



# **Self Assessment**

**Saint Elmo Elementary School**

**Mobile County Board of Education**

Mrs. Deborah B. Fletcher  
8666 McDonald Road  
Irvington, AL 36544

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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

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> </ul>	Level 3

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> </ul>	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"><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</li></ul>	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 and Direction Narrative

Standard 1: The school maintains and communicates a purpose and direction that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

#### 1.1 Area in Need of Improvement

St. Elmo Elementary School engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. Our vision and mission statement emphasize growth and achievement in all aspects of a child's life. Our process for review, revision, and communication of the purpose statement is documented through our ASSIST Continuous Improvement Plan (ACIP), School-Parent Compacts, St. Elmo Student/Parent Handbooks, school brochures, parent bulletins, and on the school's web page. All Children Excel (ACE) meetings, Problem Solving Team (PST) meetings, quarterly data meetings, as well as Professional Learning Team (PLT) meetings allow for ongoing action-based research to continuously identify opportunities for improvement as indicated in the ACIP areas of focus. The Digital Literacy PLT provides technology support and professional learning for the faculty, staff, and students. While St. Elmo utilizes a variety of means to increase stakeholder participation, we have targeted this process as an area in need of improvement. It is our intent to provide The 7 Habits of Highly Effective People professional learning for interested parents to build partnerships as we continue to implement FranklinCovey's Leader in Me process. Attendees will be randomly selected to join The Parent Lighthouse Team (PLHT) and will meet throughout the year to engage in reflective dialogue.

#### 1.2 Area of Strength

Our leadership and staff commit to a culture based on shared values and beliefs about teaching and learning. We support challenging, equitable educational programs and learning experiences for all students that include increased achievement in learning, thinking, and life skills. Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision-making found throughout ACE meetings, PST meetings, Dynamic Indicator of Basic Early Literacy Skills (DIBELS) meetings, quarterly common formative

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assessment (CFA) reviews, and end-of-quarter (EQT) data meetings. Alabama Math, Science, and Technology Initiative (AMSTI) content professional learning sessions, the math content PLT sessions, coaching cycles provided by our math coach, district reading coach, and local school reading coach. We are an AMSTI site and have recently purchased the Investigations in Number, Data, and Space, 3rd ed. for all teachers to ensure that our curriculum is rigorous and aligned to the College and Career Ready Standards (CCRS). In addition, SNAP! Learning resources were purchased as ancillary resources to provide equitable, rigorous reading instruction. Analysis of rigorous, challenging assessment data occurring after the administration of CFAs, EQTs, ACT Aspire interim assessments, STAR Reading and Math assessments, SNAP! Learning lessons, DIBELS testing, and ACT Aspire summative testing is used to drive instruction. Intervention and Extended Day after-school tutoring opportunities are provided. Faculty members have participated in professional learning sessions on The Daggett System for Effective Instruction which includes The Rigor and Relevance Framework as well as Webb's Depth of Knowledge Levels as applied to teaching and learning. Student and staff access to Microsoft Office 365 has enhanced our implementation of the MiDevice Program. As a Leader in Me school, we focus on creating a leadership culture that is student-driven. Our students participate in multiple clubs, organizations, and service projects. St. Elmo intends to sustain this identified strength by continuing to implement AMSTI and Leader in Me along with The Daggett System for Effective Instruction.

1.3 St. Elmo Elementary School's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. School leaders implement the ACIP which is a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. Stakeholders work collaboratively to create, approve and implement the goals, objectives, and strategies identified in the ACIP. School personnel maintain a profile with current and comprehensive data on student and school performance through progress reports, report cards, ACE meetings, PST meetings, quarterly data meetings, and ACIP quarterly reviews. Data is communicated to parents and students through progress reports, report cards, State-wide Partnership Conferences, and IEP meetings. Analyses of data is used to identify goals for students and instructional needs that will increase student achievement. Instruction is aligned with our school's purpose. Improvement goals identified in our continuous improvement plan are measurable performance targets. Our ACIP process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. School personnel are held accountable and evaluated for the overall quality of the implementation of interventions and strategies through observations and coaching cycles.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•School handbooks</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 4

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"> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Agendas and minutes of meetings</li> <li>•Social Media</li> </ul>	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li></ul>	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"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Representative supervision and evaluation reports</li></ul>	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 2 Governance and Leadership Narrative

Standard 2: The school operates under governance and leadership that promote and support student performance and school effectiveness.

2.1 St. Elmo operates under district and local school policies and practices that support the school's purpose and direction and the effective operation of the school. Faculty, staff, and students are provided access to the Mobile County Public School System (MCPSS) Student Handbook and Code of Conduct. MCPSS and St. Elmo also provide employees with faculty and staff handbooks which provide professional guidance focusing on policies and practices that support the school's purpose and direction and effective operation of the school. In addition, several other policies are in place to ensure effective operation of the school, such as: student and faculty Use of Internet agreement, district and school attendance plans, school discipline plan, and School-Parent Compacts. Policy expectations, revisions and updates are communicated to stakeholders through weekly parent bulletins, teacher bulletins, local school and district level webpages, as well as school and county Facebook and Twitter accounts. Policies and practices are also in place for monitoring effective instruction and assessment to



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produce equitable and challenging learning experiences for all students which can be evidenced through data attained from STAR Early Literacy, STAR Reading and Math assessments, DIBELS, quarterly CFAs, quarterly EQTs, and 3rd-5th grade ACT Aspire interim assessments. PLCIAs from regularly scheduled data meetings, ACE meetings, and K-2nd grade DIBELS meetings documents the opportunities for teachers to collaborate and analyze student assessment data which drives instructional practices. In addition, MCPSS provides curriculum guidelines and expectations for effective implementation of Mathematics, Literacy, and English Language Arts College and Career Ready Standards to occur daily. St. Elmo's faculty and staff continues to grow professionally which is evidenced through professional learning on FranklinCovey's Leader in Me process, Traits Writing, Souday System programs, McGraw-Hill's Wonders reading curriculum, SNAP! Learning, Stride Academy, new teacher training, professional learning through math cohorts, and professional learning focusing on ACT Aspire expectations. There are also clear policies and practices in use at the district and local school levels for the direction and oversight of fiscal management which can be evidenced through our ACIP.

### 2.2 Area of Strength

One of our many strengths at St. Elmo is that our governing body operates responsibly and functions effectively. Processes are in place and implementation of employee participation in systematic, formal professional development is available to ensure that its decisions and actions are in accordance with defined roles and responsibilities which is evident through adherence to explicit guidelines exhibited in the MCPSS and St. Elmo faculty and staff handbooks, Employee Code of Ethics, employment contracts and Alabama teacher certification processes, professional learning for new teachers, new teacher mentor program, and coaching cycles. All faculty receive professional learning on curriculum and instruction procedures, district and local school policies and plans, and district and local school programs and initiatives. Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning as evidenced through administrative observations using, Educate Alabama, Scholastic Rigor & Relevance Observation Tool (ELEOT), and administrative walkthroughs.

2.3 Our 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 as evidenced through faculty and staff member adherence to district and local school level expectations found in the MCPSS Employee Handbook and the local school faculty and staff handbook (see indicator 2.1). MCPSS also provides employees with tools and resources that are easily accessible through Microsoft Office 365. Our local school also creates a yearly master calendar for faculty and staff members to follow as well as daily classroom schedules. In addition, teachers are equipped with quarterly grade level specific instructional planning guides-(see indicator 2.1), grading parameters, district level literacy framework, a district level writing plan, unpacked CCRS, as well as online access to the Alabama Learning Exchange (ALEX), to ensure effective, rigorous alignment of standards, resources, and activities. To ensure all members are adhering to guidelines and daily expectations, administrative observations and classroom walkthroughs are conducted, as well as lesson plan checks and DIBELS progress monitoring checks. Administrative feedback and coaching opportunities are determined based on observation results. The governing body continues to maintain a clear distinction between its roles and responsibilities and those of school leadership through the implementation of the school's continuous improvement plan (see ACIP in indicator 2.1), school innovation plan, school literacy plan, school action plan, and the school's Lighthouse Team and Action Teams.

### 2.4 Area in Need of Improvement

St. Elmo Elementary School's leadership and staff foster a culture consistent with the school's purpose and direction. School leaders and staff make necessary efforts to align their decisions and actions toward continuous improvement to achieve the school's purpose which is evident through our school ACIP-(see ACIP in indicator 2.1). Members of the school ACIP committee analyze academic data from ACT Aspire, DIBELS, STAR, technology survey results, parent survey results, and monthly attendance reports to form and align instructional decisions to achieve our purpose and vision that all students will become lifelong learners and leaders. Our faculty and staff encourages, supports, and expects all students to be held to high standards which is described in the ACIP, school innovation plan, school literacy plan, school action plan, school attendance plan, school discipline plan, classroom mission statements (see PLANS in indicator 2.2), daily lesson

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plans and quarterly gradebooks. Teachers also collaborate weekly during ACE planning sessions to create rigorous, CCRS-aligned CFAs and EQTs, analyze assessment data, participate in professional learning opportunities, and determine instructional best practices. Active participation and professional collaboration is documented through PLCIAs-(see PLCIAs in indicator 2.1) which describe the action steps of each meeting and next steps for instruction. Teachers also participate in weekly grade level meetings to collaborate on instructional practices, analyze assessment data, and determine best practices for ensuring student success. Data meetings are also conducted to analyze quarterly reading, math, and science EQT results to identify specific areas of concern and determine effective strategies for immediate implementation. Faculty and staff members strive to meet the needs of each child and build a culture characterized by collaboration and a sense of community. With student learning being our top priority, teachers make every effort to share and communicate student progress with parents which is evident through bi-weekly progress reports, quarterly report cards, and quarterly honor roll programs, teacher-parent-student conferences, State-Wide Partnership Conferences for grades 4-5, ClassDojo, and communications through classroom planners, newsletters, written notes, email and/or phone conferences. Our principal promotes an "open door policy" for stakeholders as well as share their concerns whenever necessary. St. Elmo has built a strong sense of community. We have parent participation at all of our school events and have parent volunteers for specific school functions as well (i.e. "Picnic with Your Pumpkin", Academic Night, Family Thanksgiving Lunch, Grandparent's Day Lunch, annual Spring Fling event, Winter Wonderland holiday performances, "Christmas of Caring", Santa's Workshop, annual Open House, annual Move-In Night, State-Wide Parenting Day, Leadership Day, school book fairs, school field trips, annual "BayBears School Reading Night", and the annual Father-Daughter Dance). St. Elmo has a parent volunteer team, a Parent Advisory Committee (PAC), and a Parent Teacher Organization (PTO), who collaborate with the principal to meet the school's vision and purpose.

Although numerous efforts and attempts have been made by faculty and staff members to improve parental and community involvement, St. Elmo will continue to deepen their efforts to strengthen and help improve parental involvement and community support within our school. St. Elmo is in the beginning phase of building a Parent Lighthouse Team (PLHT). PLHT members will be trained in The 7 Habits of Highly Effective People and FranklinCovey's Leader in Me process during the next school year.

### 2.5 Area in Need of improvement

St. Elmo Elementary School's leadership engages stakeholders effectively in support of the school's purpose and direction. School leaders communicate 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. As referenced in indicator 2.4, we have parent participation at all of our school events-(see sign-in sheets in indicator 2.4), parent volunteers for specific school functions, our DOVES and EAGLES parent volunteers, a Parent Advisory Committee (PAC), a Parent Teacher Organization (PTO), and an upcoming Parent Lighthouse Team. Evidence of stakeholder support is also shown through our generous Partners in Education, Holcim, Inc., who have graciously donated their time and money over the years. St. Elmo also partners with local high schools to help promote and encourage learning gains for all children. The community positively supports St. Elmo in other ways as well; for instance, outside volunteers graciously devote their personal time to support our monthly Cougar Cub Club days by being club sponsors so our children can experience activities such as model building, arts and crafts, culinary, and gardening. We also have outside volunteers assist with landscaping opportunities to help improve the visual appearance of St. Elmo's campus. School leaders communicate and partner with members of St. Elmo Baptist Church who provide after school tutoring to some of our students every Wednesday afternoon. St. Elmo's leadership has effectively communicated and solicited responses, feedback, and participation from all stakeholders and available sources within the school and community as evidenced through parent survey results, parent contact logs per teacher, sign-in sheets and agendas from annual Open House events, formal ACIP review meetings, annual Career Day, honor roll assemblies, Statewide Parenting Day-(see sign-in sheets in indicator 2.4 district and local school webpages, district and local school email accounts, district and local school Facebook and Twitter accounts, PTO meetings, PAC meetings, the parent involvement plan (ACIP), Title I Plan, outside volunteers for clubs, Extended Day tutor-teacher collaboration and progress reports, quarterly progress reports and report cards, Leadership Day events, Statewide Partnership Conferences, ClassDojo, and the Student Council Suggestion Box. Although numerous efforts and attempts have been made by school leadership to improve stakeholder support, St. Elmo will continue to

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strive to maintain and even initiate further action to increase stakeholder involvement. One new school endeavor of St. Elmo is in the beginning phase of building a Parent Lighthouse Team (PLHT) which will continue to move our community of learners in a forward direction consistent with our school's purpose and vision. PLHT members will be trained in The 7 Habits of Highly Effective People and FranklinCovey's Leader in Me process during the next school year. St. Elmo leadership realizes that all stakeholders are necessary entities for student learning to improve.

### 2.6

Our leadership and staff supervision and evaluation processes result in improved professional practice and student success. Instructional "best" practices for student success are evidenced through administrative classroom observations and evaluations using the ELEOT observation tool, Educate Alabama, and Scholastic Rigor & Relevance Observation Tool-see indicator 2.2. Administrative personnel adhere to specific guidelines of Educate Alabama. After administrative consultation and reflective self-assessments, teachers generate yearly Professional Learning Plans (PLP) targeting specific areas of growth. Administrative walkthroughs and classroom snapshots also provide opportunities for targeted areas of growth in which specific teachers may take part in literacy or math coaching cycles, job-embedded training, and/or district level professional learning opportunities.

### 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: 3.08

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"> <li>•Lesson plans</li> <li>•Posted learning objectives</li> <li>•Descriptions of instructional techniques</li> </ul>	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"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	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"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> </ul>	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"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> </ul>	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"> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	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"><li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li><li>•Calendar outlining when and how families are provided information on child's progress</li></ul>	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 interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"><li>•List of students matched to adult advocate</li><li>•Curriculum and activities of formal adult advocate structure</li></ul>	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a 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"><li>•Evaluation tools for professional learning</li><li>•Brief explanation of alignment between professional learning and identified needs</li></ul>	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 systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"><li>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	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 3 Teaching and Assessing for Learning Narrative

Standard 3: The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.

Indicator 3.1 was identified as a strength.

Curriculum and learning experiences provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the school's purpose. Our ACIP is aligned to St. Elmo's curriculum and learning experiences through AMSTI which continues to provide professional learning opportunities and content development in math and science, continued professional learning through ARI, McGraw-Hill's Wonders reading curriculum, The Sonday System, Traits Writing, job-embedded professional learning with The Leader in Me process, professional learning based on The Daggett System for Effective Instruction, and Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment. Evidence indicates that curriculum and learning experiences prepare students for success at the next level and have equivalent class learning expectations through DIBELS progress monitoring and benchmarks, STAR Reading and Math assessments, CFAs, EQTs, ACT Aspire interim assessments, and Primary Number and Operations Assessment (PNOA), Ongoing Assessment Project (OGAP). Some learning activities are individualized for each student in a way that supports achievement of expectations as indicated by small group, intervention, and Tier III instruction. We will sustain this by continuing to provide professional learning opportunities that focus on developing student's learning skills, thinking skills, and life skills.

3.2 Our data meeting formats allow the curriculum, instruction and assessments to be monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practices. The faculty analyzes data from CFAs, STAR Reading and Math assessments, DIBELS progress monitoring and benchmark assessments, ACCESS testing for English Language Learners (ELL), EQTs, along with some needs based assessments [e.g., OGAP, PNOA, Qualitative Reading Inventory Assessment (QRI)] which are used to monitor and adjust curriculum and instruction of the standards which align with the ACIP. This indicator will be sustained by continuing the implementation of AMSTI, ARI, Leader in Me, DIBELS, CFAs, and all system mandated curriculum.

Indicator 3.3 was identified as a strength.

St. Elmo teachers have participated in professional learning focused on research-based instructional strategies which engage students in their learning to ensure achievement of learning expectations. Delivery of instruction follows the Cycle of Instruction for the ELA standards while the 5E Inquiry Model of Instruction allows students to collaborate, engage and explore the mathematics and science content standards through implementation of the practice standards, which also provide a structure for self-reflection and critical thinking. Thematic and project-based instructional strategies allow teachers to integrate content and skills with other disciplines. Big Universe, Prodigy Math, Reflex Math,

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Discovery Education, SNAP! Learning, Renaissance Place, and Easy Tech Coding are a variety of computer-based programs that support the CCRS and give students opportunities to apply their knowledge and skills and integrate content. We will sustain this by continuing to provide professional learning opportunities focusing on research-based instructional strategies. This indicator will be sustained by continuing to implement the cycle of instruction, 5E Inquiry Model and enhancing student use of technology.

3.4 School leaders monitor and support the improvement of instructional practices of teachers through lesson plans, gradebook and progress report checks, ARI checklists and feedback forms, reading and math coaching cycles, collaborative teacher mentoring opportunities, ELLEOT, the Rigor, Relevance and Student Engagement Observation Tool along with Educate Alabama professional development observations, and MCPSS Summative Evaluation to ensure student success.

3.5 Teachers participate in collaborative learning communities on a regular basis to improve instruction and student learning. Grade level teams meet once a week to collaborate on content specific items. The Digital Literacy PLT and the Math PLT allow teachers to meet across grade levels. We have a lead science teacher that attends professional learning communities through AMSTI, and the math coach facilitates a professional learning community for coaches across the district. These opportunities allow teachers to gain knowledge and skills, collaboratively discuss the learning, reflect on their practices, and participate in action research.

3.6 Teachers implement the school's instructional process in support of student learning. The Literacy Framework, K-12 Writing Program, Instructional Planning Guides for ELA and Math, 5 E Inquiry Model of Instruction for Math and Science, Cycle of Instruction for Reading, and daily learning objectives inform students of learning expectations and standards of performance. Traits Writing, OGAP Multiplicative Framework, CCRS, Mathematics Flipbooks, and ACT Aspire interim assessments provide exemplars to guide and inform student learning. Quarterly EQT Item Analyses, ACT Aspire interim results, quarterly CFA results, STAR Reading and STAR Math assessments reports, and ARI/DIBELS initial and mid-year data meetings provide teachers with data needed to modify instruction as well as give students feedback about their learning.

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school's vision, values and beliefs about teaching and learning. Various school personnel participate in mentoring, coaching, and induction programs. Teachers new to the district attend a new hire orientation and are paired with a mentor teacher on their grade level. There is also a mentoring course available through the district. The reading and math coach support new teachers and teachers new to a grade level regarding teaching and learning through PLTs and coaching cycles as indicated in the ACIP. Our Alabama First Class Voluntary Pre-K Program is supported by an Alabama First Pre-K Program Coach. The staff handbook sets expectations for school personnel while ELEOT and Educate Alabama measure performance of teaching and learning.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their learning progress. Parents are informed of their child's learning through mid-quarter progress reports, extended day progress reports, quarterly report cards, teacher-parent-student conferences, State-wide Partnership Conferences for grades 4-5, Pre-K Family Conference Form, and ClassDojo. Weekly parent bulletins, St. Elmo's Facebook page, Pre-K Family Involvement Opportunity Flyer, and the school website provide parents with various information and event details regarding St. Elmo. Some events include Academic Night, State-wide Parenting Day, "Picnic with your Punkin", Grandparent's Day Luncheon, Volunteer Tea, and Open House. Parents are requested to complete the Parent Perception Survey.

Indicator 3.9 was identified as an area in need of improvement.

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. The counselor facilitated an advocate lesson that included the opportunity for students to determine an adult advocate. A spreadsheet was compiled of each student and whether they had an advocate along with the name of the advocate. Students and teachers determined personal and academic goals using The Leader in Me: 4 Disciplines of Execution process. Classroom



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teachers assist students in the tracking and reflection of goals through student self-monitoring and teacher/student conferences. Student council meetings, Student Lighthouse Team Meetings, and Leader in Me Cougar Club meetings allow opportunities for school employees to serve as advocates for the student's needs regarding learning skills, thinking skills and life skills. To improve this indicator, we will develop a formal structure that will give school personal opportunities for long-term interaction with individual students that will result in strong teacher/student relationships.

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. The district and school have policies, processes and procedures that teachers implement regarding grading and reporting. Teachers follow grading parameters provided by the district, various grading rubrics, and school policies regarding progress reports. Stakeholders are informed regarding grading and reporting through I-NOW, parent handbooks, report cards, and progress reports.

Indicator 3.11 was identified as an area of strength

St. Elmo faculty participates in a continuous program of professional learning based on an assessment of needs of the school and individuals as indicated in the ACIP. ACT Aspire results indicated needs of professional learning in certain areas and teachers were trained on those areas along with ongoing content learning. Faculty meetings, PLT sessions, and grade level content sessions throughout the year are just a few of the opportunities that have allowed teachers the ongoing learning needed to support student learning. This indicator will be sustained by continuing to provide professional learning opportunities based on the needs of the school and individuals.

3.12 The school provides and coordinates learning support services to meet the unique learning needs of students. Faculty identifies unique learning need of students using data from several sources including Review 360, WIDA for English Language Learners, Behavior Education Plan, PST, and Second Grade Gifted Education Child-find. The staff has received various professional learning opportunities regarding unique learning needs and styles.

### 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: 3.14

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"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Documentation of highly qualified staff</li> </ul>	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"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	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"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	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"> <li>•Budget related to media and information resource acquisition</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	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 is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	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"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

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**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 Narrative

Standard 4: The school has resources and provides services that support its purpose and direction to ensure success for all students.

4.1 St. Elmo Elementary School has resources and provides services that support its purpose and direction to ensure success for all students. MCPSS provides policies, processes, and procedures to ensure that school leaders have access to hire place and retain qualified professional and support staff. All our faculty members are highly qualified. St. Elmo works diligently to provide support structures to retain teachers through newly hired teacher mentorships, AMSTI continuous professional learning, The 7 Habits of Highly Effective People professional learning sessions, along with one district-allocated and one locally-allocated reading coach as well as one locally-allocated math coach who provide coaching cycles for professional learning and facilitate professional learning teams.

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction for the school. Additionally, our ACIP supports the purpose and direction of our school. Prior to the start of the school year, master schedules and calendars are established and continually updated to ensure adequate instructional time. Through the support and assistance of the Federal and Special Programs Pre-School division, St. Elmo has been awarded and funded for two years with an Alabama First Voluntary Pre-Kindergarten unit. This unit was also awarded a \$10,000 grant from Alabama Power. Local school funds, Title I funding, and additional grants were used to purchase Investigations in Number, Data, and Space, 3rd ed. for every classroom teacher along with manipulatives designed to enhance fraction lessons. Local school funds were also expended for \$10,000 to purchase SNAP! Learning reading material for every teacher in second through fifth grades. Local school and Title I funds have been used over the past three years to support the Leader in Me Process. Title II grants have been awarded to St. Elmo for \$10,000 for the past two years to support professional learning.

4.3 The school maintains facilities, services and equipment to provide a safe, clean, and healthy environment for all students and staff. A comprehensive safety plan, supported by a security system fitted with video monitors at thirty-two points throughout the interior and exterior of the campus, is in place. Visitors are admitted only through the main entrance, which is monitored and electronically unlocked by the office staff. The custodial staff are provided with handbooks, schedules, and required training sessions requested and provided by the local school system. We are a HealthierUS School Challenge bronze-level awardee and have received a grant to participate in the Fresh Fruit and Vegetable Program for the past four years. In addition, we are a Leader in Me School and have used this process to create a culture of scholarship and leadership that supports our process for maintaining a safe, clean, and healthy environment for children.

### 4.4 Area in Need of Improvement

The indicator, students and school personnel use a range of media and information resources to support the school's educational programs, is an area in need of improvement. While St. Elmo School averages two desktop computers, four netbooks, one full-sized laptop, and one Smartboard per classroom as well as two portable labs containing twenty netbooks, two full-sized labs containing twenty-five desktop computers, nine computers in the library, ten tablets available for checkout, and continuously purchases library media based on inventories and allocations from Title I and state allocations; we do not have the funding to support hiring a media para-professional to assist the school media specialist who also serves as our Technology Support Teacher. This limits our ability to have personnel available to assist students and school personnel with the learning and utilization of resources targeted and shared by our Digital Literacy PLT and the facilitators of MCPSS Digital Literacy Academy. Plans to improve this area of need will include developing a volunteer program to assist in the Media Center.

### 4.5 Area of Strength

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One strength at St. Elmo is the technology infrastructure supports the school's teaching, learning and operational needs. There is a district-wide technology strategic plan for Mobile County. MCPSS has a \$250 million infrastructure with 1,600 square miles of fiber optic cable. We have recently been renovated and the infrastructure supports Wi-Fi access in every room of the entire building which not only supports the portable labs but also our MiDevice program along with hardwired connections. There are also Cisco telephones in every classroom. Inventories are used to determine future needs of the system and school. St. Elmo will sustain this strength by offering differentiated technology professional learning sessions for faculty and staff, on a voluntary basis, once a month next year.

### 4.6 Area of Strength

The indicator, the school provides support services to meet the physical, social and emotional needs of the student population being served, is an area of strength. Our school provides support services to meet the physical, social and emotional needs of the student population being served through multiple means. We implement Leader in Me, the county Counseling Initiative, and Review360: Behavior Matters for social and emotional needs. Additional student needs are monitored by our full-time Licensed Practical Nurse (LPN), by school staff during PST meetings, and during IEP meetings. Our faculty completed a professional learning session on the proper procedures for reporting suspected cases of abuse. Additional training on bullying prevention and Erin's Law (Personal Safety Curriculum) have been completed. Our students have completed the EasyTech Online Safety Unit and are able to provide feedback and indicate counseling needs through meeting requests and interest surveys. Our counselor actively recruits outside sources to provide informational presentations and additional student support (e.g., Penelope House, DeBaKey Drug Education Tour Bus, American Cancer Society, and the College and Career Fair.) We promote a healthy lifestyle for students through Leader in Me personal goal setting, our USDA Fresh Fruit and Vegetable Program, and by participating in the HealthierUS School Challenge. To sustain this area of strength, St. Elmo will continue the Leader in Me process emphasizing student leadership notebooks with a focus on academic and personal goals.

### 4.7 Area in Need of Improvement

The indicator, the school provides services that support the counseling, assessment, referral, educational and career planning needs of all students, is an area that needs improvement. Our school provides services that support the counseling, assessment, referral education and career planning needs of all students. Although we provide support through the MCPSS Counseling Initiative, PST, IEPs, career planning for fifth grade, and other programs listed in standard 4.6, we share a counselor with another school; leaving nearly 1,000 students, 445 of which are at St. Elmo, in the hands of a single individual. Our counselor is responsible for classroom lessons, individual and group counseling sessions, and a tremendous amount of paperwork and documentation for two locations. To improve this area of need, we plan to contact AltaPointe Health Systems with the expectation of building partnerships with staff counselors to provide services to students when our counselor is not available.

## Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	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"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 3

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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"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	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"> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> </ul>	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 5: Using Results for Continuous Improvement Narrative

Standard 5: 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.

**5.1 Area of Strength**

An area of strength identified was the school establishes and maintains a clearly defined and comprehensive student assessment system. St. Elmo Elementary School faculty and staff maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.

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The system includes various standardized, research-based, and local assessments such as ACT Aspire, ACT Interims, DIBELS progress monitoring, STRIDE Academy program, ELLs, ACCESS assessments, STAR Reading and Math, STAR Early Literacy, PNOAs, OGAP assessments, CFAs, and EQTs. ACE weekly grade level meetings and quarterly data meetings are held to analyze data and drive instruction. Data is also used to identify at-risk students and determine referrals to PST. The system ensures consistent measurement across all classrooms and courses. Teachers received training on Common formative assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment to develop the CFAs each quarter. Quarterly data meetings are held to collect, analyze, and interpret data to provide direct, explicit instruction. Most assessments, especially those related to student learning, are proven reliable and bias free. The assessments used are standardized, scientifically research-based assessments, such as ACT Aspire, DIBELS, and Renaissance Learning STAR Reading. Teachers use effective research-based programs to drive instruction and meet the needs of all students. They assess and evaluate student performance and develop individualized instruction based on student needs. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning. Quarterly ACIP meetings are held to identify specific research-based strategies and activities that improve student performance. The ACIP committee meets to select specific strategies that will address identified needs based on data and to suggest strategies, professional learning, and budget requirements for the plan. The committee analyzed results from ACT Aspire interim assessments, STAR Reading and Math assessments, ACCESS (ELL) and other non-academic data to determine strengths and weaknesses. Strategies were aligned with the Comprehensive Needs Assessment portion of the ACIP.

To sustain the strengths of our assessment system, we will provide ongoing professional learning, weekly grade level meetings and quarterly data meetings to analyze data to drive instruction, and sustain processes and procedures for collecting, analyzing and applying learning from all data sources noting comparisons and trends of the data to gather a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.

5.2 St. Elmo Elementary 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. St. Elmo faculty follow systematic processes and procedures for collecting, analyzing and applying learning from all data sources noting comparisons and trends of the data to gather a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning. This data is continuously used to evaluate, implement, and improve learning and instruction, and the effectiveness of the programs and organizational conditions in place. ACE meetings are held to disaggregate data from STAR Instructional Planning Reports, ACT Aspire interim assessments, DIBELS progress monitoring, CFAs, and item analyses of EQTs. Initially, ACT Aspire data is collected and analyzed to establish trends in student learning gains. Comparisons are made to the previous year's data, and any student learning gaps. Through analysis of this data instructional designs are identified which produce academic gains and the instructional schema are included in the ACIP to be applied to student learning. ACT Aspire professional learning was provided for all third through fifth grade teachers for understanding the academic rigor specific to the ACT Aspire summative assessment. During the school year, ACE meetings are held weekly using data from multiple sources. Additionally, CFA refresher professional learning, and Visible Teaching - 800+ Meta- Analysis of Influences on Student Achievement professional learning were provided. Analysis of assessments along with professional learning are used to guide instruction and continually evaluate implemented programs and strategies. During analysis of DIBELS and progress monitoring targeted action plans are developed, analyzed and then next steps are implemented to ensure the design, implementation, and evaluation of the improvement plans for student learning, instruction, identification of the effectiveness of the program and the organizational conditions for the coaching staff. PST meetings are held monthly to discuss individual student needs. Data sources include: CFAs, DIBELS progress monitoring, STAR Reading and STAR Math assessments, Review 360: Behavior Matters, EQTs, and quarterly grades. Collected data is analyzed by the team, and applied to student learning needs. Individualized instruction is identified and applied to student learning. Quarterly data meetings are held to analyze the EQT data. Item analysis forms are used to identify grade, class, and student strengths and deficits which enable us to continue evaluation of our programs and strategies along with adjusting instructional design, and adjust the organizational conditions (e.g., coaching schedules).



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5.3 All professional and support staff of St. Elmo Elementary School are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data. St. Elmo faculty are provided ongoing professional learning in numerous and varied assessment and data collecting tools. The reading coach provides initial and ongoing training and professional learning on Sonday System Phonics program, Traits Writing, DIBELS assessment and progress monitoring, Wonders reading series benchmark and weekly assessments and provides professional learning through side-by-side coaching cycles. The district literacy coach provides initial and ongoing training for the new teachers on Sonday System Phonics program and Traits Writing. The math coach provides initial and ongoing training and professional learning on OGAP assessments and provides professional learning through side-by-side coaching cycles. Teachers attend AMSTI Investigation math content sessions provided by AMSTI. They also received training on SNAP! Learning and ACT Aspire focusing on ACT Aspire expectations. Other ongoing professional learning opportunities include a review of The Daggett System for Effective Instruction which includes The Rigor and Relevance Framework as well as Webb's Depth of Knowledge Levels as applied to teaching and learning, special education CTG-OGAP, STRIDE Academy, Renaissance STAR and Accelerated Reader, The Leader in Me, digital literacy in the classroom, and CFA development. The reading coach provided ELA CCRS-aligned curriculum and instruction professional learning. All teachers received training on Science STEMscope digital resources, and thematic unit/project-based learning integration. Teachers in grades K-5 attended Dyslexia Simulation Training.

### 5.4 Area in Need of Improvement

Indicator 5.4 was identified as an area in need of improvement. The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. The policies and procedures at St. Elmo Elementary clearly define and describe a process for analyzing data that determines verifiable improvement in student learning including readiness for and success at the next level. Although we have not seen the gains anticipated, the 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. Data is collected using STAR Reading and Math, and STAR Early Literacy assessments, ACT Interims, STRIDE Academy progress monitoring assessments, DIBELS assessments and progress monitoring, CFAs, and EQTs. The process for analyzing data occurs during ACE meetings, PST meetings, quarterly data meetings and ACT Aspire disaggregation. The collected data is analyzed during the meetings, and applied to student learning needs. Individualized instruction is identified and applied to student learning. Item analysis forms are used to identify grade, class, and student strengths and deficits which enable us to continue evaluation of our programs and strategies along with adjusting instructional design, and adjust the organizational conditions (e.g., coaching schedules).

To improve the area of need, the school has developed a school-wide literacy plan which is the framework for a school's literacy instruction. The School Action Plan was developed to increase the learning gains of those students with the greatest needs in reading and math through the implementation of research-based programs and intervention activities. A local teacher allocated unit has been assigned as a math coach for grades K-5. Weekly, one hour ACE meetings per grade level are held to analyze data and assess student learning. We have a Math PLT, focusing on content and research-based best practices. Ongoing coaching cycles with general education teacher and math coach are conducted according to teachers' next steps of learning. Additional instructional resources include OGAP framework, pre/post assessments, PNOAs, and AMSTI Investigations. A locally-allocated teacher allocated unit has been assigned as a reaching coach for grades K, 1, 2, 4, and 5. Our district-allocated reading coach has designated 80% of her time to assist with third grade literacy instruction and 20% of her time to assist with kindergarten through second grade literacy instruction. The school purchased the SNAP! Learning program to focus on reading comprehension. Strategies from Comprehension Tool Kit are implemented in grades 3, 4, and 5. There is an intervention teacher assigned to Tier II and Tier III in 4th and 5th grade. CFAs and EQTs are developed and analyzed during ACE meetings. Investigations in Number, Data, and Space, 3rd ed. was purchased to align mathematics instruction to the CCRS and our continuous improvement plan, along with math manipulatives.

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. The leaders regularly communicate results using multiple delivery methods to

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Saint Elmo Elementary School

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all stakeholder groups. St. Elmo Elementary use various forms of communication to inform all stakeholder groups of student learning and conditions that support it. The school sends home newsletters and parent bulletins to inform parents of school information and upcoming events. Teachers provide parents with class newsletters, progress reports, planners, folders, emails, and ClassDojo. We also complete School-Parent Compacts and State-Wide Partnership Conferences. We communicate to stakeholders through the school marquee, the county and local school webpage, Facebook pages and Twitter accounts. Family-oriented activities, such as Move-in Night, Open House, AMSTI Night, as well as several daytime activities such as the State-Wide Parenting Day "Picnic with Your Punkin" event, The Leader in Me Leadership Day, and honor roll assemblies. Stakeholders participate in ACIP meetings and PAC meetings.

## Report Summary

### Scores By Section

