



Self Assessment

**Booker T. Washington Middle 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.

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Standard 1: Purpose and Direction

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none">•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)•Purpose statements - past and present	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<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•The school's statement of purpose	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">The school data profileAgenda, minutes from continuous improvement planning meetingsCommunication plan and artifacts that show two-way communication to staff and stakeholdersThe school continuous improvement plan	Level 3

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

Standard 1: Purpose and Direction

Based on our self-assessment, Indicator 1.2 is an area of strength. Washington Middle School commitment to shared values and beliefs about quality teaching and decision making are evident through the regular communication of high expectations from the school leaders to the staff and students. In addition, the staff routinely communicates the same high expectations to the students. Washington Middle School provides and implements challenging programs and learning experiences such as Edgenuity and Think Through Math so that all students can achieve learning, thinking, and life skills necessary for success. The evidence that shows Washington's commitment to quality instructional practices includes: AdvancED parent, staff, and student surveys; Washington Middle School's Mission Statement/Purpose Statement; and staff meeting agendas showing where the faculty and school leadership have discussed and revisited the school's mission statement.

Washington Middle School plans to maintain this area of strength by continuing to revisit our school mission statement through the daily reading of our school mission statement during daily announcements, giving all stakeholders the opportunity to provide input on the mission statement and ways for Washington Middle School to improve upon it. Washington Middle School will also continue to research and implement challenging learning programs which will best meet the needs of our students.

Based on our self-assessment, Indicator 1.1 needs to be an area of focus. While the school has a process for review, revision, and communication of its purpose, it is not a formal process nor has it been well documented. Stakeholders are and have been involved in the creation of the school's mission/purpose, but we need to revisit our mission on a more routine basis. Washington Middle School has done a good job of communicating our mission statement to our stakeholders through the use of the school website, newsletters, and the student handbook.

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Washington Middle School plans to improve this area by revisiting the mission statement and the school's purpose prior to school improvement plan meetings when representatives from the different stakeholder groups are already convened and focused on school success. This will enable us to formally document our efforts and revisit our school's purpose on a regular basis. By regularly revisiting the school's mission statement, stakeholders will be reminded of the school's commitment to high expectations for learning and the school's beliefs about high quality rigorous teaching and learning.

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Standard 2: Governance and Leadership

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

Overall Rating: 2.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	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"> •Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none"> •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria 	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

Based on our self-assessment, Indicator 2.1 is an area of strength. Washington Middle School's policies and practices support the school's operation and promote effective instruction and assessment. The policies of Washington Middle School also support equitable and challenging learning experiences for all of our students. In addition, professional growth opportunities are provided throughout the school year for all staff in regards to highly effective teaching practice and there are also opportunities for all staff to attend professional development activities. Evidence of Washington Middle School's commitment to the professional growth can be found in the Faculty/Staff Handbook page 31, e-mails from the principal to the faculty/staff in regards to book study assignments. Washington Middle School's and MCPSS policies and practices provide requirements, direction for, and oversight of fiscal management. Washington Middle School policies and practices are aligned with the MCPSS Business Procedures Manual and MCPSS Policy Book which can be seen in our Faculty/Staff Handbook on pages 17-21.

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Washington Middle School plans to maintain this area of strength by continuing to provide focused professional development on highly effective teaching practices on campus throughout the school year to increase access to equitable and challenging learning experiences for all of our students. In addition, each staff member will continue to be trained annually on business office procedures. The school's leadership team will continue to encourage all faculty/staff members to participate in district professional growth activities.

Based on our self-assessment, Indicator 2.5 needs to be an area of focus. Washington Middle School's leadership does communicate with stakeholders in numerous different ways. However, the communication does not result in measurable, active stakeholder participation. Opportunities are provided for stakeholders to provide feedback, work collaboratively on school improvement efforts, and shape decisions. These opportunities are provided through ACIP meetings, PTO meetings and Open House, Alumni Association meetings, and school functions where parents are invited to attend.

Washington Middle School plans to improve this area by continuing to increase the presence of the Alumni Association and by fostering a productive relationship between the PTO and the Alumni Association. We feel as though this partnership will help engage our community and create a sense of community ownership in the school. School leadership will provide be a liaison between the two organizations to provide opportunities for them to collaborate on activities and events to benefit the school. In addition, the faculty/staff will provide incentives for students who bring a parent/guardian to school events. The student incentives will increase the amount of stakeholders attending school events. Washington Middle School is also going to create social media accounts and assign faculty/staff members to keep them updated with a minimum of 3 posts and pictures a week. This will help keep the community engaged and up to date with the activities at the school and upcoming events.

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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: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. 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 •Course schedules •Course descriptions 	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 •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •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 sometimes 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 groups of students when necessary. Teachers sometimes 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"> •Teacher evaluation criteria •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool 	Level 2

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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 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"> •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs 	Level 2

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"> •Agendas and minutes of collaborative learning committees •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results 	Level 2

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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 •Calendar outlining when and how families are provided information on child's progress 	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"> •Survey results •Description of formal adult advocate structures 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Survey results •Brief explanation of alignment between professional learning and identified needs 	Level 2

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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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	<ul style="list-style-type: none">•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 2

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

Standard 3: Teaching and Assessing for Learning

Based on our self-assessment, Indicator 3.1 is an area of strength. Washington Middle School's curriculum and learning experiences in each class provide all of our students with challenging and equitable opportunities to develop learning skills. This is evident through the faculty/staff's use of district pacing guides in their lesson plans and course syllabi, survey results, the master schedule, and the district's course descriptions. Like courses/classes have equivalent learning expectations which can be seen in course syllabi and lesson plans. Learning activities are individualized for each student through the use of the online program, Edgenuity in Reading, English Language Arts, and Math. The learning activities are also individualized in Math through the use of the online program, Think Through Math. There is some evidence to indicate curriculum and learning experiences prepare students for the next level. The evidence includes: district pacing guides, the district educational planning guide, and our transitions program.

Washington Middle School plans to maintain this area of strength by continuing to follow the district pacing guides to ensure vertical continuity as we prepare our student to be successful at the next level. This will be monitored by the school's leadership through observations, lesson plan checks, and course syllabi. We will also continue to implement innovative programs such as Edgenuity and Think Through Math to ensure each student will receive individualized learning activities. In addition, we will continue to work with our feeder pattern schools to continue to have transition programs and find ways to improve them.

Based on our self-assessment, Indicator 3.7 needs to be an area of focus. Some of Washington Middle School's faculty/staff are engaged in mentoring and coaching programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. While these programs do set expectations for school personnel, they do not include measures of performance.

Washington Middle School plans to improve this area by setting up a mentoring program in which all school faculty/staff are engaged in the mentoring, coaching, and induction programs and measures of performance are included. This will be accomplished by pairing teachers together based on need and ensuring they are meeting by looking at their agendas, goals, and how the goals will be measured. For example, if a teacher is having classroom management issues, a teacher with good classroom management will be assigned as a mentor and one of the possible goals will be to reduce discipline referrals. On a monthly basis, the mentor and mentee will look at the numbers to see if they have been reduced and what led to the change or what else needs to be changed to reduce the referral numbers.

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Standard 4: Resources and Support Systems

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

Overall Rating: 2.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none">•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff•Documentation of highly qualified staff	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none">•Examples of efforts of school leaders to secure necessary material and fiscal resources•Survey results•School schedule•School calendar	Level 3

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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.	<p>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.</p>	<ul style="list-style-type: none"> • Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. • System for maintenance requests • Maintenance schedules • Entire campus is covered/monitored by cameras which are all visible in the principal's office, assistant principal's office, principal's iPad and phone, assistant principal's phone. In addition, a buzzer/lock camera system has been installed to provide an additional layer of security by controlling who is able to enter the school. Each classroom is equipped with a phone which enables a teacher to call the office or 911 in the event of an emergency. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	<p>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.</p>	<ul style="list-style-type: none"> • Data on media and information resources available to students and staff • Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	<p>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.</p>	<ul style="list-style-type: none"> • Technology plan and budget to improve technology services and infrastructure • Survey results • Policies relative to technology use 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Agreements with school community agencies for student-family support•Social classes and services, e.g., bullying, character education•List of support services available to students	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 2

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

Standard 4: Resources and Support Systems

Based on our self-assessment, Indicator 4.2 is an area of strength. Washington Middle School's instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. This focus and protection of instructional time can be seen through our school schedule, school calendar, and our survey results. All of Washington Middle School's students have equitable opportunities to a challenging learning environment in which instructional time, material resources, and fiscal resources have been allocated and protected to ensure the students are the focal point of the school. Evidence of efforts towards the continuous improvement of instruction and operation to assist with achieving the school's purpose and direction include: the introduction of innovative online programs such as Edgenuity and Think Through Math; computer lab time for all students, and fundraising activities to fund the efforts. Washington Middle School's leaders work to secure material and fiscal resources to meet the needs of all students. Evidence of this can be seen through the various fundraisers throughout the year like the Alumni Blue Jean Ball, put on by the alumni association, and popcorn and cookie dough sales.

Washington Middle School plans to maintain this area of strength by continuing to providing equitable opportunities to a challenging learning environment through the use of a master class schedule that protects instructional time, provides all students computer lab time, and abides by the school calendar. Innovative online programs will continue to be offered and all students will continue to use and benefit from them. The 4.2 area of strength will also be maintained by school leaders continuing to find ways to secure material and fiscal resources via fundraising and grant opportunities.

Based on our self-assessment, Indicator 4.7 needs to be an area of focus. Washington Middle School's faculty/staff endeavor to determine

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the counseling, assessment, referral, educational, and career planning needs of students in the school through the use of counseling sessions, the referral and IEP process, and educational/career planning. Evidence of this can be found in the description of the referral and IEP process and the list of services available related to counseling, assessment, educational, and career planning. While all of the programs are evaluated, not all of them have measures of program effectiveness in place.

Washington Middle School plans to improve in this area by ensuring clearly defined measurable goals are in place for the current programs and for any future programs so program effectiveness can be measured. Once measureable goals are in place for the different programs effectiveness, school faculty/staff can collect and use the data to create improvement plans related to these programs. The methods Washington Middle School will implement to measure program effectiveness will include student surveys about the specific program or activity, faculty surveys about the specific program or activity, quantitative data collection on the measureable goals, and analysis of data. Once the data has been analyzed improvement plans will be designed and implemented to more effectively meet the needs of our students.

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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: 2.4

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">• Documentation or description of evaluation tools/protocols• Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance• Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<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 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">• Policies specific to data training• 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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans•Evidence of student growth	Level 2

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">•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.

Standard 5: Using Results for Continuous Improvement

Based on our self-assessment, Indicator 5.1 is an area of strength. Washington Middle School faculty/staff maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning. Examples of the multiple assessment measures include the ACT Aspire results, STAR data, Edgenuity data, and local school assessments based on the district pacing guide and state standards. By using research based, reliable, bias free assessments, Washington Middle School faculty/staff are able to be confident in the results. The reliable, bias free assessments also ensure a consistent measurement across classrooms and courses. The leadership at Washington Middle School along with the faculty and staff regularly evaluate the system for reliability and ensure it is being used to improve instruction, student learning, and the conditions that support learning.

Washington Middle School plans to maintain this area of strength by continuing to use research based, reliable, bias free assessments for data collection. The programs such as STAR and Edgenuity will continue to be evaluated to ensure reliable data the faculty/staff can use to improve instruction and student learning is being produced. School leadership will also continue to monitor locally developed assessments to ensure they are in line with the district pacing guide and state standards, and that they provide reliable data to drive future instruction.

Based on our self-assessment, Indicator 5.3 needs to be an area of focus. Presently, most of the faculty/staff are trained in a professional development program related to the evaluation, interpretation, and use of data. Evidence of the training can be seen in faculty meeting agendas, sign in sheets, and the support staff data notebooks. However, we have recently had some new additions to the faculty/staff who have not received the same level of professional development as the faculty/staff who have been at Washington Middle School all year.

Washington Middle School plans to improve this area by adding data evaluation to the topics our mentor teacher will formally cover with all new faculty/staff members. This will help ensure that all professional and support staff members are assessed and trained in a professional

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development program related to the evaluation, interpretation, and use of data. The leadership team at Washington Middle School is committed to the full implementation of a rigorous professional development for all professional and support staff members and feel as though adding the data component to the mentoring program will assist with achieving 100% of the faculty/staff being trained.

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Report Summary

Scores By Section

