="list-style-type: none">•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project•Agendas and minutes of collaborative learning committees•Examples of improvements to content and instructional practice resulting from collaboration	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•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.	<ul style="list-style-type: none">•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning•ACIP plan includes new teacher mentoring policies., Mentoring PLCIAs	Level 3

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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.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	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.	<ul style="list-style-type: none"> •Survey results •Description of formal adult advocate structures •Counselor schedule, 	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.	<ul style="list-style-type: none"> •Survey results •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.	<ul style="list-style-type: none"> •Survey results •Professional development samples related to the schoolwide PLP. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel 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.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 3

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

Maryvale's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. There are many strengths in our teaching and assessing. One strength is the school's curriculum and learning experiences in each class provide all students with challenging and equitable opportunities to develop learning, thinking, and life skills. Our teachers have the same high expectations for every child, and teachers collaborate to ensure equitable learning across grade levels. When a student excels, or struggles, the teachers individualize the learning activities for those students through the gifted program, intervention for struggling students, small group instruction, and solid core instruction for all students. Teachers collaborate in Problem Solving Team (PST) meetings for additional strategies for struggling students to ensure they have the opportunity to master standards. Extended Day Tutoring sessions are offered to third through fifth grade students, math enrichment is offered after school to fifth grade students who have shown an aptitude for math, and English Language Learners (ELL) are provided with additional assistance through district provided ELL teachers.

Additionally, curriculum and instruction are monitored and adjusted systematically as a response to data analysis from multiple standardized assessments such as STAR, DIBELS, and ACT Aspire Interim Assessments, and locally made Common Formative Assessments (CFAs), and End of Quarter Tests (EQTs). Teachers work collaboratively to write plans that include the ALCCRS standards, instructional process and the assessments as mandated by Mobile County Public School System (MCPSS), and to ensure the opportunity for reteaching for standards not mastered in previous lessons.

Our teachers work to engage students in their learning through instructional strategies that ensure achievement of learning expectations based on Robert Marzano's forty-one reflective teaching strategies. They meet during PST meetings to discuss how they can personalize instructional strategies when necessary, collaborate with the Literacy Coach for strategies, and the special education resource teacher provides assistance as needed. Maryvale has implemented PBL for the third consecutive year which requires student collaboration and the development of critical thinking skills. Teachers incorporate technology in their lessons and assign individual lessons on software programs that provide remediation and reinforcement for students. School leaders at Maryvale Elementary School (MES) formally and consistently monitor the instructional practices of teachers to ensure student success through supervision and evaluation procedures. Lessons are aligned with the Alabama College and Career Readiness Standard and lesson plans are checked in meetings with teachers. They also check grade books, common assessments, end of quarter grades, and interim assessments such as STAR reading and math, DIBELS, and ACT Aspire Interim reports. Collaborative learning communities consisting of grade level teachers and the Instructional Partner meet weekly to discuss content and assessment data, to develop strategies for modification of instruction if needed, and to promote student learning and student conversation in the classrooms. Paraprofessionals were invited to attend weekly meetings for book studies and professional development.

Another strength is teachers have been trained in the Common Formative Assessment procedure and how to create CFAs. They use scoring guides developed in the CFA process to inform students of the learning expectations. They also post the expectations and standards of performance learning outcomes daily in the classroom. To accommodate students' needs, a variety of assessments are used to determine student's learning. Exit slips, informal observations, written responses, oral response, and projects are all types of assessments teachers

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utilize. Students are given progress reports every 4 weeks, and their parents also have the opportunity to check their grades online. New teachers are mentored by veteran teachers to provide support in all areas of the education process. A Literacy Coach and Instructional Partner provide coaching as needed to support faculty and ensure consistency with the school's mission.

Maryvale works to engage families in their children's education in meaningful ways by designing and implementing programs such as Board Game Day, Parenting Day, a Reading and Math Parenting Workshop, a Learning Extravaganza, and an All Pro Dads program that meets monthly. Our Parent Teacher Organization hosts meetings three times per year that include an Open House at the beginning of the year, a Christmas program, and a spring program. Honor's Day is held twice a year to recognize academic achievement. Parent communication is important at Maryvale, and the school provides a Parent Communicator that teachers use either daily or weekly to communicate with parents. The fifth grade students use daily planners to communicate, and a biweekly newsletter announces important school news, upcoming events, and learning opportunities for parents.

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.	<ul style="list-style-type: none"> •School budgets for the last three years •Documentation of highly qualified staff •teacher interview questions, strategies to attract from the Acip, mentoring plcias 	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.	<ul style="list-style-type: none"> •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.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •safety plan, security policy 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•technology lab schedule, district provided upgrades to internet service	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.	<ul style="list-style-type: none">•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.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Description of IEP process•Description of referral process	Level 3

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

Maryvale Elementary has many resources and provides services that support its purpose and direction to ensure success for all students. The number of personnel placed at the school is determined by the state's funding and allocation, and the principal determines placement within the school based on instructional needs. Maryvale adheres to the district's policies and procedures for interviewing and hiring qualified

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candidates. A standard list of questions is used by a committee to interview candidates. To retain teachers, new teachers attend the district's new teacher orientation, and an experienced teacher at the school mentors the new teacher. Teachers are also provided support through professional development based on their needs, an Instructional partner, and an ARI Literacy Coach.

Instructional time, materials, and fiscal resources are sufficient to meet the needs of students. A daily school schedule is provided by the principal. It is followed daily to provide maximum instructional time in the classroom. School leaders work to secure resources to meet the needs of all students. Teachers provide input as to their needs, and a budget committee, using state monies and Title I monies, makes a budget based on the needs. Expenditures are monitored by the Central Office staff, and amendments to the budget are made throughout the year to reflect the changing needs.

Another strength is the school's clean and safe environment for our students and staff. Custodians are present daily and adhere to a cleaning schedule, and all students and staff are expected to help maintain the facilities. Custodians attend professional development provided by the district to ensure knowledge of equipment usage and procedures. A school engineer provided by the district ensures the outside facilities are maintained. Fire drill and tornado procedures are posted in each classroom, and emergency drills are practiced throughout the school year.

Coordination of technology funds and materials with the district office is a strength for Maryvale. School personnel and students have access to, and use a wide range of media resources. Smart Boards and software such as Edgenuity, Accelerated Reader, STAR Renaissance, and Waterford have been provided by the district for each classroom. In addition, Maryvale purchases additional software using their Title I and state monies for student and faculty support. The technology infrastructure is kept up to date with the district's assistance and it supports the school's teaching, learning, and operational needs. Maryvale has two computer labs plus computers in the media center. Each classroom has a minimum of three computers, and iPads and Samsung Galaxy tablets are available for each classroom. The school's survey results and budgets related to media and technology provide evidence to support this area.

Maryvale has a range of services to meet the social, physical and emotional needs of the students. Some of these services include: Counseling, Behavior Specialist, parenting meetings and workshops, Drug Awareness Program, Bullying Program, Assistance League, Big Brothers and Sisters, Grandparents program, Back Pack Snacks, and A Year at a Glance calendar from the counselor, and Career Fair as well as district social workers. These various programs provide uniforms, supplies, nutrition, mentoring, and academic assistance.

Maryvale will continue to work with the district to coordinate funds for resources to provide the best education for our students. Every effort will be made to retain the quality staff in place and retain the extra services utilized at the present. District coordination in all areas is very important, and Maryvale will continue to work closely with the district to coordinate new programs, monies, and initiatives as they become available.

Maryvale will develop a checklist based on the district's new Standard of Operations Manual to ensure all areas of the building receive equitable attention with regards to cleaning and maintenance.

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.	<ul style="list-style-type: none"> •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.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Evidence of student growth•staff survey	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	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.

Maryvale maintains and uses a comprehensive assessment system that produces data from multiple assessment measures that has many strengths.

One of the strengths in our assessment system is utilizing a mixture of standardized, reliable, and bias-free summative assessment (ACT Aspire), and locally made formative assessments. The STAR reading and math formative assessments, which are administered three times a year to the entire kindergarten through second grade and ACT Aspire Interim reading, math and science assessments, which are administered a minimum of two times a year for third through fifth grade students, provides periodic information to identify students that on track to score Proficient, Ready, or In Need of Support on the ACT Aspire, thereby enabling staff to quickly provide additional support to students in need. The STAR assessment is also administered monthly to students receiving intervention to determine the effectiveness of intervention and adjust teaching as needed. DIBELS for kindergarten through second grade students is administered three times a year and provides reading information that correlates with STAR to identify students in need of support and those who have mastered literacy concepts. Students are progressed monitored every two weeks to monitor progress. By incorporating locally developed Common Formative Assessments based on ALCCRS three times a quarter and End of Quarter tests based on district Pacing Guides and ALCCRS, the staff is provided with quality data for each student and identifies areas of need and areas of mastery for each student.

Data from the ACT Aspire, is disaggregated and continuously referenced throughout the year to ensure students are receiving the help they need. The ACT Aspire interim reports and STAR reports allow staff to determine the progress students are making throughout the year and the effectiveness of programs and drive instruction.

Locally developed Common Formative Assessments (CFAs) and End of Quarter Tests (EQTs) are developed by collaboration with the grade level teachers and are based on the district Pacing Guides which follow the ALCCRS. These assessments allow staff to monitor progress of students towards quarterly standards which allows for timely intervention for students in need of support.

In the fall of each year, the staff is trained in the interpretation of the data, and weekly data meetings are conducted to evaluate data,

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assessments, and student learning. School leadership monitors student learning and progress toward academic goals by reviewing STAR, ACT Aspire, and DIBELS reports along with monitoring gradebooks for CFA and EQT data.

Maryvale will continue to incorporate standardized assessments and locally developed assessments and results from all assessments will continue to be analyzed during weekly data meetings to ensure reliability and ensure students are making academic progress. Staff will continue to create grade level assessments to ensure consistency across grade level.

An area Maryvale could improve upon is in the participation of support staff in the interpretation and use of data to guide instruction. Our paraprofessionals have not been trained as fully as the teachers. This will be addressed by ensuring they are included in the faculty training sessions that are applicable or they will be provided the information via their lead teacher. In addition, the district will be providing professional development for the paraprofessionals. A procedure exists for analyzing data; however, there is not a policy in place for the collection and interpretation of data. Results of the ACT Aspire test administered in the spring of the year is communicated to stakeholders in the fall at the initial PTO meeting, and mid quarter progress reports provide the parents with CFA scores, and quarterly report cards provide EQT scores. However, STAR summary reports and DIBELS scores are not communicated to stakeholders. In the future, results of assessments will be communicated quarterly by school leaders in a stakeholder newsletter.

Report Summary

Scores By Section

