ACIP

Shades Cahaba Elementary School

Homewood City School District

Dr. John Lowry, Principal
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Homewood, AL 35209

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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?

Shades Cahaba Elementary School is located in Homewood, Alabama. Built in 1920, it served in its early years as a high school for the students in this valley. Since 1950, it has been an elementary school, with a current student body of approximately 535 kindergarten through fifth grade children. We have a small town feeling with sidewalks and community activities while enjoying the advantages that the city of Birmingham, our closest neighbor, offers. Our student population is a diverse one, adding a richness to our learning community. We are proud of our strong academic standing in the community as well as nationally. Our children enjoy days full of reading and math, music and art, physical fitness and an awareness of wellness, exploring the world through science and an appreciation of history and culture. As a National School of Character, awarded in 2006, 2012, and most recently 2017, our character education program directs a strong school culture of respect and responsibility. Additionally, Shades Cahaba was designated as a 2015 National Blue Ribbon School.

Shades Cahaba is one of three public elementary schools in Homewood, Alabama. The school is located in a diverse community and serves a variety of socio-economic groups. Residents zoned for Shades Cahaba include students from well-established neighborhoods and apartment complexes. The population diversity serves to enhance the richness of the learning experience, tolerance, and appreciation of cultural differences. The careful process of reflecting on our strengths and weaknesses has enabled us to better understand the needs and responsibilities of our school community. The city of Homewood has a population of approximately twenty-five thousand according to the 2010 census. Residents have an average income of fifty-six thousand dollars and the median home value is approximately $292,000. The racial composition of Shades Cahaba is mostly white (73%) with approximately 12% African-American, 11% Hispanic, and 3% Asian. Therefore, Shades Cahaba is very reflective of the community we serve. The total enrollment of Shades Cahaba is 541, kindergarten through fifth grade. We also house a separate head start program of 18 students, run by the Jefferson County Committee for Economic Opportunity. Our enrollment has increased from 526 in 2011-2012. Our ethnic makeup has been relatively stable over the past 8 years. Of our total 2018-2019 enrollment, twenty-three percent of our students receive free or reduced lunches and 6% are receiving EL services.

We have 82% of our students in the general population, with 18% receiving special education and gifted services. Of the total population, 10% receive LEP services. Support from our PTO and the community is a contributing factor to the success of Shades Cahaba. Our Winter Festival, held annually for the past 13 years, is the main fundraiser for our PTO. In 2017-2018 our Winter Festival raised over 85,000 dollars. Our PTO is able to provide classroom funds, website subscriptions, and amplified sound field systems for all classrooms, among other things. The PTO supports positive teacher morale with monthly teacher lounge goodies, birthday surprises, and by funding numerous activities during staff appreciation week. Our PTO also supports events such as, Write-On Shades Cahaba, the Academic Expo, The MLK Jr. Day of Service, and Grandpals' Day. They are also very involved in volunteering throughout the school the entire year. We currently have forty-nine certified teachers, including one EL teacher, one reading coach, one guidance counselor, one speech and language pathologist, one nurse, one technology specialist, and two administrators. We have twenty-three full time support staff, including child nutrition, a bookkeeper, and a registrar. We have six National Board Certified teachers. Nine percent of our certified teachers are non-tenured.

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.

Homewood City School's Mission Statement:

The mission of Homewood City School's is to educate and empower all students to maximize their unique potential.

Shades Cahaba Vision Statement:

The SC community builds a strong foundation for lifelong learning in an ever-changing world.

Shades Cahaba Mission Statement:

Shades Cahaba educates, respects, protects and loves children.

Our Beliefs

- Individuals have the right to pursue their unique potential.

- Education is the most important responsibility of our society.

- All people have the right to be safe and secure and be treated with respect.

- Individuals are responsible for themselves and their actions.

- We embrace the individuality of all people.

- All people have the responsibility to be positive contributors to the community.

Our Desired Learner Outcomes

- I can demonstrate enthusiasm for life-long learning.

- I can exhibit a respect for self and others.

- I can work cooperatively as a member of the community.

- I can utilize conflict resolution skills.

- I can demonstrate the ability to use problem-solving and higher-order thinking strategies by using imagination, individuality, and creativity.

- I can possess the knowledge and skill in all academic areas to compete in a continually changing world.

- I can understand my work, what I know, and what I need to know.

- I can set goals and use learning targets to understand my work.

- I can be an effective oral and written communicator.

- I can demonstrate uniqueness in both the visual and performing arts.

- I can develop and maintain a level of appropriate physical fitness.

- I can develop an awareness and appreciation of individual and cultural differences.

- I can use technology as a means to promote thinking, to communicate, and master content.

- I can show good character by learning and living "The Shades Cahaba Way."

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.

The teachers in Homewood City Schools have given much time and effort to clearly and concisely communicate learning expectations for the students of Homewood. Our teachers have combined forces to clearly define what the students should know and be able to do at each grade level. By creating learning targets specific to Homewood, our teachers have added rigor and clarity to the existing course of study. Learning targets ensure consistent expectations in teaching and learning. Standards based reporting on the mastery of learning targets has been implemented in grades K-5 since the 2015-2016 school year. In addition Shades Cahaba was designated as a National Blue Ribbon school for the 2015-2016 school year and has been nominated for the ASCD Vision and Action award. Most recently, Shades Cahaba Elementary was designated as a 2017 National School of Character.

Additional Information

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

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Technology Integration Audit 2013 was prepared by Sun Associates in the Spring of 2013. During this audit, information was gathered from stakeholders in a variety of methods:

Focus groups of students, parents and teachers--selected by school administrators
Online Surveys for parents, teachers and administrators--
Interviews for administrators, IT staff, technology specialists and superintendent

These groups meet at a variety of times and dates to accommodate as many stakeholders as possible. All stakeholders were informed through letters regarding the audit process and their roles in this process. In September 2018, half of the committee was replaced with new members. The Assistant Principals for Instruction were asked to select all teacher members of the committee that would represent their schools. The Assistant Superintendent for Instruction and the Curriculum/Technology Coordinator determined which school administrators would serve on the committee. All members are invited to serve via a face-to-face conversation or email. The invitation includes an explanation of the purpose of the committee, and highlights of the previous year's accomplishments and unresolved tasks, information about the meeting schedule. The committee will meet once each semester after school and once in the summer, typically electronically.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

As in previous years, the committee is comprised of 2 Teachers representing K-12 and different subject areas, 1 librarian, 1 Technology Specialist, 2 school level administrators representing K-12. All stakeholders are to attend the meetings and participate in tasks, when applicable, between meetings.

Shades Cahaba Technology Committee, 2018-19
Dr. John Lowry-Principal
Wendy Story- Assistant Principal for Instruction
Beth Gladney- Librarian
Emily Dunleavy- Technology Specialist
Kim Shores- Teacher
Jenny Phillips- Teacher

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The plan was communicated to all stakeholders via email that included a summary of accomplishments, items in progress, and tasks that

should be addressed in the future. Stakeholders received updates of some kind at least quarterly

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		

Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

4th grade reading and math scores were above the school average.

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

Our 2017-18 4th grade Scantron scores increased from 77.2% ready in reading to 87.2% and math scores increased from 58.7% to 70.2% overall.
On the Star Math assessment, each cohort has increased their level of proficiency as they move up in grades.

Which area(s) indicate the overall highest performance?

Our highest area of performance was in 5th grade math. The average yearly growth in fifth grade from fall of 2017 to spring of 2018 was 13%.

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

Currently, we do not have data from state assessments to show trends.

Between which subgroups is the achievement gap closing?

Currently, we do not have data from state assessments to show trends.

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

Summative data from our 2017-2018 STAR assessments support strong scores in 4th grade reading and math.

Areas in Need of Improvement

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

5th grade reading proficiency was below the school average.

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

Based on scores from Fall 2017 to Spring 2018 on Scantron, there are no negative trends.

Which area(s) indicate the overall lowest performance?

The lowest overall performance was 3rd grade reading on Scantron, making only 5% growth.

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

Currently, we do not have data to show trends on state assessments.

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

Due to only having given Scantron for one full year and not receiving results, we are not able to define trends.

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

Summative data from our 2017-2018 STAR assessments show similar scores in 4th grade reading and math.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics   3.25
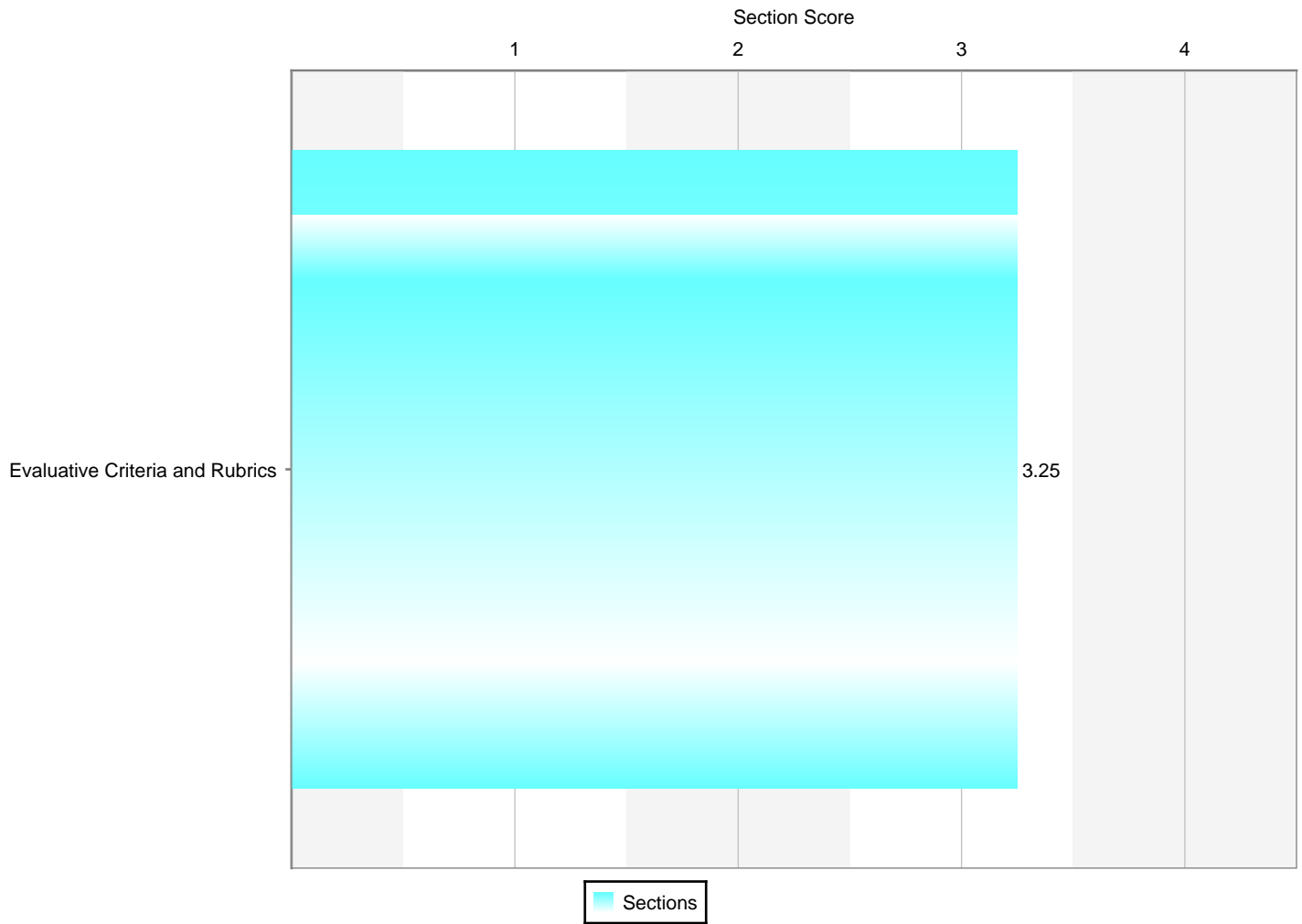
Sections

ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		ACIP Committee 18_19

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		Nondiscrimination 18_19

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes	Dr. Betty Winches Assistant Superintendent 450 Dale Ave. Homewood, AL 35209 205-870-4203	Nondiscrimination 18_19

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		Parent Plan 18_19

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	No	Not a Title 1 school	

Improvement Plan, 2018-2019

Overview

Plan Name

Improvement Plan, 2018-2019

Plan Description

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	Students at Shades Cahaba Elementary will receive instruction differentiated for academic growth.	Objectives: 1 Strategies: 1 Activities: 2	Academic	$0
2	Teachers will apply principles of sound assessment design to evaluate student mastery.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$0
3	We will develop and implement standards based reporting in grades K-5 based on clearly articulated learning targets	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	3rd grade students will increase 68 scaled score points as measured by the STAR reading test.	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: Students at Shades Cahaba Elementary will receive instruction differentiated for academic growth.

Measurable Objective 1:

A 10% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of 75% ready on the ASPIRE test in English Language Arts by 05/25/2017 as measured by ASPIRE .

Strategy 1:

Collaboration - Teachers will collaborate in various ways to determine student needs and plan instruction.

Category:

Research Cited: http://www.sreb.org/uploads/documents/2009/08/2009082412252408/Using_Data.pdf

Activity - Teacher training on differentiated instruction for language arts	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Use weekly grade-level meetings to research, read, and discuss strategies for implementing differentiated instruction.	Professional Learning	01/04/2016	05/25/2018	$0	General Fund	Principal/ Reading Coach/ Assistant Principal

Activity - Data meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will collaboratively review student data to target instructional needs of students. Tiered instruction and groupings will be established at these data meetings.	Professional Learning	01/04/2016	05/25/2018	$0	No Funding Required	Reading Coach, Assistant Principal for instruction, and Principal

Goal 2: Teachers will apply principles of sound assessment design to evaluate student mastery.

Measurable Objective 1:

A 3% increase of Kindergarten, First, Second, Third, Fourth and Fifth grade Black or African-American, Asian, Bottom 30%, White, Economically Disadvantaged, Gifted and Talented, Hispanic or Latino, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students will demonstrate a proficiency of ready on the ASPIRE in Mathematics by 05/25/2017 as measured by ASPIRE.

Strategy 1:

Assessment design - Teachers will determine criteria that defines mastery on specific learning objectives.

Category:

Research Cited: edit

Activity - Planning for assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will use common planning to create common formative assessments.	Professional Learning	11/05/2014	05/25/2018	$0	General Fund	Principal/ Reading Coach/ Assistant Principal

Activity - Review data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will analyze data from assessments to evaluate mastery of learning objectives.	Professional Learning	08/10/2015	05/25/2018	$0	General Fund	Teachers, Assistant Principal for Instruction, Reading Coach, and Principal

Activity - Research Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Review 'Classroom Assessment for Student Learning" and the five keys for quality assessment.	Professional Learning	08/10/2015	05/25/2018	$0	General Fund	Principal and Assistant Principal for Instruction

Goal 3: We will develop and implement standards based reporting in grades K-5 based on clearly articulated learning targets

Measurable Objective 1:

collaborate to define clear learning objectives with appropriate scaffolding to mastery by 05/20/2016 as measured by parent and teacher survey.

Strategy 1:

Standards Based Reporting - Collaboration and communication regarding the on-going revision of learning targets to gain common community understanding of student earning goals.

Category:

Activity - Parent Survey	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create a survey designed for meaningful parent feedback regarding standards based report cards.	Other - Survey	04/01/2016	05/25/2018	$0	Other	John Lowry Wendy Story

Goal 4: 3rd grade students will increase 68 scaled score points as measured by the STAR reading test.

Measurable Objective 1:

100% of Third grade students will increase student growth by 68 points in the aggregate according to the mean scaled score in Reading by 05/25/2017 as measured by scores on the STAR reading assessment. .

Strategy 1:

Increased engaged time reading - Time will be provided during the school day for students to read independently and with guidance on multiple genres (fiction and non-fiction).

Category: Develop/Implement College and Career Ready Standards

Research Cited: In order for students to improve reading scores, students need time to read independently and with structured support. According to Mike Schmoker in his book, FOCUS, ELEVATING THE ESSENTIALS TO RADICALLY IMPROVE STUDENT LEARNING, purposeful reading and writing- or authentic literacy- is one of three core elements to help students.

Activity - Monitor Student Reading Time and Scores	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will review student reading scores and engaged reading time quarterly at designated student data meetings. Administrators will monitor and reinforce reading strategies during classroom walkthroughs and observations.	Policy and Process	01/04/2016	05/25/2017	$0	No Funding Required	Classroom Teachers Reading Coach School Based Administration

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher training on differentiated instruction for language arts	Use weekly grade-level meetings to research, read, and discuss strategies for implementing differentiated instruction.	Professional Learning	01/04/2016	05/25/2018	$0	Principal/ Reading Coach/ Assistant Principal
Review data	Teachers will analyze data from assessments to evaluate mastery of learning objectives.	Professional Learning	08/10/2015	05/25/2018	$0	Teachers, Assistant Principal for Instruction, Reading Coach, and Principal
Planning for assessments	Teachers will use common planning to create common formative assessments.	Professional Learning	11/05/2014	05/25/2018	$0	Principal/ Reading Coach/ Assistant Principal
Research Assessments	Review 'Classroom Assessment for Student Learning" and the five keys for quality assessment.	Professional Learning	08/10/2015	05/25/2018	$0	Principal and Assistant Principal for Instruction
				Total	$0	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Parent Survey	Create a survey designed for meaningful parent feedback regarding standards based report cards.	Other - Survey	04/01/2016	05/25/2018	$0	John Lowry Wendy Story
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible

Monitor Student Reading Time and Scores	Teachers will review student reading scores and engaged reading time quarterly at designated student data meetings. Administrators will monitor and reinforce reading strategies during classroom walkthroughs and observations.	Policy and Process	01/04/2016	05/25/2017	$0	Classroom Teachers Reading Coach School Based Administration
Data meetings	Teachers will collaboratively review student data to target instructional needs of students. Tiered instruction and groupings will be established at these data meetings.	Professional Learning	01/04/2016	05/25/2018	$0	Reading Coach, Assistant Principal for instruction, and Principal
				Total	$0	

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		ShadesCahabaSta keholder1516

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Our purpose statement is clearly focused on student success and our school's leaders expect staff members to hold all students to high standards.

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

All teachers in our school personalize instructional strategies and interventions to address individual learning need of students.

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

All teachers in our school personalize instructional strategies and interventions to address individual learning need of students.

Areas in Need of Improvement

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

All teachers in our school use consistent common grading and reporting policies across grade-levels and courses based on clearly defined criteria.
All teachers in our school personalize instructional strategies and interventions to address individual learning need of students.

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

Our school provides qualified staff members to support student learning.

What are the implications for these stakeholder perceptions?

As funding has decreased, class sizes have increased and support positions have been eliminated. It is important for us to explore ways to minimize these circumstances by focusing on providing engaging and purposeful classroom instruction and assessment.

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

Our school provides qualified staff members to support student learning.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

4

Sections