

ACIP

Hampton Cove Elementary School

Huntsville City Schools

Mrs. Autumn Bray
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Hampton Cove, AL 35763

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	8

Improvement Plan Stakeholder Involvement

Introduction.....	10
Improvement Planning Process.....	11

Student Performance Diagnostic

Introduction.....	13
Student Performance Data.....	14
Evaluative Criteria and Rubrics.....	15
Areas of Notable Achievement.....	16
Areas in Need of Improvement.....	18
Report Summary.....	19

2017-2018 ACIP Assurances

Introduction	21
ACIP Assurances	22

ACIP & Technology Goals 2017_2018

Overview	25
Goals Summary	26
Goal 1: Engage and Empower the Learner Through Technology	27
Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	28
Goal 3: All educators will have tools to access a comprehensive viable infrastructure when and where they need it. . .	29
Goal 4: All students at Hampton Cove Elementary School will become proficient in math.....	31
Goal 5: Hampton Cove Elementary School will maintain a 95% or higher attendance rate.....	32
Goal 6: All students at Hampton Cove Elementary School will become proficient in reading.....	33
Goal 7: All students at Hampton Cove Elementary School will become proficient writers.....	35
Goal 8: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2017-18	36
Activity Summary by Funding Source	38

Stakeholder Feedback Diagnostic

Introduction	43
Stakeholder Feedback Data	44
Evaluative Criteria and Rubrics	45
Areas of Notable Achievement	46
Areas in Need of Improvement	47
Report Summary	48

Executive Summary

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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.

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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?

Hampton Cove Elementary School is located in a planned community in the foothills and valleys of Monte Sano Mountain. Located within the Huntsville, Alabama city limits, the area was first developed in 1992 and is composed of twenty different neighborhoods. Each neighborhood offers different living options which include estate luxury homes, family-sized homes, patio homes, and town homes. Throughout Hampton Cove, there are three golf courses, nearly thirty lakes, several parks, over twenty miles of community sidewalks and trails, the Big Cove Creek Greenway, Cove Park, and the Hays Nature Preserve. A wide range of businesses serve the Hampton Cove area including grocery stores, pharmacies, service stations, restaurants, dry cleaners, financial institutions, dance studios, fitness centers, medical and dental practices, veterinarians, Lowe's Supercenter, and a Wal-Mart Superstore. Redstone Arsenal, Marshall Space Flight Center, and Cumming's Research Park are located nearby. These government and research facilities employ a large portion of our parents. Over 20% of our students have a parent who has a federally connected job.

Hampton Cove Elementary School was built in 1996 and is centrally located in the community. It is a proud member of the Huntsville City School System. HCES serves 582 students in pre-kindergarten through fifth grade. A unique feature of our school is that it is truly a community school with most students living within a few miles. There are 316 male students (54%), 266 female students (46%), 468 white students (80%), 55 "other" students (10%), and 59 black students (10%) with an 8% free and reduced lunch rate. The student population is very stable.

The faculty and staff is comprised of a Principal, a TOSA, 27 regular classroom teachers, 4 special needs teachers, 1 full time gifted and talented teacher and 1 part-time gifted and talented teacher, 1 PE teacher, 1 speech teacher, 1 guidance counselor, 1 entertainment technology academy teacher, a part-time music teacher, a part-time art teacher, a part-time ELL teacher, 5 PK assistants, 3 resource assistants, 1 IT assistant, 2 PE assistants, 2 school nurses, 1 part-time library assistant, 1 secretary, 2 office assistants, and 3 custodians. All professional staff members are fully certified and highly qualified.

One of the challenges facing our community and school is the continued growth in our immediate area. In the fall of 2010, our school had grown to over 1100 students, resulting in elementary students being housed in 10 portable classrooms and all third grade students housed in the adjacent middle school. This issue was addressed in January of 2011 with the opening of Goldsmith-Schiffman Elementary School in one of our largest growth areas. This alleviated the overcrowding at Hampton Cove Elementary School by reducing student enrollment from 1100 to 539. We are now well within our capacity, but future growth will need to be closely monitored.

School's Purpose

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

The mission of Hampton Cove Elementary School (HCES) is to provide opportunities for success for all students by achieving excellence in academics and building honor and character. We endeavor to provide 21st century learning experiences that prepare the students to become productive citizens in a global society. A collaborative partnership among administration, faculty, staff, students, and parents works to support a learning environment that inspires students to contribute to society as knowledgeable, responsible, and cultured citizens.

Our school beliefs provide the foundation for our educational practices. We believe that the highest quality of education possible must be provided with the resources available. Due to the needs of our ever-changing society, education must be an innovative evolving process that develops critical thinking and problem solving skills. We must foster the development of student behavior which promotes perseverance and integrity; provide all students the opportunity to learn, grow, and succeed through a variety of learning experiences; promote critical thinking as a process; and actively involve the student in setting lifelong learning goals.

HCES has a highly qualified faculty and staff. The faculty understands the importance of continuing education with over sixty percent holding advanced degrees. Because of their high level of training, our faculty and staff effectively implement best practices, quality teaching, and classroom management procedures. Our attendance rate exceeds 98%, our promotion rate is over 98%, and classroom disruptions are minimal.

HCES has an outstanding Gifted and Talented Program (GATE). More than 80 students participate in challenging and engaging activities focused on real world application. By employing one full-time and one part time teachers for the GATE program, HCES is able to identify and engage these students in outstanding academic endeavors. These students are able to reach the highest levels of their potential through enrichment activities, extra-curricular trips, guest speakers, and by exploring new avenues of learning through the digital curriculum. Our GATE teachers are well trained and highly effective. This program challenges our gifted students to rise to new levels of academic achievement.

Extended learning opportunities are provided at HCES through organized, after-school club programs. Students may participate in a wide variety of activities including: Chess Club, Girls on the Run Club, Art, Drama, Music, Spanish Club, German Club, Refit Club, Yoga Club and Robotics Club. These clubs provide our students with practical and relevant activities to introduce them to new knowledge and personal growth. These clubs connect students to their community by visiting assisted living facilities, participating in service learning projects, raising funds for community causes, and providing real world application for the honor and character portion of our mission statement. Over 300 students take advantage of these challenging opportunities.

HCES also boasts outstanding music and art programs. All students participate in an art class and music class every ten days. Student learning is supplemented through entertainment technology, library, counseling, and PE classes. It is a team effort as we work together to fulfill our mission statement.

Our parent participation is exceptional. Each day parents are reading to students, helping with the technology, clipping box tops, collecting information for Wednesday folders, volunteering in the library and classrooms, and organizing school activities. Our PTA is a well-organized group that contributes greatly to our students each day. We are fortunate to have dedicated parents who give their time and resources as an

investment in their children's future.

By working together in collaborative groups, Team Hampton Cove takes its mission statement to heart. It's what we focus on each day, it is visible throughout our building, and it drives our instructional activities. HCES: Lead With Honor, Character Counts, Strive For Excellence, Success For All.

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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.

One of our school's most notable achievements is the Blue Ribbon School of Excellence Lighthouse Award that we received in December 2013 which established a benchmark for school improvement. The administration and faculty focused on nine areas of performance that included: student focus and support; school organization and culture; challenging standards and curriculum; active teaching and learning; technology integration; professional community; leadership and educational vitality; school, family, and community partnerships; and indicators of success. Our school will continue to strive to maintain the Blue Ribbon Lighthouse status through site visits and monitoring the nine areas of performance.

An additional accomplishment is the achievement level of our students as measured by STAR Reading, STAR Math, and STAR Early Literacy. The scaled scores correspond to percentiles and are defined into four categories:

- At/Above Benchmark = At/Above 50th percentile
- On Watch = 26th to 49th percentile
- Intervention = 10th to 25th percentile
- Urgent Intervention = Below 10th percentile

Increasing the Student Growth Percentile (SGP) in reading and math is an area of improvement that our school continuously strives to achieve yearly. Students' benchmark percentile scores are compared using the fall and spring benchmark scores. Goals are measured through STAR Assessments by analyzing and monitoring the SGP for each student in reading and math. District growth levels identify low growth (1-34), typical growth (35-65), and high growth (66-99). It is our expectation that all students will minimally achieve a one year growth rate. The data from the previous school year (2015-2016) indicate our grade levels are achieving typical and high growth in both reading and math.

Spring 2016-17 STAR Median SGP

Grade Reading Math

1	72	83
2	54	66
3	41	55
4	47	41
5	44	73

Over the next three years, our goal is to ensure all students are reaching maximum growth in reading and math by focusing on three areas:

- Implementing the Alabama College and Career Ready Standards in reading and math instruction
- Implementing technology through instruction, assessment, and project-based learning
- Implementing benchmark assessments and progress monitoring routines throughout the school year

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Additional Information

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

One of our challenges, which we view as a tremendous opportunity, is the implementation of the one-to-one technology initiative undertaken by Huntsville City Schools during the 2012-2013 academic year. This has required all teachers and administrators to become proficient in using 21st century technological skills in a highly concentrated and condensed time frame. Professional development to support these changes requires significant time. We are meeting this challenge by developing a highly effective professional learning community that relies on collaboration and sharing of best practices to support the instructional program.

We were awarded the Lighthouse Blue Ribbon School of Excellence in December of 2013. This award is based on excellent implementation of nine basic practices including student focus and support, school organization culture, active teaching and learning, technology integration, professional community, leadership educational vitality, school/family/community partnerships and indicators of success. Stakeholders were surveyed including administration, teachers and staff, parents and community members. As a school, we will utilize this information to create future goals and implement best practices to improve student achievement.

Improvement Plan Stakeholder Involvement

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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.

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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.

In an effort to formulate a school improvement plan that included an equitable representation from each grade level, parents, and community stakeholders, the members of the CIP team were selected by the administration. This team meets monthly. The team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified during grade-level collaborative meetings. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty, as well as with parents during an organized meeting. After receiving input from all stakeholders, the CIP team finalized the strengths and weaknesses with the specific intent of improving the achievement of not only individual students, but also the overall instructional strategies. Strategies to improve strengths and weaknesses were shared and reviewed with all stakeholders, including parents, via PTA meetings and the school website.

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

The CIP team collects and analyzes data in order to accurately assess school-wide needs. Immediately after test data becomes available, this committee meets to analyze assessment data, evaluate the total school program, consider plans that will target areas of greatest need, and make recommendations to the faculty as a whole. Parents participated in development of the improvement plan by giving feedback to the data and instructional plans that were created. This information is then used to appropriately allocate money from PTA and other resources as we attempt to facilitate the implementation of school-wide reform measures. This team is responsible for: collecting, analyzing, and reporting assessment data from ACT Aspire, DIBELS, and STAR Reading/ Math.

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 final Continuous Improvement Plan for 2017-2018 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP was shared with the PTA officers during their monthly meeting, published on the school's website, and made available in the school office.

Student Performance Diagnostic

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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.

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Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		2017-2018 ACIP Data Document Student Performance

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Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	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 well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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 demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

According to the ACT Aspire 2016-2017 Assessment Hampton Cove Elementary scored above the expected levels of performance in English, Math, Reading and Science.

The ACT Aspire data indicate that English (93%), Math (82%), Reading (58%), and Science (61%) are above the expected levels of performance.

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

The areas showing a positive trend in performance according to ACT Aspire are: English with a growth of 1 percentile point from 92% to 93%.

Which area(s) indicate the overall highest performance?

ACT Aspire indicates Hampton Cove's overall highest performances are in English and Math. In English 92% of students benchmarked while only 1% of students scored In Need of Support. In Math 82% of students benchmarked while only 4% of students scored In Need of Support.

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

The fourth grade subgroups of males are showing an increasing performance in the content areas of Science, Reading and Math.

Between which subgroups is the achievement gap closing?

The achievement gap is closing between African American and White students in both English and Writing. In English 93% of white students scored in the ready while 90% of African American students scored in the ready.

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

The ACT Aspire Student Growth Percentile levels are consistent with the STAR Student Growth Percentile levels in Math for grades three, four and five. The ACT Aspire Math SGP was 60 while the STAR Math SGP was 65.

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Areas in Need of Improvement

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

According to the ACT Aspire, writing is below the expected levels of performance. School wide readiness percentage is 51% There was an decrease of 8 percentile points.

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

According to ACT Aspire Hampton Cove does not show a negative trend in performance.

Which area(s) indicate the overall lowest performance?

According to the ACT Aspire Readiness levels, the overall lowest performance is writing.

ACT Exceeds Level = 6%

ACT Ready Level = 45%

ACT Close Level = 39%

ACT In Need of Support = 10%

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

There are no subgroups showing a trend toward decreasing performance.

Between which subgroups is the achievement gap becoming greater?

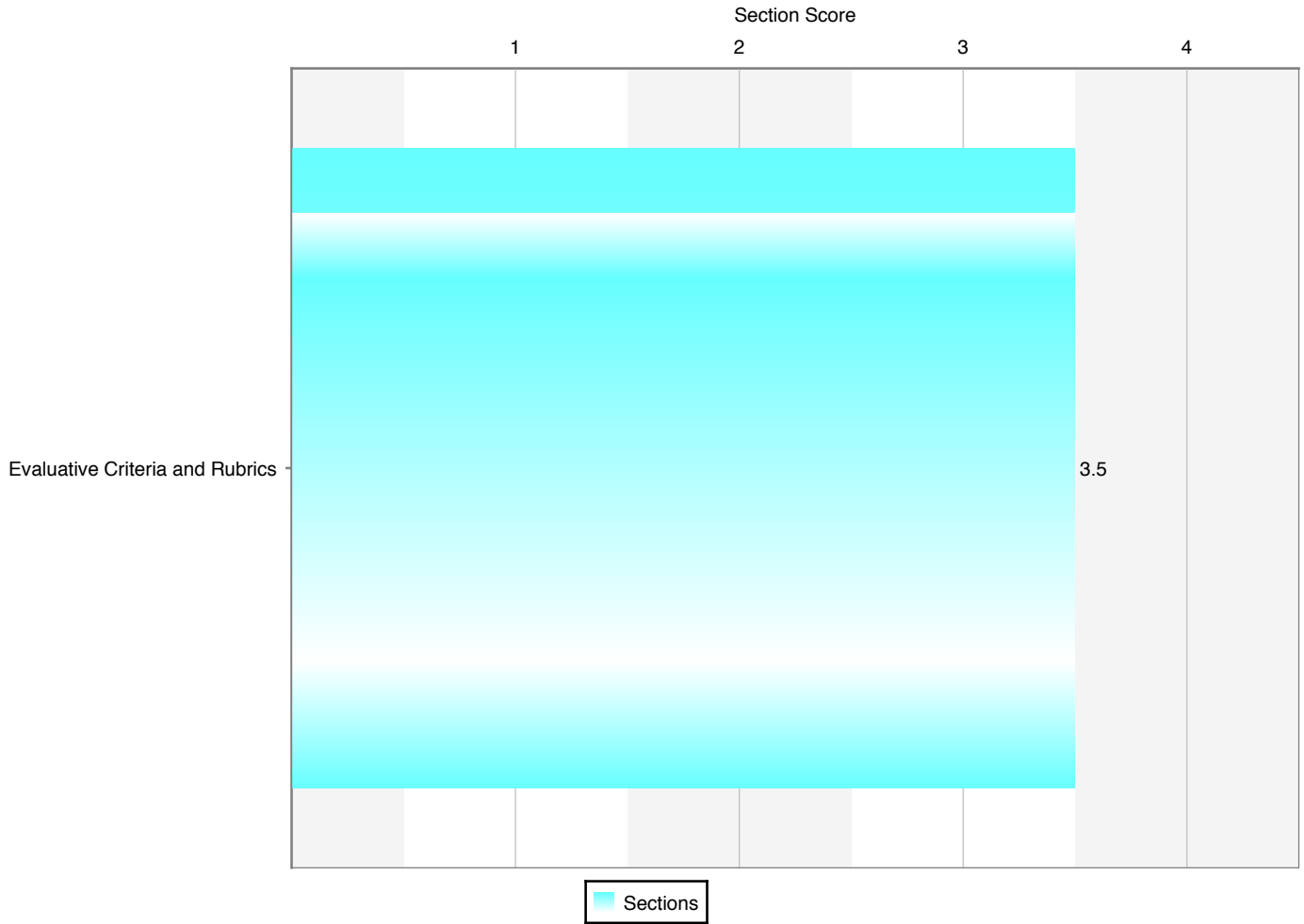
There are no subgroups where the achievement gap is becoming greater.

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

The ACT Assessment reports for writing are consistent with writing assignments.

Report Summary

Scores By Section



2017-2018 ACIP Assurances

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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.

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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	Members of Leadership Team: Autumn Bray - Principal Rebecca Wrenn - Assistant Principal Wendy Manuel - Counselor Sonia Parker - Gifted and Talented Teacher Suzan Ellett - Media Specialist Mary Beth Calhoun - Kindergarten Simone Walker - First Grade Debbi Watson - Second Grade Elizabeth Allen - Third Grade Sallye Fleming - Fourth Grade Malena Smotherman - Fifth Grade Debbie Riser - Entertainment Technology Academy Teacher	Assurance 1

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		Assurance 2

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	Autumn Bray, Principal 261 Old Hwy 431 A Owens Cross Roads, Alabama 35763 (256)428-7180	

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.	No	School-Parent Involvement policy and plan are not required.	

ACIP

Hampton Cove Elementary School

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	School-Parent Compact is not required. Hampton Cove Elementary School distributes the district Code of Conduct through weekly folders and on-line access. Signatures are required by parents that they have read the Code of Conduct. All students, K-5th grade are required to take a Code of Conduct test.	

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ACIP & Technology Goals 2017_2018

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Overview

Plan Name

ACIP & Technology Goals 2017_2018

Plan Description

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ACIP

Hampton Cove Elementary School

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	Engage and Empower the Learner Through Technology	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$10500
2	Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$1000
3	All educators will have tools to access a comprehensive viable infrastructure when and where they need it.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$10000
4	All students at Hampton Cove Elementary School will become proficient in math.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2000
5	Hampton Cove Elementary School will maintain a 95% or higher attendance rate.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
6	All students at Hampton Cove Elementary School will become proficient in reading.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$3500
7	All students at Hampton Cove Elementary School will become proficient writers.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$2000
8	To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2017-18	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

Goal 1: Engage and Empower the Learner Through Technology

Status	Progress Notes	Created On	Created By
N/A	Goal 1 • Pearson PD Web 2.0 tools • HCES Edmodo Group • Classroom 3rd, 4th, 5th Symbaloo • Classroom/Library Edmodo • Students create stories using Apps such as Story kit • On-line typing skills • Teacher observation • Teacher lesson plans • Kids Blog • QR codes in library and throughout school	April 22, 2014	Ray Landers

Measurable Objective 1:

A 25% increase of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in using digital tools, individually and collaboratively, in and out of the classroom to gather, organize, evaluate, and share and present information in English Language Arts by 05/24/2019 as measured by teacher observation, Padlet & Edmodo class sites, and student work products.

Strategy 1:

Web 2.0 Collaboration - Teachers will participate in professional development using Web 2.0 tools and will implement these tools in their classroom instruction. Teachers will create a post/wall tied to a CCRS for students to post comments, assignments, and/or products.

Category:

Research Cited: Web 2.0 tools allow students to be actively engaged through on-line responses. According to Prensky (2001,) students are Digital Natives. Digital Natives are used to receiving information really fast. They like to parallel process and multi-task. They prefer their graphics before their text rather than the opposite. They prefer random access....They function best when networked. They thrive on instant gratification and frequent rewards. They prefer games to "serious" work. Using Web 2.0 tools allow students to participate in real-time, collaborate with their peers, and utilize what they are familiar with to engage in learning.

Activity - Edmodo, Entertainment Technology Academy, Kid Blog, Socrativ, Snapshot	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Create one or more activities that focus upon using Web 2.0 tools to improve student achievement of first through fifth grade students.	Academic Support Program	10/01/2014	05/19/2017	\$10500	Booster Fund, General Fund, District Funding	All classroom teachers

ACIP

Hampton Cove Elementary School

Status	Progress Notes	Created On	Created By
In Progress	Teachers are implementing Web 2.0 tools in the classroom. Upper level classrooms are implementing SnapShot (Edmodo), a formative assessment tool. August began our Entertainment Technology Academy where all students engage in problem solving, critical thinking, and work with digital tools including Padlet, Bee Bots, iPads, and Activ Boards.	September 16, 2014	Autumn Bray
In Progress	Goal 1 <ul style="list-style-type: none"> • Pearson PD Web 2.0 tools • HCES Edmodo Group • Classroom 3rd, 4th, 5th Symbaloo • Classroom/Library Edmodo • Students create stories using Apps such as Story kit • On-line typing skills • Teacher observation • Teacher lesson plans • Kids Blog • QR codes in library and throughout school 	April 22, 2014	Ray Landers

Goal 2: Prepare and Support Teachers and Leaders to Graduate College- and Career-Ready Students

Status	Progress Notes	Created On	Created By
N/A	<ul style="list-style-type: none"> • Digital Citizenship- Common Sense Media • PD Alabama Insight Tool • Dyknow • Plugged-In Seminar • Technology Parent Night • Standard Based Report cards-- Rubric Development and presentation to parents • Book study with Padlet • Tech Tuesday • Cluster Collaboration • Edmodo • Teacher Observation • Teacher Lesson Plans • Prezi presentation for Blue Ribbon Conference at Walt Disney • Host educators and top executives to model Digital 1:1 curriculum and implementation • School and class website • Classroom, Administrative memo, and PTA newsletter • Stakeholder surveys for Blue Ribbon Accreditation • Quarterly formable assessments School Net and STAR 	April 22, 2014	Ray Landers

ACIP

Hampton Cove Elementary School

Measurable Objective 1:

A total of 100 Pre-K, 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 collaborate to improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources in English Language Arts by 05/24/2019 as measured by Professional Development - STI.

Strategy 1:

Best Practices - Provide a portal of best practice lessons, Web resources, and experiences that provide students with opportunities to demonstrate creative thinking, collaboration, communication, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital content, technology tools, and resources.

Category:

Research Cited: Dufour - Professional Learning Communities

Activity - Web 2.0 Tools, PLC's, Instructional Rounds,	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will participate in professional development communities and gain knowledge and understanding on Web 2.0 tools and how to implement them into daily classroom instruction. Teachers will participate in schoolwide Instructional Rounds with a focus on authentic technology integration. Technology Committee will offer Tech Tuesday once a month to share purposeful Web 2.0 tools.	Professional Learning	10/01/2014	05/19/2017	\$1000	District Funding	All homeroom teachers will participate in the training.

Status	Progress Notes	Created On	Created By
In Progress	Teachers have begun implementation of Professional Learning Communities on a monthly basis. Beginning in September, teachers are participating in Instructional Rounds. During this time, teachers meet vertically, visit classrooms, and look for best practices of instruction. Teachers share Web 2.0 tools and activities.	September 29, 2014	Autumn Bray

Goal 3: All educators will have tools to access a comprehensive viable infrastructure when and where they need it.

Status	Progress Notes	Created On	Created By
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ACIP

Hampton Cove Elementary School

N/A	<ul style="list-style-type: none"> • Apps • Laptops 3-5 • Ipads PK-2 • Teachers Ipads K-2 • MacBook Airs all faculty • Active Board • Digital learning platforms • Data meeting • Renaissance learning PD • ELL students Imagine Learning • Google translate 	April 22, 2014	Ray Landers
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Measurable Objective 1:

demonstrate a behavior to promote the use of high-quality, cost-effective, complete and supplemental managed interactive, digital content curriculum materials and text aligned with Alabama's College- and Career-Ready Standards by 05/24/2019 as measured by plans, data, and administrative observations.

Strategy 1:

Digital 1:1 Implementation - All teachers will implement the digital 1:1 curriculum on a daily basis in ELA and Math

Category:

Research Cited: Pearson is a scientifically research-based program and is correlated directly to the CCRS. The website states, "Pearson's comprehensive digital conversion empowers educators with research-based technology and services that can be integrated and implemented through a seamless network infrastructure, providing a personalized learning experience for students. With successful data management, personalized curriculum, teacher effectiveness tools, professional development, and with extensive project management and implementation expertise."

Activity - Student Implementation of Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will interact with the Realize Platform and Pearson curriculum to engage in content and show a level of mastery.	Technology	10/01/2014	05/19/2017	\$10000	District Funding	All classroom teachers

Status	Progress Notes	Created On	Created By
In Progress	All teachers have an interactive whiteboard and laptop. All students in grades K-2 have access to I-pads. All students grades 3-5 have a laptop assigned to them. Students both collaborate, research and create products using the technology.	September 29, 2014	Autumn Bray

Goal 4: All students at Hampton Cove Elementary School will become proficient in math.

Measurable Objective 1:

67% of Pre-K, 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 a 50 SGP or higher in Mathematics by 05/24/2018 as measured by STAR Math Assessment.

Strategy 1:

Building Capacity - Implementation of Math CCRS - Professional learning will be focused on implementation and deepening teachers' understanding of the Math College and Career Readiness Standards in order to increase teacher capacity and student learning.

District training will be provided for grades K-2 with school level turn around training.

All teachers will incorporate purposeful, research based, technology rich lessons with high impact instructional strategies that will enhance student learning.

Category: Develop/Implement College and Career Ready Standards

Research Cited: Knight, Jim (2013). High Impact Instruction: A Framework for Great Teaching. Thousand Oaks, CA.

Knight, Jim (2011). Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction. Thousand Oaks, CA.

Leithwood, Kenneth (2012). Linking Leadership to Student Learning. San Fransisco, CA.

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various curricular materials including digital resources to provide standards based instruction and skills practice. All students are provided quality core instruction and are supported through the Response to Instruction framework. Tiered instruction is used to remediate or accelerate students.	Academic Support Program	08/05/2014	05/19/2017	\$0	No Funding Required	Classroom Teachers, Instructional Partner, Librarian, Gifted & Talented Teachers, Administrator

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Hampton Cove Elementary School

Activity - Professional Learning Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professionals will participate in Learning Walks and Instructional Rounds. Additionally, teachers will meet twice a month to review and analyze data, analyze student work, study best practices, and participate in peer coaching. Pearson Math CCRS training will also be provided to teachers.	Academic Support Program	09/08/2014	05/15/2015	\$2000	General Fund	Administrators, Resource & Classroom Teachers, Instructional Partner

Goal 5: Hampton Cove Elementary School will maintain a 95% or higher attendance rate.**Measurable Objective 1:**

demonstrate a behavior of a 95% or higher attendance rate by 05/24/2018 as measured by I-NOW attendance reports.

Strategy 1:

Attendance Increase - Student attendance will be monitored by teachers and office staff daily. Teachers and administrators regularly communicate with parents the importance of student attendance. Students who are identified at risk for attendance will be contacted by the school as well as the district level student support service department to communicate the compulsory attendance laws. Students with continuous absenteeism will be referred to the Early Warning Program for the City of Huntsville.

Category:

Research Cited: Compulsory Attendance Law

Reeves, Douglas (2008). Educational Leadership: Leading Through Change/Improving Student Attendance.

Activity - Attendance Support	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Hampton Cove Elementary School

Student attendance will be monitored daily by teachers and office staff. Students who have a consistent rate of tardiness or absenteeism will be contacted by the teacher and administrative staff through several modes of communication. As needed, parents will be referred to Student Support Services in which a follow-up conversation or home visit will be conducted to determine family needs. The school system and school will provide resources to the families on an as-needed basis.	Parent Involvement	08/05/2014	05/19/2017	\$0	No Funding Required	Administrators, Teachers, Office Staff, Student Support Services Department, Counselor, & Instructional Partner
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Goal 6: All students at Hampton Cove Elementary School will become proficient in reading.

Measurable Objective 1:

55% of Pre-K, 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 50 SGP or higher in Reading by 05/24/2018 as measured by STAR Reading Assessment.

Strategy 1:

Building Capacity- Implementation of English Language Arts CCRS - Professional learning will be focused on implementation and deepening teachers' understanding of the English Language Arts College and Career Readiness Standards in order to increase teacher capacity and student learning.

All teachers will incorporate purposeful, research based, technology rich lessons with high impact instruction strategies including higher order questioning that will enhance student learning.

The school will become an Impact School through the Instructional Partnership Pilot. The foundation of all adult learning is based on the partnership principles.

Category:

Research Cited: Knight, Jim (2011). Unmistakable Impact: A partnership Approach for Dramatically Improving Instruction. Thousand Oaks, CA.

Fowler-Finn, Thomas (2013). Leading Instructional Rounds in Education. Cambridge, MA.

Knight, Jim (2013). High Impact Instruction: A Framework for Great Teaching. Thousand Oaks, CA.

Calkins, Lucy (2012). Pathways to the Common Core: Accelerating Achievement. Portsmouth, NH.

Bellanca, James (2012). How to Teach Thinking Skills Within the Common Core. Bloomington, IN.

Fisher, Douglas, Fry, Nancy & Uline, Cynthia L. (2013). Common Core English Language Arts in a PLC at Work: Leaders Guide. Bloomington, IN.

Brookhart, Susan. (2014). How to Design Questions and Tasks to Assess Student Thinking. Alexandria, VA.

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Hampton Cove Elementary School

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional Development will be provided within faculty meetings, PLC's, and district half days on Bloom's Taxonomy focusing on higher-order questioning and tasks. Additionally, teachers will meet twice a month to review and analyze data and student work, study best practices, and participate in peer coaching. Pearson Reading CCRS training will also be provided to teachers. Lastly, professionals will participate in Learning Walks and Instructional Rounds.	Professional Learning	08/05/2014	05/19/2017	\$2000	General Fund	Classroom Teachers, Instructional Partner, Librarian, Gifted and Talented Teachers, Administrators

Activity - Standards Based Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize various curricular materials including digital resources to provide standards based instruction and skills practice. All students are provided quality core instruction and are supported through the Response to Instruction framework. Tiered instruction is used for remediation and acceleration.	Academic Support Program	08/05/2014	05/19/2017	\$0	No Funding Required	Classroom Teachers, Instructional Partner, Librarian, Gifted and Talented Teachers Administrators

Activity - Book Camp	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students and teachers will participate in Book Camp, created by the Instructional Partner and Librarian, to promote reading and writing across the genres. Teachers will participate twice a month with the librarian and Instructional Partner to conference with students, lead discussions, and provide specific feedback on student Literature Circles. Students will connect their learning by responding to a variety of text directly correlated to the CCRS.	Academic Support Program	08/05/2014	05/19/2017	\$1500	Other	Administrators, Classroom Teachers, Instructional Partners, and Librarian

Goal 7: All students at Hampton Cove Elementary School will become proficient writers.

Measurable Objective 1:

80% of First, Second, Third, Fourth and Fifth grade students will demonstrate a proficiency in grade level modes of writing by using CCRS standards and rubrics in Writing by 05/24/2018 as measured by final products/presentations demonstrating a proficiency in CCRS writing and reading standards.

Strategy 1:

Writing Across Genres & Content Areas - Instructional Partner will provide professional development on creative writing tools, digital writing resources and tools, and research based strategies for effective implementation of writing across the curriculum. Instructional Partner, librarian, and teachers will collaborate with students during Book Camp to promote writing across the genres.

Category:

Research Cited: Calkins, Lucy (2012). Pathways to the Common Core: Accelerating Achievement. Portsmouth, NH.,
Miller Donalyn. (2009). The Book Whisperer: Awakening the Inner Reader in Every Child. San Francisco: Jossey-Bass.
Douglas, Fry, Nancy & Uline, Cynthia L. (2013). Common Core English Language Arts in a PLC at Work: Leaders Guide. Bloomington, IN.
Fowler-Finn, Thomas (2013). Leading Instructional Rounds in Education. Cambridge, MA., Jim (2013). High Impact Instruction: A Framework for Great Teaching. Thousand Oaks, CA.
Knight, Jim (2011). Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction. Thousand Oaks, CA.

Activity - Professional Learning Communities	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Professional development will be provided within PLC's and during district half days to analyze writing samples, share research-based structures of writing, and provide coaching support to teachers.	Professional Learning	10/06/2014	05/19/2017	\$0	No Funding Required	Instructional Partner, Administrator s, Teachers

Activity - Monitor Implementation of Writing	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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ACIP

Hampton Cove Elementary School

Monitor the implementation of instructional strategies through lesson plans, classroom observations, Instructional Rounds, and student products.	Academic Support Program	10/06/2014	05/19/2017	\$2000	General Fund	Administrators, Teachers, Instructional Partners
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Goal 8: To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2017-18

Measurable Objective 1:

demonstrate a behavior to improve the school-to-home/home-to-school engagement for 2017-18 by 05/25/2018 as measured by completing the bi-weekly communication and the quarterly principal meetings with stakeholders..

Strategy 1:

school-to-home/home-to-school engagement - To ensure that schools improve the school-to-home/home-to-school engagement, the Huntsville City Schools Program Indicator for Grades Pre-K – Grade 8 for the 2017-18 school year will be the following:

1. Each school principal will provide a bi-weekly newsletter/communication to stakeholders (staff, students, parents, and others who have a vested interest in the school).
 - a. Information disseminated to all stakeholders will use a method and format(s) that is coherent and appropriate to specific stakeholder groups.
 2. Principals will meet with stakeholders quarterly (once each nine weeks) to improve school-to-home/home-to-school engagement.
 - a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.
 - b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
 - c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.
 - d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.
- These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.

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Hampton Cove Elementary School

Category: Develop/Implement Student and School Culture Program

Research Cited: The process used to engage stakeholders in the development of the institution's parent engagement or student engagement/involvement plan involved allowing principals and stakeholders to review the indicators and offer input. Parents were contacted via surveys regarding specific stakeholder topics: preparation and access to advanced (AP, Honors) classes, M2M transfers, AdvancEd accreditation climate issues, and the effectiveness of school communication. These responses were reviewed and used to develop the school-to-home/home-to-school engagement plan. Additionally, parent participation was solicited on a system level for an advisory committee of curriculum and instruction.

Activity - Quarterly engagement meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event. b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers. d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders. • These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.	Community Engagement	08/02/2017	05/25/2018	\$0	No Funding Required	LEA and faculty of the school

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Book Camp	Students and teachers will participate in Book Camp, created by the Instructional Partner and Librarian, to promote reading and writing across the genres. Teachers will participate twice a month with the librarian and Instructional Partner to conference with students, lead discussions, and provide specific feedback on student Literature Circles. Students will connect their learning by responding to a variety of text directly correlated to the CCRS.	Academic Support Program	08/05/2014	05/19/2017	\$1500	Administrators, Classroom Teachers, Instructional Partners, and Librarian
Total					\$1500	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Monitor Implementation of Writing	Monitor the implementation of instructional strategies through lesson plans, classroom observations, Instructional Rounds, and student products.	Academic Support Program	10/06/2014	05/19/2017	\$2000	Administrators, Teachers, Instructional Partners
Professional Learning Community	Professionals will participate in Learning Walks and Instructional Rounds. Additionally, teachers will meet twice a month to review and analyze data, analyze student work, study best practices, and participate in peer coaching. Pearson Math CCRS training will also be provided to teachers.	Academic Support Program	09/08/2014	05/15/2015	\$2000	Administrators, Resource & Classroom Teachers, Instructional Partner
Professional Learning Communities	Professional Development will be provided within faculty meetings, PLC's, and district half days on Bloom's Taxonomy focusing on higher-order questioning and tasks. Additionally, teachers will meet twice a month to review and analyze data and student work, study best practices, and participate in peer coaching. Pearson Reading CCRS training will also be provided to teachers. Lastly, professionals will participate in Learning Walks and Instructional Rounds.	Professional Learning	08/05/2014	05/19/2017	\$2000	Classroom Teachers, Instructional Partner, Librarian, Gifted and Talented Teachers, Administrators

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Hampton Cove Elementary School

Edmodo, Entertainment Technology Academy, Kid Blog, Socrativ, Snapshot	Create one or more activities that focus upon using Web 2.0 tools to improve student achievement of first through fifth grade students.	Academic Support Program	10/01/2014	05/19/2017	\$4500	All classroom teachers
Total					\$10500	

Booster Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edmodo, Entertainment Technology Academy, Kid Blog, Socrativ, Snapshot	Create one or more activities that focus upon using Web 2.0 tools to improve student achievement of first through fifth grade students.	Academic Support Program	10/01/2014	05/19/2017	\$5000	All classroom teachers
Total					\$5000	

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Edmodo, Entertainment Technology Academy, Kid Blog, Socrativ, Snapshot	Create one or more activities that focus upon using Web 2.0 tools to improve student achievement of first through fifth grade students.	Academic Support Program	10/01/2014	05/19/2017	\$1000	All classroom teachers
Student Implementation of Technology	Students will interact with the Realize Platform and Pearson curriculum to engage in content and show a level of mastery.	Technology	10/01/2014	05/19/2017	\$10000	All classroom teachers
Web 2.0 Tools, PLC's, Instructional Rounds,	Teachers will participate in professional development communities and gain knowledge and understanding on Web 2.0 tools and how to implement them into daily classroom instruction. Teachers will participate in schoolwide Instructional Rounds with a focus on authentic technology integration. Technology Committee will offer Tech Tuesday once a month to share purposeful Web 2.0 tools.	Professional Learning	10/01/2014	05/19/2017	\$1000	All homeroom teachers will participate in the training.
Total					\$12000	

No Funding Required

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

Hampton Cove Elementary School

Quarterly engagement meetings	<p>a. First 9 Weeks – Evening Event – Teachers will hold an Open House for all Parents/Guardians/Stakeholders. This will not be a PTA sponsored event.</p> <p>b. Second 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.</p> <p>c. Third 9 Weeks – Afternoon/Evening Event – Student led conferences will take place with the assistance of the teachers.</p> <p>d. Fourth 9 Weeks – Day Event – Principal and staff will hold a lunch and/or breakfast (Chat and Chew, Lunch and Learn, Coffee and Conversation, etc.) to discuss information and school events to all stakeholders.</p> <p>* These events will be published by robo calls, email, social media, website, etc. using a method and format(s) that is coherent and appropriate to specific stakeholder groups.</p>	Community Engagement	08/02/2017	05/25/2018	\$0	LEA and faculty of the school
Standards Based Instruction	Teachers will utilize various curricular materials including digital resources to provide standards based instruction and skills practice. All students are provided quality core instruction and are supported through the Response to Instruction framework. Tiered instruction is used to remediate or accelerate students.	Academic Support Program	08/05/2014	05/19/2017	\$0	Classroom Teachers, Instructional Partner, Librarian, Gifted & Talented Teachers, Administrator
Standards Based Instruction	Teachers will utilize various curricular materials including digital resources to provide standards based instruction and skills practice. All students are provided quality core instruction and are supported through the Response to Instruction framework. Tiered instruction is used for remediation and acceleration.	Academic Support Program	08/05/2014	05/19/2017	\$0	Classroom Teachers, Instructional Partner, Librarian, Gifted and Talented Teachers Administrators
Professional Learning Communities	Professional development will be provided within PLC's and during district half days to analyze writing samples, share research-based structures of writing, and provide coaching support to teachers.	Professional Learning	10/06/2014	05/19/2017	\$0	Instructional Partner, Administrators, Teachers
Attendance Support	Student attendance will be monitored daily by teachers and office staff. Students who have a consistent rate of tardiness or absenteeism will be contacted by the teacher and administrative staff through several modes of communication. As needed, parents will be referred to Student Support Services in which a follow-up conversation or home visit will be conducted to determine family needs. The school system and school will provide resources to the families on an as-needed basis.	Parent Involvement	08/05/2014	05/19/2017	\$0	Administrators, Teachers, Office Staff, Student Support Services Department, Counselor, & Instructional Partner

Total

DRAFT

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.

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Stakeholder Feedback Data

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

DRAFT

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	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	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

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

INDICATOR 1.1: The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

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

INDICATOR 2.4: Leadership and staff foster a culture consistent with the school's purpose and direction.

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

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

INDICATOR 1.3: The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

INDICATOR 4.3: The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

Areas in Need of Improvement

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

INDICATOR 2.3: The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

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

INDICATOR 3.10: Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are due to our district's new adoption of the standards based report cards for the 2014-2015 school year in K through 5th grade. The marks on a standards-based report card are different from traditional letter grades, which makes it difficult for parents to understand the standards and sub-standards.

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

INDICATOR 4.4: Students and school personnel use a range of media and information resources to support the school's educational programs.

Report Summary

Scores By Section

