

# **Title I Schoolwide Plan-Elementary**

Washington Elementary School

Valley City Public School District

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# Executive Summary

## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Washington Elementary is located at 510 8th Ave. SW in Valley City, North Dakota. Washington Elementary is part of the Valley City Public School District and is the educational setting for students in grades four, five, and six. Starting with the 2005-06 school year, the grade level organizational plan for Washington Elementary changed from K-6 to 4-6.

Enrollment for the 2012-13 school year is 236. Over the past three years, enrollment numbers have ranged from 208 to 236 students. Student demographic information is as follows: 50.2% female and 49.8% male; 38.2% of the student population receive free/reduce lunches; 7.3% of the students receive special education services. Student ethnicity include the following: 91.8% white; 3.0% Native American; 2.6% Black; 2.1% Hispanic; and 0.4% Asian. The Title I reading program serves 17.6% of the student population. There is 1.3% of the students with a 504 plan and two students receiving ELL services.

There are 11 regular education classrooms with an average class size of 21.1 students. Other staff members include: 2.3 FTE special education, 1 full-time Title I teacher, 1 full-time ILC (individual learning center) para, 1 full-time ELL para, half-time librarian and full-time library para; .40 FTE art; full-time music and physical education instructors; one technology coordinator for the school district; 3 food service staff, 2 custodians, administrative assistant, and principal. The Washington school staff includes recent graduates and experienced staff members. Eight staff members have masters degrees and one teacher is nationally certified. Our teaching staff includes 4 male teachers and 16 female teachers. There is an active PTO that promotes a partnership between home and school. Ex-curricular activities are coordinated through the Valley City Park and Recreation Program.

Valley City is a rural community of approximately 6,500 residents. Agriculture is very important to the community along with the health care industry and manufacturing. The health care industry include the Sheyenne Care Center, Mercy Hospital, Open Door Center, two clinics, and several eye, dental, and chiropractic centers. John Deere Seeding Group, Eagle Software, Drug Plastics, and Pizza Corner Frozen Pizza employ hundreds of residents. The retail sector is comprised mostly of locally owned and operated businesses. Maintaining vibrant business and industrial sectors is always a challenge as it is for many communities our size. The Sheyenne River Valley, Lake Ashtabula, and National Scenic Byway offers tourism destinations for many travelers.

Valley City State University offers unique advantages to our building and school district. It is a highly respected institution that focuses on teacher preparation and technology.

There have been two major floods in 2009 and 2011. In addition to the two spring floods, there are concerns regarding water from the Devils Lake Basin entering into the Sheyenne River system.

Median age in Valley City is 40 years. Unemployment rate varies between 3.0 and 3.3 percent. Valley City's taxable valuation for 2010 was \$13,302,742.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

The AdvancEd steering committee was responsible for reviewing the purpose and direction statement. The previous purpose and direction statement was developed during the 2007-08 school year. The review process included input from students, staff, parents and community. Input was received from the PTO organizations and Student Councils from the junior/senior high and Washington Elementary. Input from school staff was received through a survey and discussion at staff meetings. The revised purpose and direction statement was approved by the Valley City School Board at their April, 2012 school board meeting.

The purpose statement for the school district is: "Together we are building a legacy of excellence, one student at a time". The direction statements are as follows:

- 1) Provide every individual with a safe and respectful environment
- 2) Provide learning opportunities for individual needs in a positive environment
- 3) Provide students with 21st Century skills for life-long learning
  - a. employability skills
  - b. financial literacy
  - c. health literacy
  - d. technology literacy
  - e. civic literacy
- 4) Promote excellence through a home, school, and community partnership.

There are two large signs in each building displaying the purpose statement. Classrooms have posters promoting both the purpose and direction statements for students and staff.

As stated in the purpose and direction statements, we strive to build a partnership between school, home, and community. Our efforts are focused on communication through the district newsletter, local paper, and radio station. Parents have access to their child's academic progress through PowerSchool. Teachers and parents communicate by email, individual conferences, telephone, and parent-teacher conferences. The PTO at the elementary buildings and booster clubs for athletics and the fine arts at the high school support students by organizing activities and providing financial support.

Our goal is to have a safe and respectful environment for all students and staff. Students and teachers work together to develop the beliefs and expectations for their classroom at the beginning of the school year. A new bullying policy has been adopted this school year by the school board. The policy defines bullying and steps students can take to report bullying actions on school property. Washington School has a behavior handbook that parents receive at the beginning of the school year. The handbook outlines student expectations and consequences. Parents are asked to review the handbook with their child. A behavior notice is used by staff members to communicate concerns to parents. Washington Elementary sponsors a "Kindness" retreat for fifth and sixth grade students every other school year. The retreat provides the students with strategies for making good decisions, taking responsibility, and showing respect to others.

The core curriculum at Washington Elementary provides a solid foundation of skills as students develop the skills for the 21st Century. The curriculum follows the standards established for the state of North Dakota. A new language arts curriculum based on the Common Core Standards is being implemented this school year. Grade level teachers use the PLC process to align curriculum standards, analyze assessment data, review instructional practices, identify student needs, and plan professional development activities. As student needs are identified, a support system is in place to provide the programs and/or services for the students. Support services are provided through the Title I reading program, special education, and ILC (Individual Learning Center) program.





## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Washington School staff and students strive to meet the goals of the school district's purpose and direction statement. The following are notable achievements and areas of improvement. First, one of our goals is to meet Adequate Yearly Progress (AYP) every year. The percentage of students proficient or higher on the ND State Assessment for the 2011-12 demonstrates a commitment to help students be successful learners. Results for the 2011-12 school year were:

**Reading:**

Composite 93.0%

Economically Disadvantage 90.9%

Black Subgroup 95.9%

Special Education 93.7%

**Math:**

Composite 95.0%

Economically Disadvantage 92.5%

Black Subgroup 80.0%

Special Education 95.0%

The commitment to students is supported by professional development activities. The school district is providing opportunities for staff members to be trained in Professional Learning Communities (PLC) and Common Core Standards for Language Arts and Math. Five staff members have received PLC training during the past two years and all staff members attended Common Core Standards training during the 2012 fall in-service.

The school district has promoted the use of technology for teacher and student use in the classroom. Classroom teachers and students have access to Smart Boards, iPads, document cameras, and computers. Through grants and district purchases, there are at least two iPads in each of the classrooms. STEM Education using the LEGO WeDo Robotics provides our students with opportunities to apply academic concepts to solve real-world problems. Two classroom teachers received national recognition for their work with technology from ITEA (International Technology and Engineering Association). They also received a technology grant last year to implement an after school enrichment program using iPads.

The school counselor and counseling program was recognized for achieving the A.C.E. (Award of Counseling Excellence) at the state counseling conference February, 2012.

Washington Elementary is the recipient of a USDA HealthierUS School Awards. This award recognizes schools for creating healthier school environment through promotion of nutrition and physical activity. Activities initiated were the fresh fruit and vegetable program, On the Move, and milk break program. The Student Council is involved in a school garden. Students help plant and harvest an edible soybean. The soybeans are prepared by the food service staff for a healthy vegetable snack for students and staff.

Promoting reading has been a school-wide effort using the Accelerated Reader Program. The school staff has implemented a formal recognition process as students reach point levels during the school year. Quarterly recognition programs are held to recognize all students reaching point levels from 25 to over 1500.

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Student goals in the next three years will be determined as the school staff analyzes assessment and perception data through the

school improvement process. To reach the goals that will be identified in the future, professional development will focus on the following:

1. strengthening the PLC process
2. implementing the Common Core Standards in Language Arts and Math
3. assessing student progress from curriculum-based assessments, ND State Assessment, and NWEA MAP
4. building respectful relationships among students.

**Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

x

# **Title I Schoolwide Components in AdvancED**

## **Introduction**

To fulfill all requirements for North Dakota Title I schoolwide programs, schools must complete all of the schoolwide components and upload the required documentation, except the optional component, Comingling of Funds.

## Schoolwide Title I Components

Label	Assurance	Response	Comment	Attachment
COMPONENT 1: Comprehensive Needs Assessment	The school has completed a comprehensive needs assessment that includes student achievement data, school program/process data, perception data, and demographic data and has disaggregated this data to identify needs of all students including student subgroups.	Yes		Staff Survey Middle School Elementary Students Parent Survey

Label	Assurance	Response	Comment	Attachment
COMPONENT 2: Schoolwide Reform Strategies	The school includes schoolwide reform strategies that provide opportunities for all children to meet the State's standards; including subgroups; uses methods and instructional strategies to strengthen the academic program; increases amount and quality of learning time; provides an enriched and accelerated curriculum by incorporating the concept of a well-rounded education; and addresses the needs of all children at school particularly those at-risk of not meeting the State's academic standards.	Yes		Math Pathway Reading Pathway MTSS Explained MTSS Presentation

Label	Assurance	Response	Comment	Attachment
COMPONENT 3: Coordination of Programs, Services, and Resources	The school coordinates and integrates programs, services and resources.	Yes		Coordination and Integration of Programs

Label	Assurance	Response	Comment	Attachment
OPTIONAL: Comingling of Funds	The school may select the option to comeingle funds from federal programs whose intent and purposes will be part of their schoolwide program. If Yes is selected, a description must be provided. A Not Applicable response is acceptable if the school chooses to not participate in comingling of funds.	N/A		

# **Plan for Title I Schoolwide Plan-Elementary**

# Overview

**Plan Name**

Plan for Title I Schoolwide Plan-Elementary

**Plan Description**

Implement MTSS in Reading and Mathematics



## Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Washington Elementary will implement the MTSS (Multi-Tiered Systems of Support) method for Reading Instruction.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$5000
2	Washington Elementary will implement the MTSS (Multi-Tiered Systems of Support) method for Mathematics Instruction	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000

## **Goal 1: Washington Elementary will implement the MTSS (Multi-Tiered Systems of Support) method for Reading Instruction.**

### **Measurable Objective 1:**

increase student growth in ELA by 05/22/2019 as measured by using results from NWEA-MAP assessment and STAR Reading assessment..

### **Strategy 1:**

Reading Instruction - Students will be assessed using the NWEA MAP assessment and the STAR Reading assessment. From those results their current academic levels will be determined and instruction will meet their current needs. There will be four main pathways for student instruction.

1. Intensive
2. Strategic
3. Benchmark
4. Advanced

Reading blocks will take place for 90 minutes each day, with 30 of those minutes being intervention time (iTime). Students in the intensive placement will receive a full 90 minutes of a separate SRA program (Corrective Reading/Reading Mastery).

Research Cited: Batsche, Elliott, J., Graden, J., Grimes, J., Kovalski, J., Prasse, D., et al. (2005).

Response to intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education.

Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press.

Castillo, J. M., Batsche, G. M., Curtis, M. J., Stockslager, K., March, A., & Minch, D. (2010). Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual. Retrieved March 29, 2011, from [http://floridarti.usf.edu/resources/tools/ta\\_manual/index.html](http://floridarti.usf.edu/resources/tools/ta_manual/index.html) Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM (Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24):

Springer. Mandlawitz, M. (2007). What every teacher should know about IDEA 2004 laws and regulations: Boston: Pearson.

McIntosh, K., Filter, K. J., Bennett, J. L., Ryan, C., & Sugai, G. (2010). Principles of sustainable prevention: Designing scale up of School wide Positive Behavior Support to promote durable systems. Psychology in the Schools, 47 (1), 5-21. Sarason, S. B. (1990).

The predictable failure of educational reform: Can we change course before it's too late?: Jossey-Bass.

Activity - MTSS Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and provide training to staff on research based programs, Corrective Reading, Reading Mastery, Read Live, and Soar to Success.	Academic Support Program	08/22/2018	05/22/2019	\$5000	District Funding	All classroom staff, support staff, and administration

## **Goal 2: Washington Elementary will implement the MTSS (Multi-Tiered Systems of Support) method for Mathematics Instruction**

### **Measurable Objective 1:**

increase student growth in Mathematics. by 05/22/2019 as measured by using results from NWEA-MAP assessment and STAR Reading assessment.

### **Strategy 1:**

Mathematics Instruction - Students will be assessed using the NWEA MAP assessment and the STAR Math assessment. From those results their current academic levels will be determined and instruction will meet their current needs. There will be four main pathways for student instruction.

1. Intensive
2. Strategic
3. Benchmark
4. Advanced

Mathematics blocks will take place for 75 minutes each day, with 30 of those minutes being intervention time (iTime). Students in the intensive placement will receive a full 75 minutes of a separate SRA program (Connecting Mathematics).

Research Cited: Batsche, Elliott, J., Graden, J., Grimes, J., Kovalski, J., Prasse, D., et al. (2005).

Response to intervention: Policy considerations and implementation. Alexandria, VA: National Association of State Directors of Special Education.

Bender, W. (2009). Beyond the RTI Pyramid: Implementation Issues for the First Five Years: Bloomington, IL: Solution Tree Press.

Castillo, J. M., Batsche, G. M., Curtis, M. J., Stockslager, K., March, A., & Minch, D. (2010). Problem Solving/Response to Intervention Evaluation Tool Technical Assistance Manual. Retrieved March 29, 2011, from [http://floridarti.usf.edu/resources/tools/ta\\_manual/index.html](http://floridarti.usf.edu/resources/tools/ta_manual/index.html) Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41(1), 93-99.

Gresham, F. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. B. Jimerson, MK; VanDerHeyden, AM (Ed.), Handbook of response to intervention: The science and practice of assessment and intervention (pp. 10–24):

Springer. Mandlawitz, M. (2007). What every teacher should know about IDEA 2004 laws and regulations: Boston: Pearson.

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The predictable failure of educational reform: Can we change course before it's too late?: Jossey-Bass.

Activity - MTSS Mathematics	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Purchase and provide training to staff on research based programs, Connecting Mathematics, Corrective Math, Saxon Math, and ALECKS	Academic Support Program	08/22/2018	05/22/2019	\$10000	District Funding	All classroom staff, support staff, and administration

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
MTSS Mathematics	Purchase and provide training to staff on research based programs, Connecting Mathematics, Corrective Math, Saxon Math, and ALECKS	Academic Support Program	08/22/2018	05/22/2019	\$10000	All classroom staff, support staff, and administration
MTSS Reading	Purchase and provide training to staff on research based programs, Corrective Reading, Reading Mastery, Read Live, and Soar to Success.	Academic Support Program	08/22/2018	05/22/2019	\$5000	All classroom staff, support staff, and administration
<b>Total</b>					<b>\$15000</b>	

# **Student Performance Diagnostic**

## **Introduction**

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Middle School Elementary School



## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## **Areas of Notable Achievement**

### **Which area(s) are above the expected levels of performance?**

After administering the eProve Student Engagement Survey to all students in grades 4-6 at Washington Elementary. We have discovered the following areas of notable achievement.

First and foremost, our students overwhelmingly believe their teacher genuinely cares about them, as this was our highest rated question on the survey (2.81). This confirms Washington Elementary's emphasis on student connections being at the foundation of everything we try to do.

Secondly, our students showed not only a high level of involvement, but a high interest in extra-curricular activities and or after school programs. This also correlates with what we believe is a high offering of opportunities through both the school and community. The local parks and recreation program has a high number of activity offerings, along with Washington offering an after school STEAM Club.

Other high ranking areas which were revealed were study habits, building and utilizing previously taught skills, and a high interest from the students in the activities and lessons taught in the classrooms.

### **Describe the area(s) that show a positive trend in performance.**

According to the North Dakota State Assessment administered in the Spring of each school year, Washington Elementary has exceeded the state of North Dakota's averages in both ELA and Mathematics for each of it's grade levels.

### **Which area(s) indicate the overall highest performance?**

After administering the eProve Student Engagement Survey to all students in grades 4-6 at Washington Elementary. We have discovered the following areas of notable achievement.

First and foremost, our students overwhelmingly believe their teacher genuinely cares about them, as this was our highest rated question on the survey (2.81). This confirms Washington Elementary's emphasis on student connections being at the foundation of everything we try to do.

Secondly, our students showed not only a high level of involvement, but a high interest in extra-curricular activities and or after school programs. This also correlates with what we believe is a high offering of opportunities through both the school and community. The local parks and recreation program has a high number of activity offerings, along with Washington offering an after school STEAM Club.

Other high ranking areas which were revealed were study habits, building and utilizing previously taught skills, and a high interest from the students in the activities and lessons taught in the classrooms.

According to the NDSA, Reading shows a slightly higher proficiency level over the past two years than in Mathematics.

**Which subgroup(s) show a trend toward increasing performance?**

Students leaving grade 5 and entering grade 6 have shown a larger than normal increase in mathematics proficiency according to the NDSA.

**Between which subgroups is the achievement gap closing?**

Students leaving grade 5 and entering grade 6 have shown a larger than normal increase in mathematics proficiency according to the NDSA.

**Which of the above reported findings are consistent with findings from other data sources?**

As mentioned before, the student engagement survey confirms our beliefs about creating, nurturing and maintaining student connections. Our vast opportunities offered in our community and our school provide our students with a wide variety of extra-curricular options to choose from.

Although are NDSA results are generally positive in comparison to the state of North Dakota, we realize our overall proficiency marks and not where we want them to be and can be improved.

## **Areas in Need of Improvement**

### **Which area(s) are below the expected levels of performance?**

Our overall proficiency levels according to the NDSA in both Reading and Mathematics are lower than we would like to see. Overall we are at approximately 50% proficient in each of those subjects and can see room for improvement.

According to our eProve Student Engagement survey our lowest ranked indicator was when students are unsure of the answer, or if they need help. According to the survey it's possible they rely too heavily on the teacher to receive this help instead of attempting it on their own.

Another area of possible weakness according to the student engagement survey is how students feel about speaking or answering questions in front of the class. There appears to be a reluctance to speak aloud amongst many of our students.

### **Describe the area(s) that show a negative trend in performance.**

Our NDSA results show pretty drastic declines in proficiency rates across all three grade levels. With only a couple of years data it's tough to determine this a trend, but it is certainly noteworthy. In some cases the decline is 10-12% in proficiency rates.

### **Which area(s) indicate the overall lowest performance?**

According to our most recent NDSA, our lowest proficiency area was in mathematics, however that cannot be said for the previous year. According to our NWEA-MAP assessment data, our area of lowest performance is in ELA. Both subject areas may be above the state average, but not where we would like to see the proficiency rates.

### **Which subgroup(s) show a trend toward decreasing performance?**

Nearly each grade level showed a decrease in proficiency in both reading and mathematics from 2015-16 to 2016-17. Again there is only a couple of years data with the new state assessment, but this is an interesting and eye-opening decline.

### **Between which subgroups is the achievement gap becoming greater?**

There is a lack of data to effectively determine this. Data will continue to be monitored and analyzed to determine this.

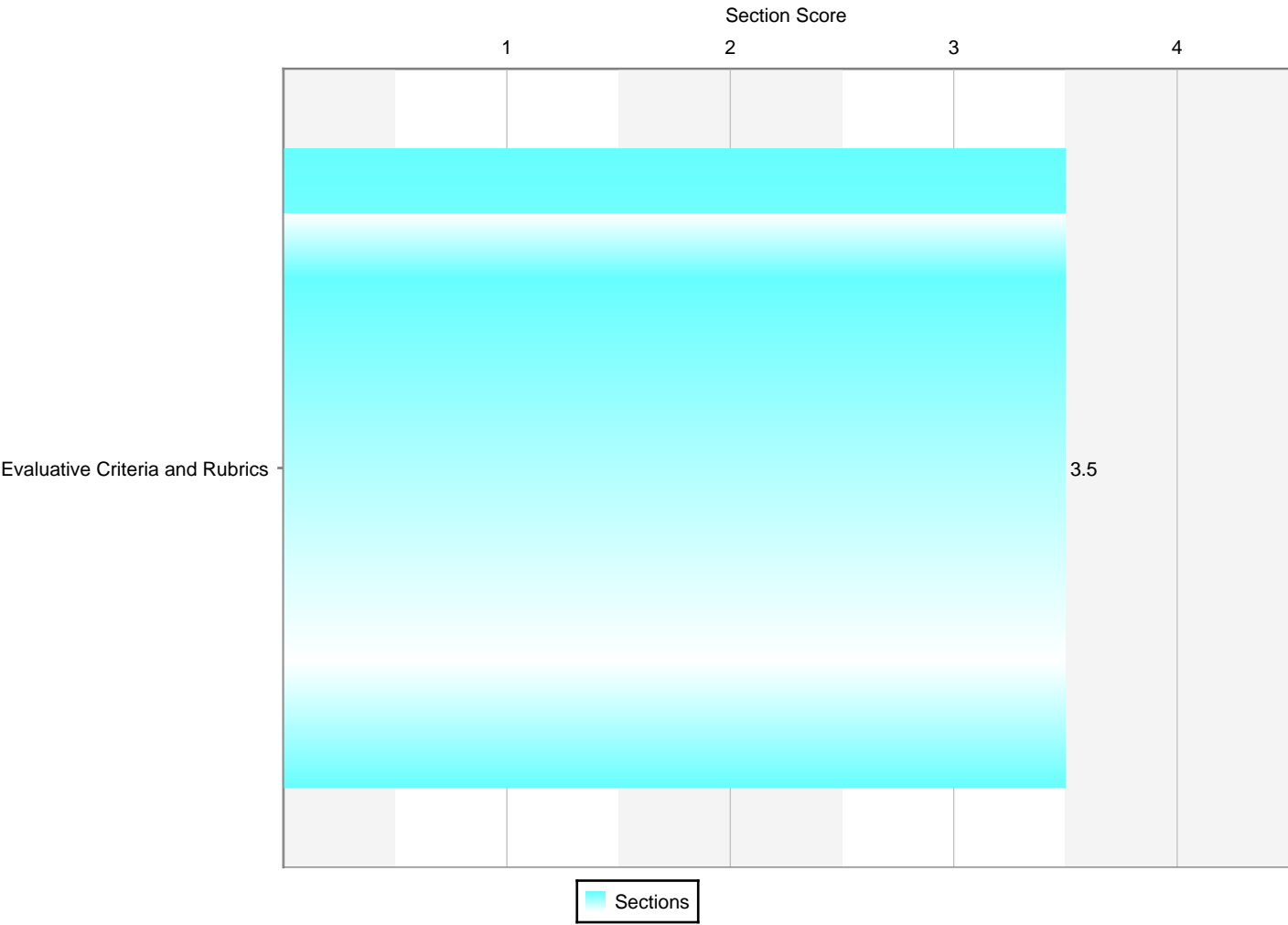
### **Which of the above reported findings are consistent with findings from other data sources?**

Our data showed very few surprises, at least to our knowledge. We were aware of and concerned about our overall proficiency levels in reading and math. We believe implementing a Multi-Tiered System of Support will help us achieve our goal of improving proficiency in both  
SY 2017-2018

subjects.

Report Summary

Scores By Section



# **Stakeholder Feedback Diagnostic**

## **Introduction**

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.



**Stakeholder Feedback Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Staff

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## **Areas of Notable Achievement**

### **Which area(s) indicate the overall highest level of satisfaction or approval?**

There were several high marks that were achieved through the administration of the eProve Parent and Stakeholder feedback survey. Some of the notables include:

C1) Our school's purpose statement is clearly focused on student success (4.18)

F3) Our school provides a safe learning environment (4.14)

F4) Our school provides students with access to a variety of information resources to support their learning (4.09)

E13) My child has up-to-date computers and other technology to learn (4.08)

F6) Our school provides opportunities for students to participate in activities that interest them (4.08)

### **Which area(s) show a trend toward increasing stakeholder satisfaction or approval?**

This was the first time administering the eProve survey, therefore it is difficult to determine at trend. However, in analyzing the data, it becomes clear that our recent emphasis on developing a new vision and purpose statement has resonated with our stakeholders. It was also a positive for the stakeholders to recognize the current student support systems in place.

### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

As mentioned, these findings confirm our District's recent focus on redeveloping, redefining, and communication of a new vision and purpose statement. Through a collective strategic planning process, the new statement was developed involving a wide array of stakeholders.

In recent years we have also emphasized the importance of school safety. We have added locks on all entry doors, as well as the addition of a School Resource Officer in the Winter of 2017.

## **Areas in Need of Improvement**

### **Which area(s) indicate the overall lowest level of satisfaction or approval?**

After administering the eProve Parent and Stakeholder survey we found that overall we had rather high scores. However, our lowest scores were recorded in the following specific areas:

E4) All of my child's teachers meet his/her learning needs by individualizing instruction (3.40).

E7) All of my child's teachers keep me informed regularly of how my child is being graded (3.53).

E9) My child sees a relationship between what is being taught and his/her everyday life (3.54).

E5) All of my child's teachers work as a team to help my child learn (3.60).

G1) Our school ensures that all staff members monitor and report the achievement of school goals (3.70).

We believe implementation of MTSS will immediately address the majority of these weaknesses.

### **Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?**

We do not have comparable data for to identify solid trends, but the overall theme of areas in need of improvement shows a desire from stakeholders to identify a student's current level, and meet the needs of the student at that level. We believe the implementation of MTSS in reading and math will allow teachers the opportunity to provide more individualized instruction, work more collaboratively as a grade level, and analyze our current grading and reporting systems.

### **What are the implications for these stakeholder perceptions?**

As previously mentioned, we believe the proper and correct implementation of MTSS in Reading and Mathematics will help address many of the concerns from our stakeholders. We believe the structure of MTSS and plan we have set forth in both subjects will familiarize our staff with data, create data-based decision making, and individualize the instruction by meeting students at their current levels. All of this work cannot be done alone, and therefore it is believed, MTSS will strengthen the work of our current PLC's as well.

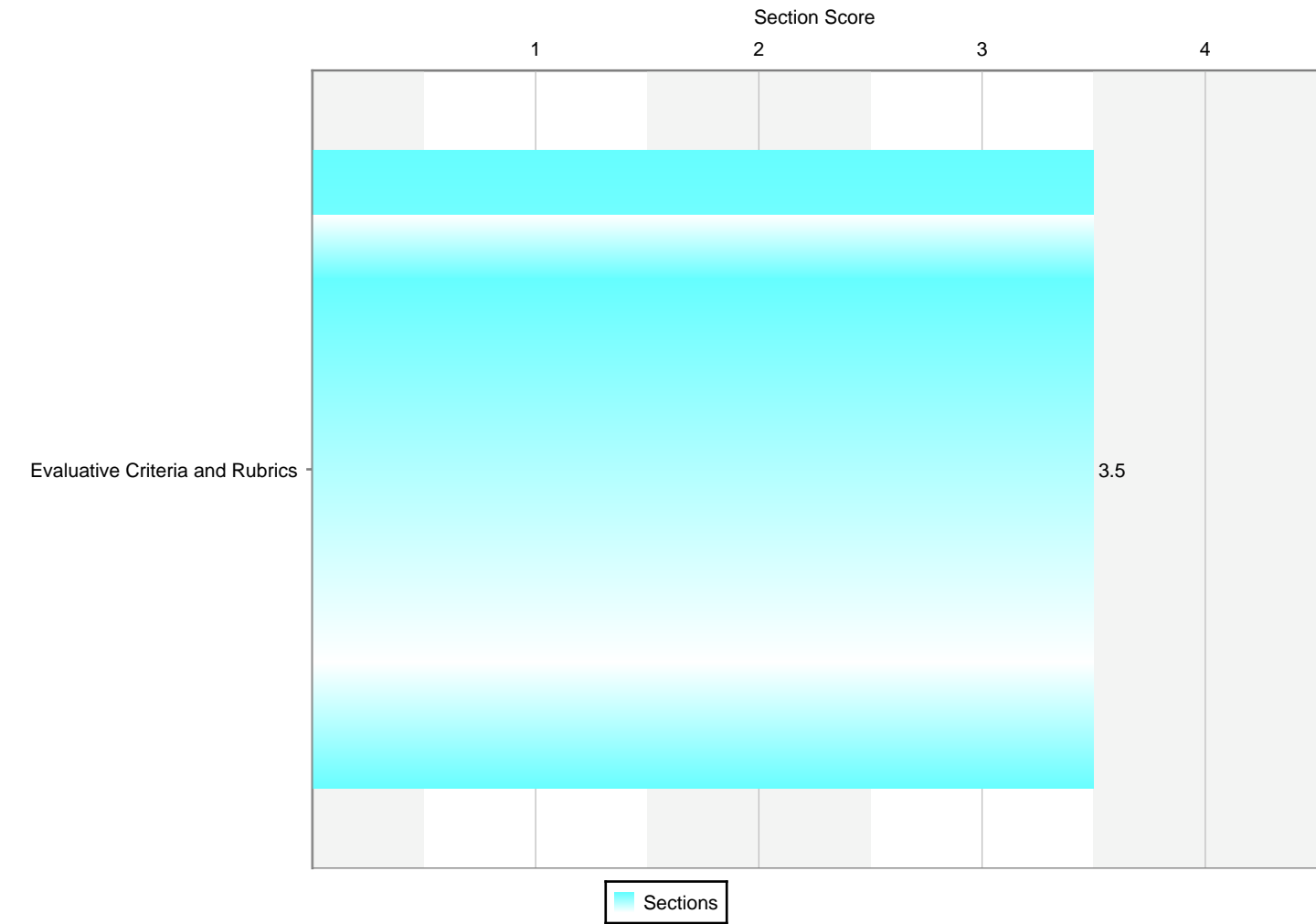
### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

One particular area that we found consistent with other findings was the relationship between what is being taught and a student's everyday life. This area was similarly low in both the student engagement survey and the parent/stakeholder survey. It very well may be a generational thing, but students need to know the why. As a staff and school, we need to understand our own "why" so that we can explain it to our students.



Report Summary

Scores By Section



# Self Assessment

## **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.

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.			

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.			

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.			

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**

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

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.			

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.			

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.			

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.			

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.			

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.			

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**

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

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.			

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.			

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.			

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.			

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.			

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.			

**Title I Schoolwide Plan-Elementary**

Washington Elementary School

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.			

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.			

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.			

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.			

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.			

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.			

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

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

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.			

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.			

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.			

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.			

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.			

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.			

**Title I Schoolwide Plan-Elementary**

Washington Elementary School

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.			

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.

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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.

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.			

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.			

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.			

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.			

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.			

**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.**





Report Summary

Scores By Section

Section Score

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