



Teaching & Learning Review

Name of Institution

Reviewed: Menifee Elementary School

Date: April 18 - 20, 2016

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Principal: Terry Bradley



Introduction

The KDE Teaching and Learning Review is designed to:

- provide feedback to schools regarding the progress on improving student performance over the last two to three years based on Kentucky assessment and accountability data
- inform continuous improvement processes leading to higher levels of student achievement as well as ongoing improvement in the conditions that support learning

The report reflects the team's analysis of AdvancED Standard 3, Teaching and Assessing for Learning. Findings are supported by:

- examination of an array of student performance data
- Self-Assessment
- school and classroom observations using the Effective Learning Environment Observation Tool (ELEOT™)
- review of documents and artifacts
- examination of ASSIST stakeholder survey data
- principal and stakeholder interviews

The report includes:

- an overall rating for Standard 3
- a rating for each indicator
- listing of evidence examined to determine the rating
- Powerful Practices (level 4) and Improvement Priorities (level 1 or 2) also include narrative explanations or rationale based on data and information gathered or examined by the team

Standard 3: Teaching and Assessing for Learning

Standard 3: The school’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.	School Rating for Standard 3 2.00	Team Rating for Standard 3 1.33
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.1	<p>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.</p> <p><i>Level 4</i> 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 that align with the school’s purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.</p> <p><i>Level 3</i> 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.</p> <p><i>Level 2</i> Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.</p> <p><i>Level 1</i> Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is no evidence to indicate how successful students will be at the next level. Like courses/classes do not always have the same learning expectations. No individualization for students is evident.</p>	2	1

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.2	<p>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.</p> <p><i>Level 4</i> Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school’s goals</p>	2	2

	<p>for achievement and instruction and statement of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.</p> <p>Level 3 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.</p> <p>Level 2 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. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised.</p> <p>There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.</p> <p>Level 1 School personnel rarely or never monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose. No process exists to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction, and assessment.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.3	<p>Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.</p> <p>Level 4 Teachers are consistent and deliberate in planning and using 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 each student. Teachers consistently 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.</p> <p>Level 3 Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.</p> <p>Level 2 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.</p> <p>Level 1 Teachers rarely or never use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers seldom or never personalize</p>	2	2

	instructional strategies. Teachers rarely or never 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.
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.4	<p>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</p> <p>Level 4 School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation 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.</p> <p>Level 3 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.</p> <p>Level 2 School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</p> <p>Level 1 School leaders occasionally or randomly 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.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.5	<p>Teachers participate in collaborative learning communities to improve instruction and student learning.</p> <p>Level 4 All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.</p> <p>Level 3 All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such</p>		

	<p>as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.</p> <p>Level 2 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.</p> <p>Level 1 Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss 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 rarely occur among school personnel. School personnel see little value in collaborative learning communities.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.6	<p>Teachers implement the school’s instructional process in support of student learning.</p> <p>Level 4 All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.</p> <p>Level 3 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.</p> <p>Level 2 Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.</p> <p>Level 1 Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	1
3.7	<p>Mentoring, coaching and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning.</p> <p>Level 4 All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school’s values and beliefs about teaching, learning, and the</p>		

	<p>conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.</p> <p>Level 3 School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.</p> <p>Level 2 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.</p> <p>Level 1 Few or no 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. Limited or no expectations for school personnel are included.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.8	<p>The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.</p> <p>Level 4 Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.</p> <p>Level 3 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.</p> <p>Level 2 Programs that engage families in their children's education are available. School personnel provide information about children's learning.</p> <p>Level 1 Few or no programs that engage families in their children's education are available. School personnel provide little relevant information about children's learning.</p>		

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
		2	2
3.9	<p>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.</p> <p>Level 4 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p> <p>Level 3 School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.</p>		

	<p>Level 2 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.</p> <p>Level 1 Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.10	<p>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.</p> <p>Level 4 All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.</p> <p>Level 3 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.</p> <p>Level 2 Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student’s attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.</p> <p>Level 1 Few or no teachers use common grading and reporting policies, processes, and procedures. Policies, processes, and procedures, if they exist, are rarely implemented across grade levels or courses, and may not be well understood by stakeholders. No process for evaluation of grading and reporting practices is evident.</p>	2	1

Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.11	<p>All staff members participate in a continuous program of professional learning.</p> <p>Level 4 All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 3 All staff members participate in a continuous program of professional learning that is aligned with the school’s purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and</p>	2	1

	<p>support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.</p> <p>Level 2 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.</p> <p>Level 1 Few or no staff members participate in professional learning. Professional development, when available, may or may not address the needs of the school or build capacity among staff members. If a program exists, it is rarely and/or randomly evaluated.</p>
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Indicator Rating	<input type="checkbox"/> Powerful Practice <input type="checkbox"/> Improvement Priority	School Rating	Team Rating
3.12	<p>The school provides and coordinates learning support services to meet the unique learning needs of students.</p> <p>Level 4 School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.</p> <p>Level 3 School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.</p> <p>Level 2 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.</p> <p>Level 1 School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel provide or coordinate some learning support services to students within these special populations.</p>	2	1

Teaching and Learning Impact

The impact of teaching and learning on student achievement is the primary expectation of every institution. The relationship between teacher and learner must be productive and effective for student success. The impact of teaching and learning includes an analysis of student performance results; instructional quality; learner and family engagement; support services for student learning; curriculum quality and efficacy; and college and career readiness data. All key indicators of an institution's performance demonstrate an impact on teaching and learning.

School and Student Performance Results

Annual Measurable Objective (AMO)

Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
2014-2015						
Elementary School	63.7	64.7	63.6	No	Yes	N/A
Middle School	62.5	63.5	59.6	No	Yes	N/A
2013-2014						
Elementary School	60.8	61.8	66.7	Yes	Yes	N/A
Middle School	58.5	59.5	62.8	Yes	Yes	N/A

Percentages of Students Scoring at Proficient/Distinguished (P/D) Levels on the K-PREP Assessments at the School and in the State (2012-2013, 2013-2014, 2014-2015)

Content Area	%P/D School (12-13)	%P/D State (12-13)	%P/D School (13-14)	%P/D State (13-14)	%P/D School (14-15)	%P/D State (14-15)
Reading						
3 rd grade	25.8	47.6	51.2	54.1	25.0	54.3
4 th grade	40.4	48.8	53.6	54.0	50.0	52.2
5 th grade	22.5	47.1	57.7	55.9	56.0	56.0
6 th grade	40.0	46.3	45.5	52.8	53.4	52.9
7 th grade	51.2	54.7	53.8	54.4	54.7	54.5
8 th grade	44.3	52.4	58.0	52.2	46.3	54.1
Math						
3 rd grade	35.5	43.5	36.6	45.8	15.6	47.6
4 th grade	40.4	43.9	60.7	49.0	45.7	48.6
5 th grade	27.5	44.3	38.5	52.7	32.0	50.3
6 th grade	21.3	38.5	23.4	47.3	25.0	43.2
7 th grade	18.3	38.6	25.6	42.1	17.3	40.9
8 th grade	11.4	45.1	29.6	45.2	21.3	44.2
Science						
4 th grade	61.7	68.5	75.0	71.3	N/A	N/A
7 th grade	53.7	61.2	50.0	64.2	N/A	N/A
Social Studies						
5 th grade	30.0	59.3	53.8	58.2	60.0	60.6
8 th grade	50.6	59.2	61.7	59.4	51.3	58.6
Writing						
5 th grade	22.5	35.7	30.8	38.7	40.0	43.8
6 th grade	51.3	48.0	58.4	52.3	59.1	44.1

8 th grade	40.5	38.6	29.6	35.2	31.3	34.3
Language Mech.						
4 th grade	46.8	53.7	46.4	51.8	41.3	55.6
6 th grade	42.5	43.8	29.9	40.3	43.2	46.1

Grade 8 Percentages of Students Meeting Benchmarks on EXPLORE at School and State								
	English School	English State	Math School	Math State	Reading School	Reading State	Science School	Science State
2015	56.4	60.7	15.4	31.6	37.2	39.5	6.4	15.3
2014	65.2	64.6	18.5	34.6	44.6	44.1	15.2	15.2
2013	59.2	66.0	13.2	33.9	35.5	41.6	9.2	19.2

School Achievement of Proficiency and Gap Delivery Targets (2014-2015)

Tested Area (2014-2015)	Proficiency Delivery Target for % P/D	Actual Score	Met Target (Yes or No)	Gap Delivery Target for % P/D	Actual Score	Met Target (Yes or No)
Combined Reading & Math						
Elementary School	44.6	40.3	No	40.2	31.0	No
Middle School	42.0	37.0	No	38.6	28.9	No
Reading						
Elementary School	48.0	45.4	No	43.7	35.2	No
Middle School	54.8	52.6	No	50.8	44.1	No
Math						
Elementary School	41.1	35.1	No	36.6	26.8	No
Middle School	29.2	21.4	No	26.5	13.7	No
Science						
Elementary School	N/A	N/A	N/A	N/A	N/A	N/A
Middle School	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies						
Elementary School	50.4	60.9	Yes	44.9	61.1	Yes
Middle School	63.7	55.4	No	57.6	44.2	No
Writing						
Elementary School	30.6	39.1	Yes	26.9	38.9	Yes
Middle School	49.9	47.2	No	46.2	40.5	No

Program Reviews 2014-2015						
Program Area	Curriculum and Instruction (3 pts possible)	Formative & Summative Assessment (3 pts possible)	Professional Development (3 pts possible)	Administrative/Leadership Support (3 pts possible)	Total Score (12 points possible)	Classification
Arts and Humanities						
Elementary School	2.19	2.00	1.33	1.90	7.4	Needs Improvement
Middle School	2.18	2.00	1.33	1.90	7.4	Needs Improvement
Practical Living						
Elementary School	1.92	1.83	1.89	1.75	7.4	Needs Improvement
Middle School	1.82	1.83	1.89	1.75	7.3	Needs Improvement
Writing						
Elementary School	1.94	2.13	1.44	1.14	6.7	Needs Improvement
Middle School	1.94	2.13	1.44	1.14	6.7	Needs Improvement
K-3						
Elementary School	2.15	2.00	1.75	1.71	7.6	Needs Improvement

Summary of School and Student Performance Data I made some changes in some of the data points in this section. The team used the Accountability tab rather than Assessment for 2014-15, which threw some of their points off.

Plus

- The elementary school met the AMO (Annual Measurable Objective) goal for 2013-14.
- The middle school met the AMO goal for 2013-14.
- The percentage of sixth grade students scoring Proficient/Distinguished in writing has increased each year since 2012-13 and has exceeded the state average for each of the past three years.
- On the EXPLORE in 2014, students outperformed the state averages in English and reading as well as scoring at the same level as the state average in science.
- The elementary school exceeded both the Proficiency and Gap Delivery targets for students scoring at the Proficient/Distinguished level in writing.
- The elementary school exceeded both the Proficiency and Gap Delivery targets for students scoring at the Proficient/Distinguished level in social studies.

Delta

- The elementary school did not meet the AMO (Annual Measurable Objective) goal for 2014-15.
- The middle school did not meet the AMO goal for 2014-15.
- The elementary school's AMO overall score in 2014-15 was 0.1 points less than the prior year's AMO overall score.
- The middle school's AMO overall score in 2014-15 was 2.9 points less than the prior year's AMO overall score.

- On Program Reviews, Curriculum and Instruction, Professional Development and Administrative/Leadership Support in the area of Writing show Needs Improvement.
- All program areas on the Program Review are classified as Needs Improvement.
- The percentage of third grade students scoring Proficient/Distinguished in reading has not improved compared to 2012-13 and is still approximately 29 points below the state average.
- All grade levels have fewer students scoring at the Proficient/Distinguished level in mathematics as compared to the state average. This difference ranges anywhere from 15.6 percentage points (3rd grade) to 32.0 percentage points (5th grade).
- Students performed below the state average in all EXPLORE content areas for the 2013 and 2015 school years.
- The gap between the actual percentage of students meeting benchmark on EXPLORE as compared to the state average is largest in mathematics. In 2015, the difference is 16.2 percentage points and the overall average gap over the three year time period is 17.7 points.
- The middle school did not meet either the Proficiency or Gap Delivery targets for students scoring at the Proficient/Distinguished level in any content area.
- Neither the elementary school nor the middle school met the Proficiency or Gap Delivery targets for students at the Proficient/Distinguished level in math or reading.

Stakeholder Survey Results

Teaching and Learning Impact										
Indicator	Parent Survey		Student Survey						Staff Survey	
	Survey Item	%agree/strongly agree	ms/hs Survey Item	%agree/strongly agree	Elem. (3-5) Survey Item	%agree	Early elem. (K-2) Survey Item	%agree/strongly agree	Survey Item	%agree/strongly agree
3.1	10	68.2	10	68.9	6	89.0	4		26	60.0
3.1	11	76.0	11	62.7	7	88.2			51	70.0
3.1	13	54.3	17	47.4						
3.1	34	68.3	32	72.3						
3.2	21	74.4	17	47.4					16	66.7
3.2									22	63.3
3.3	12	67.4	10	68.9	7	88.2	5		17	63.3
3.3	13	54.3	16	72.7	8	80.3			18	60.0
3.3	22	75.2	17	47.4	16	93.7			19	56.7
3.3			26	57.4						
3.4									3	71.0
3.4									11	76.7
3.4									12	76.7
3.4									13	60.0
3.5	14	64.3	5	71.9					8	70.0
3.5									24	76.7
3.5									25	53.3

3.6	19	78.3	9	77.0	9	89.0	6		20	63.3
3.6	21	74.4	18	75.1	19	84.3			21	56.7
3.6			20	74.6					22	63.3
3.7	14	64.3	5	71.9					8	70.0
3.7									30	46.7
3.7									31	46.7
3.8	9	57.9	13	59.8	10	55.9	7		15	63.3
3.8	15	70.5	21	61.3	12	78.7			34	63.3
3.8	16	59.7							35	63.3
3.8	17	79.1								
3.8	35	69.1								
3.9	20	72.1	14	60.3	11	88.6	8		28	63.3
3.9					13	87.4				
3.10			22	75.6	12	78.7	9		9	83.3
3.10									21	56.7
3.10									23	50.0
3.11									32	70.0
3.11									33	60.0
3.12	13	54.3	1	70.0					27	76.7
3.12	23	69.8	17	47.4					29	63.3
5.1									47	80.0
5.1									48	60.0
5.2									49	56.7
5.3									50	50.0
5.4					20	93.7			51	70.0
5.4									52	63.3
5.5	33	68.3	30	59.3	19	84.3	14		52	63.3
5.5									53	63.3

Summary of Stakeholder Feedback

Plus

- Based upon survey data among staff, 83 percent agree/strongly agree with the following statement: “Our school’s leaders expect staff members to hold all students to high academic standards.”
- Based upon survey data among staff, 77 percent agree/strongly agree with the following statement: “All teachers in our school participate in collaborative learning communities that meet both informally and formally across grade levels and content areas.”

- Based upon survey data among staff, 77 percent agree/strongly agree with the following statement: “Our school's leaders hold all staff members accountable for student learning.”
- Based upon survey data among staff, 77 percent agree/strongly agree with the following statement: “In our school, related learning support services are provided for all students based on their needs.”
- Based upon survey data among middle school students, 77 percent agree/strongly agree with the following statement: “My school gives me multiple assessments to check my understanding of what was taught.”
- Based upon survey data among middle school students, 76 percent agree/strongly agree with the following statement: “All of my teachers fairly grade and evaluate my work.”
- Based upon survey data among elementary students, 89 percent agree/strongly agree with the following statement: “My teachers help me learn things I will need in the future.”
- Based upon survey data among elementary students, 89 percent agree/strongly agree with the following statement: “My teachers tell me how I should behave and do my work.”
- Based upon survey data among parents 76 percent agree/strongly agree with the following statement, “All of my child’s teachers give work that challenges my child.”
- Based upon survey data among parents 74 percent agree/strongly agree with the following statement, “My child is given multiple assessments to measure his/her understanding of what was taught.”
- Based upon survey data among parents 72 percent agree/strongly agree with the following statement, “My child has at least one adult advocate in the school.”

Delta

- Based upon survey data among staff, 47 percent agree/strongly agree with the following statement: “In our school, a formal process is in place to support new staff members in their professional practice.” This indicates an absence of agreement.
- Based upon survey data among staff, 47 percent agree with the following statement: “In our school, staff members provide peer coaching to teachers.” This indicates an absence of agreement.
- Based upon survey data among staff, 53 percent agree/strongly agree with the following statement: “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).” This indicates an absence of agreement.
- Based upon survey data among staff, 57 percent agree/strongly agree with the following statement: “All teachers in our school use a variety of technologies as instructional resources.” This indicates an absence of agreement.
- Based upon survey data among middle school students, 47 percent agree/strongly agree with the following statement: “All of my teachers change their teaching to meet my learning needs.” This indicates an absence of agreement.
- Based upon survey data among middle school students, 57 percent agree/strongly agree with the following statement: “In my school, computers are up-to date and used by teachers to help me learn.” This indicates an absence of agreement.
- Based upon survey data among parents, 54 percent agree/strongly agree with the following statement: “All of my child’s teachers meet his/her learning needs by individualizing instruction.” This indicates an absence of agreement.
- Based upon survey data among parents, 60 percent agree/strongly agree with the following statement: “All of my child’s teachers keep me informed regularly of how my child is being graded.” This indicates an absence of agreement.
- Based upon survey data among parents, 68 percent agree/strongly agree with the following statement: “My child is prepared for success in the next school year.” This indicates an absence of agreement.

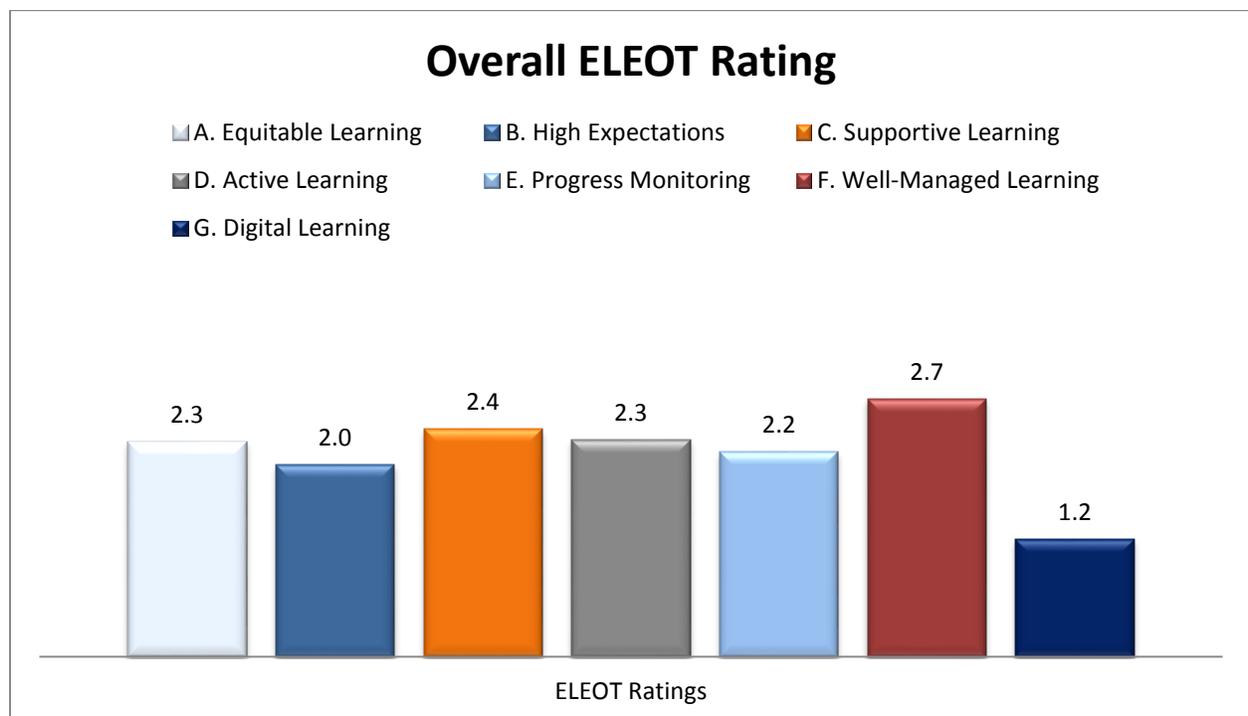
- Based upon survey data among parents, 58 percent agree/strongly agree with the following statement: “Our school provides opportunities for stakeholders to be involved in the school.”

Effective Learning Environments Observation Tool (eleot™) Results

Every learner should have access to an effective learning environment in which she/he has multiple opportunities to be successful. The Effective Learning Environments Observation Tool measures the extent to which learners are in an environment that is equitable, supportive, and well-managed. An environment where high expectations are the norm and active learning takes place. It measures whether learners' progress is monitored and feedback is provided and the extent to which technology is leveraged for learning.

Observations of classrooms or other learning venues are conducted for a minimum of 20 minutes per observation. Every member of the External Review Team is required to be trained and pass a certification exam to use the eleot™ tool for observation. Team members conduct multiple observations during the review process and provide ratings on 30 items based on a 4-point scale. During the review, team members conducted eleot™ observations in 15 classrooms.

The following provides the aggregate average score across multiple observations for each of the 7 learning environments included in eleot™.



Summary of eleot™ Data

Equitable Learning Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- The component “Has differentiated learning opportunities and activities that meet her/his needs” was evident/very evident in 7 percent of classrooms.

High Expectations Learning Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- The component “Is tasked with activities and learning that are challenging but attainable” was evident/very evident in 20 percent of classrooms.
- The component “Is provided exemplars of high quality work” was evident/very evident in 14 percent of classrooms.
- The component “Is engaged in rigorous coursework, discussions, and/or tasks” was evident/very evident in 20 percent of classrooms.
- The component “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” was evident/very evident in 20 percent of classrooms.

Supportive Learning Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- The component “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” was evident/very evident in zero percent of classrooms.
- The component “Is provided support and assistance to understand content and accomplish tasks” was evident/very evident in 40 percent of classrooms.

Active Learning Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- The component “Makes connections from content to real-life experiences” was evident/very evident in 33 percent of classrooms.
- The component “Is actively engaged in the learning activities” was evident/very evident in 34 percent of classrooms.

Progress Monitoring Learning Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- The component “Is asked and/or quizzed about individual progress/learning” was evident/very evident in 34 percent of classrooms.
- The component “Demonstrates or verbalizes understanding of the lesson/content” was evident/very evident in 27 percent of classrooms.

- The component “Understands how her/his work is assessed” was evident/very evident in 13 percent of classrooms.

Well-Managed Learning Environment

Plus

- The component “Speaks and interacts respectfully with teacher(s) and peers” was evident/very evident in 93 percent of classrooms.
- The component “Follows classroom rules and works well with others” was evident/very evident in 80 percent of classrooms.
- The component “Knows classroom routines, behavioral expectations and consequences” was evident/very evident in 80 percent of classrooms.

Delta

- The component “Collaborates with other students during student-centered activities” was evident/very evident in 27 percent of classrooms.

Digital Learning Environment

Plus

- N/A – Percentages were not high enough to qualify as a plus.

Delta

- The Digital Learning Environment received an overall rating of 1.2 on a 4.0 scale.
- The component “Uses digital tools/technology to communicate and work collaboratively for learning” was evident in zero percent of classrooms.

FINDINGS OF THE INTERNAL REVIEW TEAM

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.5/3.12

Action Statement:

Continue to refine and implement a system of professional learning communities where staff members participate in the analysis of student learning and achievement, sharing of high yield strategies, reflection, and peer coaching. This process should also include using data to identify and meet the unique learning needs of all students and to provide individualized learning support services including academic and behavioral interventions to all students.

Evidence and Rationale:

Student Performance Data

- The elementary school did not meet the AMO (Annual Measurable Objective) goal for 2014-15.
- The middle school did not meet the AMO goal for 2014-15.
- The elementary school’s AMO overall score in 2014-15 was 0.1 points less than the prior year’s AMO overall score.
- The middle school’s AMO overall score in 2014-15 was 2.9 points less than the prior year’s AMO overall score.

- The percentage of third grade students scoring Proficient/Distinguished in reading has not improved compared to 2012-13 and is still approximately 29 points below the state average.
- All grade levels have fewer students scoring at the Proficient/Distinguished level in mathematics as compared to the state average. This difference ranges anywhere from 15.6 percentage points (3rd grade) to 32.0 percentage points (5th grade).
- Students performed below the state average in all EXPLORE content areas for the 2013 and 2015 school years.
- The gap between the actual percentage of students meeting benchmark on EXPLORE as compared to the state average is largest in mathematics. In 2015, the difference is 16.2 percentage points and the overall average gap over the three year time period is 17.7 points.
- The middle school did not meet either the Proficiency or Gap Delivery targets for students scoring at the Proficient/Distinguished level in any content area.
- Neither the elementary school nor the middle school met the Proficiency or Gap Delivery targets for students at the Proficient/Distinguished level in math or reading.

Classroom Observation Data

- The component “Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs” was evident/very evident in zero percent of classrooms.
- The component “Is provided support and assistance to understand content and accomplish tasks” was evident/very evident in 40 percent of classrooms.
- The component “Is asked and/or quizzed about individual progress/learning” was evident/very evident in 34 percent of classrooms.
- The component “Demonstrates or verbalizes understanding of the lesson/content” was evident/very evident in 27 percent of classrooms.

Stakeholder Survey Data and Interviews

- Based upon survey data among staff, 53 percent agree/strongly agree with the following statement: “All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching).” This indicates an absence of agreement.
- Based upon survey data among staff, 47 percent agree/strongly agree with the following statement: “In our school, a formal process is in place to support new staff members in their professional practice.” This indicates an absence of agreement.
- Based upon survey data among staff, 47 percent agree with the following statement: “In our school, staff members provide peer coaching to teachers.” This indicates an absence of agreement.

Documents and Artifacts

- There is an expectation for teaching staff to participate in professional learning communities on a regular basis; however, there was limited evidence revealing these meetings center on instructional practices or lead to changes in instructional practices in the classroom.
- There is limited evidence in the artifacts or through stakeholder interviews that teachers intentionally plan instruction focused on using high-yield instructional strategies. Additionally, there is limited evidence that teachers use student exemplars along with formative assessments for guiding and informing students about learning.
- There is evidence the school has built intervention time in the school’s master schedule; however, there was limited evidence on how research-based interventions and high-yield instructional strategies were being provided to meet the individual learning needs of students.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.4

Action Statement:

Continue to develop a system whereby school leadership monitors every classroom and provides specific feedback emphasizing the improvement of instructional practices ensuring academic success for all students. This system must also include structures for teacher support and avenues to ensure implementation of improvement initiatives.

Evidence and Rationale:

Student Performance Data

- The elementary school did not meet the AMO (Annual Measurable Objective) goal for 2014-15.
- The middle school did not meet the AMO goal for 2014-15.
- The elementary school's AMO overall score in 2014-15 was 0.1 points less than the prior year's AMO overall score.
- The middle school's AMO overall score in 2014-15 was 2.9 points less than the prior year's AMO overall score.

Classroom Observation Data

- The component "Has differentiated learning opportunities and activities that meet her/his needs" was evident/very evident in 7 percent of classrooms.
- The component "Is tasked with activities and learning that are challenging but attainable" was evident/very evident in 20 percent of classrooms.
- The component "Is provided exemplars of high quality work" was evident/very evident in 14 percent of classrooms.
- The component "Is engaged in rigorous coursework, discussions, and/or tasks" was evident/very evident in 20 percent of classrooms.
- The component "Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)" was evident/very evident in 20 percent of classrooms.
- The component "Makes connections from content to real-life experiences" was evident/very evident in 33 percent of classrooms.
- The component "Is actively engaged in the learning activities" was evident/very evident in 34 percent of classrooms.

Stakeholder Survey Data and Interviews

- Based upon survey data among staff, 47 percent agree/strongly agree with the following statement: "In our school, a formal process is in place to support new staff members in their professional practice." This indicates an absence of agreement.
- Based upon survey data among staff, 53 percent agree/strongly agree with the following statement: "All teachers in our school have been trained to implement a formal process that promotes discussion about student learning (e.g., action research, examination of student work, reflection, study teams, and peer coaching)." This indicates an absence of agreement.
- Based upon survey data among staff, 57 percent agree/strongly agree with the following statement: "All teachers in our school use a variety of technologies as instructional resources." This indicates an absence of agreement.

Documents and Artifacts

- There was some evidence the principal and district conducted walkthroughs and attended PLC (professional learning community) meetings. However, review of documents and artifacts reveal the school administration provides limited feedback to teachers after walkthrough experiences. Interviews indicated walkthroughs can be sporadic and include little to no feedback leading to change or improvement of teaching practices.
- Review of documents and artifacts reveal evidence that teachers create lesson plans to guide instruction, but various forms of lesson plan templates are used. The principal indicated teachers receive lesson plan feedback on a regular basis, but there was limited evidence of a monitoring system whereby teachers receive feedback except for general statements of a positive nature. There was limited evidence that feedback was face-to-face and included suggestions regarding the improvement of professional practice. There was also no evidence indicating school administration had any specific expectations of lesson plan elements. Each teacher was given the opportunity to plan as he or she best saw fit.

SCHOOL IMPROVEMENT PRIORITY

Indicator: 3.3/3.6

Action Statement:

Collaboratively design an instructional process that clearly informs students of learning expectations, uses exemplars to guide and inform students, requires multiple measures (formative and summative), and ensures teachers use varied and research-based instructional strategies that meet the needs of all students and require student collaboration, self-reflection, and critical thinking skills.

Evidence and Rationale:

Student Performance Data

- The elementary school did not meet the AMO (Annual Measurable Objective) goal for 2014-15.
- The middle school did not meet the AMO goal for 2014-15.
- The elementary school's AMO overall score in 2014-15 was 0.1 points less than the prior year's AMO overall score.
- The middle school's AMO overall score in 2014-15 was 2.9 points less than the prior year's AMO overall score.
- The percentage of third grade students scoring Proficient/Distinguished in reading has not improved compared to 2012-13 and is still approximately 29 points below the state average.
- All grade levels have fewer students scoring at the Proficient/Distinguished level in mathematics as compared to the state average. This difference ranges anywhere from 15.6 percentage points (3rd grade) to 32.0 percentage points (5th grade).
- Students performed below the state average in all EXPLORE content areas for the 2013 and 2015 school years.
- The gap between the actual percentage of students meeting benchmark on EXPLORE as compared to the state average is largest in mathematics. In 2015, the difference is 16.2 percentage points and the overall average gap over the three year time period is 17.7 points.
- The middle school did not meet either the Proficiency or Gap Delivery targets for students scoring at the Proficient/Distinguished level in any content area.
- Neither the elementary school nor the middle school met the Proficiency or Gap Delivery targets for students at the Proficient/Distinguished level in math or reading.

Classroom Observation Data

- The component “Is tasked with activities and learning that are challenging but attainable” was evident/very evident in 20 percent of classrooms.
- The component “Is provided exemplars of high quality work” was evident/very evident in 14 percent of classrooms.
- The component “Is engaged in rigorous coursework, discussions, and/or tasks” was evident/very evident in 20 percent of classrooms.
- The component “Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)” was evident/very evident in 20 percent of classrooms.
- The component “Makes connections from content to real-life experiences” was evident/very evident in 33 percent of classrooms.
- The component “Is actively engaged in the learning activities” was evident/very evident in 34 percent of classrooms.
- The component “Is asked and/or quizzed about individual progress/learning” was evident/very evident in 34 percent of classrooms.
- The component “Demonstrates or verbalizes understanding of the lesson/content” was evident/very evident in 27 percent of classrooms.

Stakeholder Survey Data and Interviews

- Based upon survey data among staff, 57 percent agree/strongly agree with the following statement: “All teachers in our school use a variety of technologies as instructional resources.” This indicates an absence of agreement.
- Based upon survey data among parents, 54 percent agree/strongly agree with the following statement: “All of my child’s teachers meet his/her learning needs by individualizing instruction.” This indicates an absence of agreement.

Documents and Artifacts

- Review of documents and artifacts reveal evidence that teachers create lesson plans to guide instruction, but various forms of lesson plan templates are used. The principal indicated teachers receive lesson plan feedback on a regular basis, but there was limited evidence of a monitoring system whereby teachers receive feedback except for general statements of a positive nature. There was limited evidence that feedback was face-to-face and included suggestions regarding the improvement of professional practice. There was also no evidence indicating school administration had any specific expectations of lesson plan elements. Each teacher was given the opportunity to plan as he or she best saw fit.
- There is limited evidence in the artifacts or through stakeholder interviews that teachers intentionally plan instruction focused on using high-yield instructional strategies. Additionally, there is limited evidence that teachers use student exemplars along with formative assessments for guiding and informing students about learning.

DISTRICT FINDINGS OF THE INTERNAL REVIEW TEAM

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.1

Action Statement:

Continue to develop a comprehensive curriculum, based on national and state standards, that promotes learning experiences in each course/class to provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that prepare students for success at the next level. Create a monitoring system to ensure that learning activities are individualized for each student in a way that supports achievement of expectations and are aligned to the curriculum.

Evidence and Rationale:

See school reports for evidence, rationale, and supporting data.

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.10

Action Statement:

Clearly communicate to all stakeholders common grading and reporting policies, processes, and procedures based on clearly defined criteria (adopted grading fixes at all grade spans) that represent each student's attainment of content knowledge and skills. Monitor (at both school and district level) to ensure that these policies, processes and procedures are implemented without fail across all grade levels and all courses, and formally and regularly evaluate them. Evaluation of implementation should result in review and revision, if warranted, of current practices.

Evidence and Rationale:

See school reports for evidence, rationale, and supporting data.

DISTRICT IMPROVEMENT PRIORITY

Indicator: 3.11

Action Statement:

Implement a formalized system for collaboratively identifying staff professional learning needs and evaluating the effectiveness of professional development offerings provided by the schools and district.

Ensure all staff members participate in a rigorous, continuous program of professional learning that is aligned to the district and schools' purpose and direction and addresses the needs of the school and as well as the needs of the individual. Professional development opportunities should be based on a needs assessment of the district and school, build capacity among all professional and support staff, and be evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.

Evidence and Rationale:

See school reports for evidence, rationale, and supporting data.

Attachments:

- 1) eleot™ Worksheet

2015 Feedback Report Addendum

The purpose of this addendum is to provide feedback on progress made in addressing improvement priorities identified in the 2015 Internal Review for Meniffee Elementary School.

Improvement Priority 1: (3.3/3.12) Implement a process for using data to identify and meet the unique learning needs of all (through the use of varied 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) and to provide individualized learning support services to all students.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

School Supporting Rationale:

Team Evidence:

- PLC implementation
- RtI (Response to Intervention /ESS (Extended School Services) daytime waiver classes
- Lesson plans
- School data wall/Think Link data
- Stakeholder interviews

Team Supporting Rationale:

Some professional learning experiences have been provided to support the implementation of PLCs (professional learning communities). The degree to which PLCs are functioning to significantly impact improvement in professional practice in student performance is, however, not evident. The school has attempted to build a process for reviewing and analyzing student performance data. Professional learning communities met to discuss Think Link data and create rosters for RtI (Response to Intervention) classes. The school has seen improvements in the reduction of Novice students from fall to spring, but there is little evidence to indicate conversations around the data occur leading to significant instructional changes to reach all levels of proficiency as well as other learning needs. There is not a consistent and deliberate focus on high-yield instructional strategies for personalizing learning.

Improvement Priority 2: (3.4) Implement a formal process for monitoring and supporting the instructional practices of teachers to ensure student success.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.
School Evidence:		

School Supporting Rationale:

<p>Team Evidence:</p> <ul style="list-style-type: none"> • Artifacts from walkthroughs • District walkthroughs with eleot™ • Lesson plans • PLC minutes • Plus/Delta

Team Supporting Rationale:
 The district has implemented a walkthrough process using the eleot™ document; however, expectations and next steps were not provided for the school toward improving classroom instruction. The principal has no formal process for monitoring and giving feedback to teachers outside the evaluation expectations. The principal has a goal of being in classrooms twice a month, but stated he has not been able to meet this goal most months. The principal attends PLC (professional learning community) meetings and reviews lesson plans. His feedback is limited and does not provide specific expectations for improvement in instruction.

Improvement Priority 3: (3.5/3.6) Design and implement a school instructional process that consistently and clearly informs students of learning expectations, uses exemplars to guide and inform students, includes multiple measures (e.g., formative, summative, other relevant assessments) to guide modification of instruction and possible interventions, and provides students with specific and timely feedback. This process should include professional learning communities where staff members participate in the analysis of student learning and achievement, sharing of high yield strategies, reflection, and peer coaching.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
X	X	This improvement priority has been partially addressed.
		There is little or no evidence that this improvement priority has been addressed.

School Evidence:

School Supporting Rationale:

Team Evidence:

- PLC minutes and agendas
- Classroom observations
- RtI and ESS classes developed for MS (middle school)
- Lesson plans
- Stakeholder interviews
- Survey data

Team Supporting Rationale:

The K-5 staff have had the opportunity to work with Botts Elementary in developing a curriculum including common assessments. The middle school has not begun curriculum revision. The existence of a well-defined instructional process that informs students of learning expectations and standards of performance, including providing students with exemplars, is not evident based on observations, interviews, and survey data. There are few artifacts indicating that multiple measures, including formative assessments, are used to inform the ongoing modification of instruction and provide data for possible curriculum revision. Staff members have not had formal training to implement a process that promotes discussion about student learning; however, school personnel express belief in the value of collaborative learning communities.

Improvement Priority 4: (3.9) Develop and implement a formal structure where school personnel ensure each student is connected to an adult advocate. This structure should include a system where advocates promote the students' needs regarding learning skills, thinking skills and life skills. Actively promote student feedback loops regarding the impact and needs of the advocacy process.

School/District	Team	
		This improvement priority has been addressed in an exemplary manner.
		This improvement priority has been addressed satisfactorily.
		This improvement priority has been partially addressed.
X	X	There is little or no evidence that this improvement priority has been addressed.

School Evidence:

School Supporting Rationale:

Team Evidence:

- RtI period/master schedule
- Artifacts submitted in mentoring folder
- Stakeholder interviews

Team Supporting Rationale:

Students are being identified for RtI classes. A formal structure has not been developed to provide advocacy for every student that gives them long-term interaction and individualized support. Artifacts indicate a mentoring program for selected students exists; however, evidence provided did not elaborate how MES Caring Adults was being implemented. Additionally, the effect of a student mentoring system has not been analyzed and evaluated for the effectiveness and impact it has on

personalizing student learning, thinking, and life skills. While this standard was not identified as an improvement priority at this time, it continues to develop the MES Caring Adults program with the criteria mentioned above and includes all students. Students may feel they are supported, and staff may feel they are “connected” to students, but the existence of a structure of framework that will ensure all students have an adult advocate is not in place.