AdvancED

Self Assessment with Early Learning

Natural Bridge Elementary School

Miami-Dade County Public Schools

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Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Minutes from meetings related to development of the school's purpose •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •The school's process for review, revision and communication of the purpose statement is documented in PTA meetings and PASS meetings held with partners. The process is formalized and implemented on a regular basis because we provide information to parents in the monthly calendar and Tuesday Packet on school events and initiatives. The process includes participation by representatives from all stakeholder groups as evidenced by the members of the SAC which focuses on student success.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •This commitment is regularly reflected in communication among leaders and staff as evidenced by common grade level planning. 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.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •Teachers maintain a data binder on student and school performance. The profile contains data used to identify goals for the improvement of student achievement and instruction that is aligned with the school's purpose. The lesson plans include action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals. Interventions and strategies are implemented with fidelity. Teachers use data to monitor their students' progress.	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 the External Review team members may be interested in reviewing.

The purpose and direction of the school is clearly identified and discussed with all stakeholders. Instructional coaches meet with teachers on each grade level and provide them with such reports as interims, FAIR, SuccessMaker, and other data. The teachers, in turn, use the data to drive lesson planning, formulate groups for differentiated instruction, and remediate benchmarks. The Leadership Team meets on a regular basis to discuss and monitor the overall progress of students and their achievement. This course of action has proven to be successful and will be continued to be monitored.

However, the school needs to improve in the area of data analysis and using it more effectively to improve student achievement. For example, teachers need to be empowered to retrieve their own data on a more consistent basis in order to adjust their intervention groups for remediation of deficient skills. This can be done by giving teachers professional development on the resources available to them and conducting follow-up meetings and walk-throughs to sustain implementation of the newly acquired knowledge. Teachers also need additional professional development on the available technologies that will allow for paperless assessments and using Thinkgate, an online data management system.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •The administration has implemented policies and practices that promote effective instruction and assessment in order to produce equitable and challenging learning experiences for all students. We constantly strive to reiterate these policies and practices regarding professional growth to all staff. We also provide support in the implementation of these policies and practices by providing ongoing oversight of management as well as opportunities for professional growth.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •The administration regularly participates 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. The members participate internally and externally in meetings on a regular basis to keep themselves abreast of the policies and procedures conducive to effective school management.	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.	•School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •The leadership team meets on a regular basis to discuss student achievement, goals and objectives, curriculum implementation, data and to accomplish goals for improvement in student learning and instruction. The Team discusses plans to monitor 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. Additionally, the leadership team incorporates input from the PTA, and EESAC in planning.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose as exhibited in the data chats and realignment of intervention following assessment. All leaders and staff are collectively accountable for student learning, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community. All stakeholders are informed of the mission, purpose and direction so that communication flows freely.	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.	•Minutes from meetings with stakeholders •Involvement of stakeholders in a school improvement plan •Communication plan •Leadership engages representatives from stakeholder groups, provides opportunities for stakeholders to shape decisions, solicit feedback and response from stakeholders, works collaboratively on school improvement efforts and supports meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation, engagement in the school, a sense of community and ownership for the growth in student achievement and overall improvement of the school.	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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •The leadership provides focus and direction on the criteria and processes needed for continuous improvement. Additionally, supervision and evaluation is aimed at improving professional practice and improving student success. Supervision and evaluation processes are regularly monitored and readjusted based on feedback and observation. With these measures in place, the leadership strives to improve professional practice and student learning outcome.	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 the External Review team members may be interested in reviewing.

The school constantly engages in collaboration with all stakeholders. We have a system in place for sharing information with stakeholders as exhibited by our strong relationship with our community partners. For example, we engage with PASS partners, who are from businesses within our community. We also provide opportunities for stakeholders to shape decisions, solicit feedback and responses during PTA and EESAC meetings. Collaboration with stakeholders allows the leadership team and staff to foster a culture consistent with the school's purpose and direction. Furthermore, the administration ensures that the school leadership has the autonomy to meet goals for achievement and instruction, and to manage day-to-day operations effectively. The leadership team meets on a regular basis to discuss student achievement, goals and objectives, curriculum implementation, data and to accomplish goals for improvement in student learning and instruction.

Each indicator in Standard 2: Governance and Leadership received an overall rating of 3.0. We seek to sustain our strengths in this area by engaging parents in more meaningful ways and providing them with the tools necessary to participate more fully in their children's education. For instance, our school hosts a Parent Academy on a monthly basis that provides life skills and educational training. The PTA is now fully staffed and active in the school through fundraising activities, incentive programs and volunteering in school-wide events. Additionally, the school is implementing Professional Learning Communities (PLCs) to increase the knowledge base of staff members in the areas of curriculum implementation, data analysis, technology and maximizing the use of resources to improve student achievement. The school staff is also working with district support to incorporate suggested strategies into daily instruction.

We will continue to monitor our strengths in order to promote and support student performance and school effectiveness.

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: 2.5

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.	•Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses • The lesson plans are aligned with district pacing guides and state standards. There is evidence to indicate curriculum and learning experiences prepare students for success at the next level and that the skills are based on prior knowledge and previous skills taught. Teachers prepare and implement learning activities that are intended to maximize learning potential and promote student achievement. Lessons are organized for student leaning in a way that supports achievement of expectations.	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.	•Curriculum guides •Common assessments •Curriculum writing process •Lesson plans aligned to the curriculum •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 with the school's goals. The leadership reviews data for achievement and instruction to align it with instruction. During meetings with stakeholders, school personnel review all data to inform all parties of the progress in curriculum, instruction, and/or assessments.	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.	•Professional development focused on these strategies •Authentic assessments •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Teachers implement Thinking Maps into instruction. This strategy requires students to engage in critical thinking skills and apply knowledge and skills, integrate content and skills with other disciplines. Teachers conduct individual conferencing with students on their own individual data, learning needs and progress towards mastery. Therefore, students actively participate in accessing their learning and take ownership of their performance.	Level 2

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.	•Supervision and evaluation procedures •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs • By engaging in walk-throughs, the leadership team regularly monitors instructional practices through supervision and evaluation procedures. Additionally, grade level team meetings and leadership team are used as platforms to disseminate information about teaching and learning, curriculum implementation, student engagement, oversight of their learning, and use content-specific standards of professional practice.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •Collaboration occasionally occurs within the grade levels and content areas. Staff members promote discussion about student learning. Teachers often discuss practices and strategies that have proven to be effective in teaching skills. At grade level meetings, they engage in the examination of student work, and skill acquisition. The school has initiated a process for the implementation of PLCs to increase the knowledge base of teachers on best practices, data analysis, resources and technology.	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •School personnel engage 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 strategies set expectations for school personnel new to the and/or grade level on the methods used to increase student achievement, curriculum goals and progress mastery. Frequent and consistent meetings with stakeholders also ensure ongoing communication with all parties involved.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •The school engages in various programs and activities that engage families in meaningful ways in their children's education. These programs are designed to inform parents of the school's purpose and objects and seek their support in increasing student achievement while also increasing parental involvement. School personnel regularly inform families of their children's learning progress with progress monitoring, report cards, parent conferences, PMPs and phone calls.	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.	•Survey results •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •School personnel participate in formal and informal structures that gives them interaction with individual students, allowing them to build relationships over time with the student. Students participate in the structure. The structure allows school employees to gain insight into the students' needs regarding learning skills, thinking skills, and life skills. Through these relationships, school employees provide students with the motivation necessary to work towards closing the achievement gap.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Teachers use a rubric for 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 as outlined in district policies, manuals and the faculty handbook. Stakeholders are aware of the policies, processes, and procedures as outlined in these various documents.	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.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Staff survey results have identified professional needs. These results are used to plan PLCs geared towards increasing staff members' knowledge and skills in the areas of data, curriculum and technology. Staff members participate in these PLCs to better align the school's purpose and direction with curriculum goals and objectives. This process builds capacity among staff members who participate and increases participants' skills and abilities.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of 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.	•Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •School personnel use data to to design intervention based on student needs and skills. School personnel are familiar with the individual needs of their students and implement strategies and activities related to the unique characteristics of learning and provide or coordinate related learning support services to students within these special populations. Student groups are monitored and adjusted periodically based on review of data, assessment and learning objectives.	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 the External Review team members may be interested in reviewing.

Within this Standard, there were quite a few areas of strength noted. The school's curriculum provides challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. The lessons are aligned with district pacing guides and state standards.   Student samples are authentic and indicate curriculum and learning experiences that are preparing students for college readiness. Teachers exhibit foundational knowledge of the curriculum and learning strategies necessary to increase student achievement. Teachers meet as a group to design and develop activities and methods based on evaluation of student needs and curriculum objectives. Additionally, all teachers conduct student conferencing as part of the instructional process that informs students of learning expectations and standards of performance. Another noted area of strength was engaging families in meaningful ways in regard to their child's education. The school provides programs, such as Report Card Night, Science With a Twist, FCAT parent workshops and Family Night at the Public Library. Finally, our teachers use common grading and reporting policies consistent with procedures provided by the district.   Moreover, teachers use rubrics and curriculum mapping to meet the criteria of learned skills.

Areas in need of improvement include teachers participating in collaborative learning. In order to address this weakness, a needs assessment was conducted. As a result, teachers will participate in Professional Learning Communities (PLCs) in small groups. These PLCs will address technology, learning how to integrate the Reading Wonders resources into daily instruction, data analysis, and differentiated instruction. The proliferation of PLCs will continue to enhance teachers' skills and more closely align needs assessment with learning objectives. These PLCs will also increase teachers' abilities to implement curriculum more effectively and align it more closely with assessment.

In the area of mentoring, we have a weakness in both providing peers with support and student mentoring. Since most of our teachers are veterans with more than five years of experience, we are instituting an informal method of pairing teachers to provide support and mentoring to each other. This process will be monitored the administrative team. Additionally, the few teachers with three years or less will be mentored by veteran teachers in their grade level to provide support, networking opportunities and guidance.

As previously stated the area of student mentoring is in need of improvement. Steps taken to remedy this weakness include establishing a structure for adults in the building to select student(s) that they would like to mentor. This list will be monitored by the Leadership Team and updated as necessary to address students' needs regarding learning, thinking and life skills.

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: 2.86

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •We follow district policies, processes and procedures to ensure we hire, place, and retain highly qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school's purpose, educational programs and continuous improvement. Sufficient resources are available to fund all positions necessary to achieve our purpose and direction.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar •Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. 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.	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.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •School leaders have clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel have evidence of meetings with stakeholders to discuss and monitor implementation of these expectations. Measures are in place that allow for continuous tracking of these conditions implemented by appropriate personnel as necessary to improve these conditions.	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Policies relative to technology use •School personnel have a technology plan to improve technology services and infrastructure. We are currently in the beginning stages of implementation for major technological updates related to infrastructure and data base. We are also on the list for additional resources and equipment to meet our technology needs school-wide. Teachers are continuously participating in professional development to increase their knowledge based on the integration of technology into daily instruction.	Level 2

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.	•Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •The counselor is entrenched in all aspects of the school and works diligently to determine the physical, social, and emotional needs of students in the school. She initiates, provides or coordinates programs to meet the needs of students when possible. She works in collaboration with other school personnel to evaluate all programs. Improvement plans related to these programs are designed and implemented to meet the needs of 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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process •We have implemented the RTI process to determine the counseling, assessment, referral and educational needs of all students. The SST team includes school personnel who provide or coordinate the 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. Interventions are provided with fidelity and monitored on an ongoing basis to measure student needs.	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 the External Review team members may be interested in reviewing.

The school has an elaborate and detailed measure in place for determining how resources and support systems are allocated to meet students' needs. We have established procedures to evaluate and address students' needs by systematically implementing the measures outlined in the district manuals related to student services. Areas of strength include documentation of highly qualified staff. A majority of the staff are certified in their area of instruction. Furthermore, we have four National Board Certified teachers. In addition, an abundance of resources, materials and programs are available to teachers and students for instruction and support. Some of these resources include the RTI process, intervention kits, SuccessMaker, Reflex Math, Dreambox, Accelerated Reader, use of Promethean boards, Open Media, computer skills lessons, computer -based intervention groups,and ongoing counseling.

The technology infrastructure is in the process of being upgraded. The Capitol Obligation Bond will assist with ensuring that all classrooms will be equipped with a projector, additional upgraded computers and mobile devices. Steps that have been taken thus far include wiring the building for wireless internet access, technology assessment and equipment survey. Furthermore, several classrooms have been provided with Smart Boards, Promethean Boards, and document readers as well as projectors.

In order to remedy our weakness in the area of student support services a counseling schedule will be created in order to meet the physical, social, and emotional needs of the students. Counseling sessions will focus on stress management, character education and self-motivation. Students will also participate in after school activities such as Chess Club, Miami Choral Academy, Art Club and Common Threads Cooking Class in order to increase student engagement.

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.	•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 •School personnel maintain and use an assessment system that produces data from multiple assessment measures, including district developed and standardized assessments about student learning and school performance. Most assessments, especially those related to student learning, are proven reliable. The data is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	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.	•Written protocols and procedures for data collection and analysis •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 •Professionals and support staff are provided with data on student performance. 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 can use this data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.	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.	•Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Professional and support staff members are trained in a professional development program related to the evaluation, interpretation, and use of data. Additionally, the administration conducts regular meetings following school-wide assessment to debrief on the data results and formulate plans to adjust instruction based on the findings. These meetings are followed by classroom walk-thoughs and grade level meetings to provide additional support to staff on aligning data with instruction.	Level 3

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

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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.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •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 •Teachers and leadership team maintain comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Teachers and leadership team members meet regularly to communicate the results using multiple delivery methods to all stakeholder groups. Regularly scheduled grade level meetings, leadership team meetings and grade level meetings are used to communicate goals and progress in student achievement.	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 the External Review team members may be interested in reviewing.

The Leadership Team and teachers have comprehensive knowledge of the data and trends analysis available on student performance results and how they impact student achievement. They share this information with stakeholders in PTA and EESAC meetings.

Students involved in extended learning programs will be monitored by classroom teachers and Leadership Team through school developed monthly assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs. Interim data will also be utilized to monitor the progress of those students attending intervention sessions. Data will be gathered from Thinkgate reports by the Leadership Team and classroom teachers to indicate growth in tested subject areas in all grade levels throughout the year. Students involved in Saturday Academy will be monitored by classroom teachers and Leadership Team through school developed monthly assessments to determine mastery of targeted benchmarks. Data will be reviewed periodically and adjustments will be made to meet the most deficient needs.

Teachers need to increase their knowledge of intervention strategies that will positively influence student achievement. They also need to increase their ability to monitor and modify the interventions as necessary. Professional development as well as Professional Learning Committees will be provided to increase knowledge base in this area.

Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 3.41

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •School budgets for the last three years •The district has clearly defined policies, processes and procedures to ensure that school leaders have access to, hire, place and retain qualified professional and support staff. All school leaders are responsible to use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms •Administrators have an advanced level degree or higher or an Associates Degree/credential in elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. All administrators have participated in all district and region professional development training intended to increase their knowledge base and skill level in early childhood education.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications •All teachers who are currently employed in this program are certified personnel who have undergone a rigorous course and passed the state level certification requirements. All support staff have the training and prerequisite knowledge base to provide the services to increase student achievement. These personnel are monitored regularly to make they are kept abreast of the latest research and development in this area.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 1 year verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms •All personnel have the documented qualifications for working in this program and have completed at least one year of knowledge based experience in working in this field. Additionally, they continue to participate in ongoing training and professional development in program implementation and curriculum knowledge.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	For infants up to 12 months, the school maintains a maximum group size of 6 and a maximum teacher to student ratio of 1:3. For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5. For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6. For young children ages 24 to 36 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6. For young children ages 36 to 48 months, the school maintains a maximum group size of 20 and a maximum teacher to student ratio of 1:10. For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12. For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12. For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.	•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff to student ratio records •The program consistently maintains a staff to student ratio of 1 to 10, as identified by district and state guidelines. The school meets all requirements for licensure and follows the early childhood best practices guidelines established by leading early childhood organizations. Staff participate in ongoing training to upgrade their skills and implement best practices for early childhood development programs.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning 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 young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children 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.	•Equipment purchasing and maintenance •Resource materials for training •School schedule •School calendar •School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. The program is monitored with classroom walk-throughs, teacher observations and summative evaluations to better align instruction resources and teacher knowledge for the benefit of students. Data results from student performance indicate that students have mastered the objectives.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children 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 children, as appropriate to their age and developmental growth, 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.	•Written health and safety policies •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests •The program is monitored by school level, region and district personnel on an ongoing basis. The guidelines established for the safety, health and security of students are in line with best practices. Administrators continuously monitor and report on all key aspects of safety and security of all students and staff participating in the program. These reports indicate that all deficiencies have been addressed and all materials and equipment meet state guidelines.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school exceeds the expectation. For example, each classroom space has its own bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled. Some or all of the classrooms have the capability for independent temperature-control. For example, the spaces for infants may be temperature controlled separately from the spaces for older age-groups of young children.	•Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests •The school has a system in place for reporting and addressing all issues dealing with maintenance and safety of both students and staff. Audits and walk-throughs are regularly conducted to identify needs and/or areas of deficit. The resources and materials for each room are pre-identified and purchased to maintain uniformity. Safety, cleanliness and health are at the highest priority.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	•Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests •The daily schedule provided by the district incorporates a routine that is based on best practices and early childhood curriculum. It addresses all developmental areas necessary to promote learning and maintain a safe learning environment for all students. The physical size of the classroom and materials are in line with district and state guidelines.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school exceeds the expectation. For example, each classroom/learning space has substantial furniture, equipment, and resources to meet individual student needs and to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by every child. Separate tables are used for eating and working. Multiple work/learning equipment is available within each classroom, i.e. tables, sand/water table, and easel. All furniture, equipment, and resources are in constant excellent repair.	•Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by every child. Separate tables are used for eating and working. Multiple work/learning equipment is available within each classroom. All materials and equipment meet the best practices of district standards and continuously monitored to ensure they continue to be appropriate to meet all students' needs.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	•Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests •The school is in the process of building a new playground to meets early childhood guidelines and specifications. Plans have been drawn and the design and funding source are being identified. The school regularly conducts emergency drills for fire and other disasters to ensure that everyone of kept abreast of the policies and procedures regarding evacuation. All personnel involved are provided with the maps and tools necessary to participate in these drills.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school exceeds the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	•Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •All materials and equipment was ordered by the district with the goal of maintaining uniformity and adhering to the district and state guidelines regarding early childhood best practices and guidelines. The daily activities, schedules and goals support early childhood development and promote student achievement. Students are evaluated on mastery of the goals and objectives with state mandated assessment instructions that are aligned with curriculum standards.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	•Stakeholder results •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •The pre-kindergarten program consistently meets or exceeds state criteria for program effectiveness. The teachers are highly qualified and have a number of years working with this population. The teachers participate in training to implement the curriculum with fidelity. The daily schedule allows opportunities for student reflection, relaxation and socialization skills in a non-scripted atmosphere. Students have the opportunity to make choices and reflect on those choices.	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	•Technology plan •Assessment and evaluation of technology and media literacy •Technology and interactive media inventory •Data on media and information resources available to staff and children •The curriculum incorporates technology, resources and activities to address student learning potential. Children and school personnel have access to information resources necessary to achieve the educational program's goals and objectives. Qualified personnel from the school, region and district are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Hardware and software inventory •Policies relative to technology use •Security of information policies •The school is in line to be retrofitted for improved technology. The initial assessment has been completed and the fiscal resources have been identified. The personnel skills necessary to incorporate this technology is being assessed so that professional development can be provided. Currently, all classes are equipped with technology that promotes student achievement and provides exposure to learning objects in an interactive and engaging manner.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	•Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •Displays pictures/photos •All visual aides and displays support curriculum objectives, goals and standards applicable to program implementation. These are placed are eye level to facilitate easy access for students and increase learning potential. Additionally, students take an active role in the learning process through constant communication with peers and adults in their environment.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children 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 young children.	•Examples of child assessments •Assessment system for identifying children's needs •Lists of support services available to students •Students are assessed three times annually.School personnel provide and coordinate programs to meet the needs of children 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 young children. Parent feedback is also a component of program implementation.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school exceeds the expectation. For example, strict sanitary conditions for diapering and toileting are easily maintained through access to sinks and surfaces that are not shared for food preparation and diapering. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Each classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	•Parent/Staff communications procedures and expectations •Facility/classroom design for storage space of personal items •Health inspection records •A newsletter is provided to inform parents events and activities within the program. Resources are available for sanitizing all spaces directly touched by children and adults and there is a system in place for routine cleaning and sanitizing of all materials and equipment used by children on a daily basis.. Each classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	•Parent/Staff communications procedures and expectations •Stakeholder communication forms •Health inspection records • The daily routine incorporates a greeting and closing circle. The children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. All teachers are familiar with parents and have established rapport with the children.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. 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 most young children.	•Program evaluations •Assessment plan •Parent opportunity information sheets •Description of referral process •The state mandated assessment as well as monitoring provide valuable information on program effectiveness. These measures of program effectiveness are in place and school personnel use the data from these measures to evaluate all programs. Any improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of most young children. The program undergoes district and state evaluation at least once annually to measure its effectiveness.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school exceeds the expectation. For example, all staff members continuously create a climate of acceptance and respect of all other staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff member(s) sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	•Handbooks, procedures •Student records indicating personal needs •Parent/Staff communications procedures and expectations •Code of conduct •Stakeholder feedback results •Stakeholder communications forms •Teachers implement a curriculum that is child oriented. All staff members continuously create a climate of acceptance and respect of all staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values and builds trusting relationships. Staff member supervise children and eat with children during all meal times modeling appropriate manners and social behavior.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	•Documentation of compliance with local and state inspections requirements •Accident records and reports •Safety handbooks, guidelines, procedures, expectations •Health inspection records • All administrators monitor procedures that are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times.	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 the External Review team members may be interested in reviewing.

The Early Learning program is operated according to the standards and best practices outlined in district and state standards. Personnel have extensive training and experience in program implementation. The outcome measures are consistently met based on state assessment results.

The students who participate in this program come from a diverse community with very little or no preparation for the kindergarten program. Many students come from homes where a language other than English is spoken. We utilize various ELL strategies such as verbal and visual cues, gestures and modeling during instructional time to maximize student learning. The teachers also provide support to parents with frequent interaction and when parents come in to sign attendance logs. During these face to face meetings, parents are made aware of the curriculum strategies, and assessment results are shared and discussed so that parents become more familiar with the daily routine.

The Waterford Early Math and Science software program is utilized in all Pre-k classrooms to maximize learning through technology. In addition, all classrooms have begun implementing The Big Day Reading Series in order to increase student achievement. Pre-writing skills are incorporated across the curriculum. Students are exposed to all academic subjects, including Reading, Writing, Math, Science, and Social Studies. Additionally, team building activities, verbal communication, and social skills are incorporated into the school day. Finally, teacher-led small group instruction is implemented during the daily routine to address deficient skills.

Plans are in place to sustain all areas of strength and continue working towards increasing student performance and skill mastery. All program goals and objectives are being met and plans for Professional Learning Communities will solidify outcomes.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

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