



Self Assessment

Princeton Alternative Elementary School
Birmingham City Board of Education

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REPORT INTRODUCTION AND PURPOSE

Your ASSIST-Generated Self-Assessment

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the-art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

This report was generated through the ASSIST Self-Assessment Module, which asks schools to answer questions linked to AdvancED's 7 standards and 56 indicators; it averages their answers to calculate a self-assessment "score" for each indicator and aggregates them into standard-level self-assessments. This report includes the results of your school's self-assessment work in ASSIST.

This report is designed to serve as a valuable self-assessment as your school conducts its ongoing improvement efforts. It also serves as a tool to help you prepare for your Quality Assurance Review. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

Using ASSIST, your school has engaged its entire community in an in-depth assessment of each of the seven AdvancED standards. ASSIST supported you in identifying the data, information, evidence, and documented results that validated its results according to each standard. This report now helps you identify areas of strength and opportunities for improvement.

This document also serves as the primary resource for the Quality Assurance Review Team, which uses its findings to prepare for its visit to your school. The team uses insights gathered from this self-assessment and information obtained during its on-site visit to provide feedback to the school and make an accreditation recommendation.

Report Structure

The ASSIST Self-Assessment Report is organized by the AdvancED standards. For each standard, the report includes robust information about the indicators and data that support your school's results. This information is organized into five sections, as follows:

- Standard Definition and Impact Statement: Each section of the report sets out the meaning and scope of each AdvancED standard in clear and concise terms. The report also describes what a school that is successful in meeting the standard is doing, and why it is important.
- Standard Score: Your school's responses to questions about its practices are tabulated, analyzed and scored on a standard-by-standard basis.
- Results by Indicator: Each of the self-assessment indicators is included, along with your school's response to focus questions, related evidence and self-assessment scores. Any relevant assurances that are necessary for state and federal compliance purposes also are noted here.
- ASSIST Analysis: Graphical depictions of your school's specific results are included for immediate analysis and discussion among various stakeholder groups.
- "Explaining Context" Narrative: School leaders and stakeholders have an opportunity to provide more detailed narrative information about their progress.

This report concludes with a summary of your school's overall progress, charts and graphs showing aggregated results, comparisons with other AdvancED-accredited schools, and suggestions for moving forward with improvement discussions in your community.

DEMOGRAPHICS

Institution

| | |
|-------------------------------|------------------------------------|
| District | Birmingham City Board of Education |
| Country | US |
| State/Province | AL |
| City | Birmingham |
| Governance | Public, non-charter |
| Setting | Urban |
| Type | Elementary |
| Grade(s) | Kindergarten, 01, 02, 03, 04, 05 |
| Religious Denomination | |
| Gender | Coed |
| Enrollment | 222 |

Contact

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SCHOOL RESULTS BY STANDARD

Standard 1: Vision and Purpose

Overall Score: Operational

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement:

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

| Indicator | Description | Evidence | Rating |
|-----------|--|--|-------------------|
| 1.1 | Establishes a vision for the school in collaboration with its stakeholders | <ul style="list-style-type: none"> •Schedule of school improvement team meetings •Vision statement •Surveys | Operational |
| 1.2 | Communicates the vision and purpose to build stakeholder understanding and support | <ul style="list-style-type: none"> •Handbooks reflect vision •Website addressing vision •Annual report to community •Surveys | Operational |
| 1.3 | Identifies goals to advance the vision | <ul style="list-style-type: none"> •Surveys •Staff member, parent, student familiarity with the vision and purpose •Curriculum guides and teacher lesson plans linked to the stated vision •School improvement plan | Highly Functional |
| 1.4 | Develops and continuously maintains a profile of the school, its students, and the community | <ul style="list-style-type: none"> •Surveys and evaluation instrument •Current and trend data relating to student achievement •Staff member familiarity with appropriate data regarding student achievement and engagement •School profile •Stakeholder surveys | Operational |
| 1.5 | Ensures that the school's vision and purpose guide the teaching and learning process | <ul style="list-style-type: none"> •Curriculum guides •Lesson plans •Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics •Surveys | Operational |

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| 1.6 | Reviews its vision and purpose systematically and revises them when appropriate | <ul style="list-style-type: none"> •Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals •Indication by parents, staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals •Surveys/evaluation instruments and results | Emerging |
|-----|---|--|----------|

Standard-level Contextual Narrative

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?

How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

The vision and mission of our school serves as a daily reminder of our high expectations for students, parents, and employees. Princeton's obligation to periodically revisit, collect, and analyze data is evidence of focused commitment to a shared vision, mission, and purpose. We must maintain open communication with our parents, staff, and community to ensure that Princeton continues to strive to implement innovative methods for optimal success in the lives of our students.

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The vision of Princeton Alternative Elementary School is a collaborative effort from faculty, staff, parents, students, and community stakeholders. The vision is established for the purpose of teaching, learning, and creating a culture of hard work, respect, and leadership in every plan and goal we attempt to accomplish. The commitment to the vision is promoted within a variety of ways, such as student assemblies, student meetings with the principal, parent seminars, PTA meetings, new parent orientations, parental involvement contracts, and newsletters. The vision and mission statements are posted throughout the building and on many of our communication materials. The vision is presented to all incoming faculty and staff members, first during the interviews, and continuously as they participate in Princeton's mentoring plan and daily operations. The mission statement is repeated each morning during the Princeton broadcast. Teachers, staff, and the administrator use our vision and mission statements as a part of our positive behavior program. The variety of activities and experiences offered at Princeton are tied to the goal of creating and sustaining commitment to this unified vision within our community.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

To develop the school's profile, data about the school, students, staff, and parents is collected by various members of the staff and formatted for dissemination and review. A variety of information is used to develop the profile, such as class size, lunch status, gender, student academic performance reports, staff certifications, discipline referrals, and attendance rates. Most information in the profile is updated annually. The information is used in setting goals for the school, making curriculum decisions, staffing decisions, and decisions that guide the choice of research based methods that may be used to meet student, parent, and staff needs. In addition to the listed data, survey results from seminars and professional development training helps the school to systematically gather and use information that's readily available for inclusion in the profile. Data from student performance is reviewed monthly for use in making curriculum, professional development, and instructional decisions. Throughout the year, the stakeholders are made aware of data about the school's performance on academic assessments, discipline information, and parental involvement to help make decisions about how Princeton will meet stakeholders' needs. This information is disseminated through a variety of media, including verbal announcements at PTA and faculty/staff meetings. All data results are utilized to drive instruction, implement innovative programs, and select resources that will best help Princeton to reach its goals.

3. How does leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

Princeton's leadership keeps the school's vision, purpose, and goals prominent before the stakeholders in a variety of ways. They are

discussed during parent seminars or meetings, student assemblies, and staff training or meetings. The vision and mission is posted throughout the school and on the website. The students and staff repeat the mission daily during the morning broadcasts. Whenever leadership meets with the staff to discuss student performance and instructional strategies, accomplishment of the school's purpose, goals, and vision are used to drive the conversation. All phases of the Princeton program are relative to fulfilling the school's purpose, vision, and goals. Since Princeton is an alternative program with a magnet school approach, it is able to begin the process with student enrollment. Students are required to apply for Princeton and score well on an entrance examination. The principal and staff review each applicant's previous academic reports, such as reports cards, progress reports, and standardized assessment results, along with recommendations from previous instructors and principals/headmasters. During monthly meetings, the staff discusses student performance, student needs, instructional strategies, and staff needs to ensure that the school's vision, purpose, and goals are used to guide the teaching and learning process.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for school effectiveness?

Our vision and mission statements are reviewed periodically to ensure that it is aligned our core ideals and purpose. Through discussions during PLC's and leadership team meetings, adjustments are made according to evidence gathered (test data, observations and formative assessments). Ongoing professional development informs this decision making process. At PTA meetings, the vision and mission statements are used as tools to encourage and motivate parental involvement as well as to keep the expectation and purpose before all stakeholders.

Standard 2: Governance and Leadership

Overall Score: Operational

The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement:

A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

| Indicator | Description | Evidence | Rating |
|-----------|--|--|-------------------|
| 2.1 | Establishes policies and procedures that provide for the effective operation of the school | <ul style="list-style-type: none"> •Policy to ensure that there is no conflict of interest between the governing body's policies and school improvement plans •Policy manuals •Policy development procedures •Governing body meeting minutes •Governing body and school policies •Correspondence reference policies •School policy manual •Staff/student handbooks •Agendas and minutes of stakeholder meetings •Surveys | Operational |
| 2.2 | Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school | <ul style="list-style-type: none"> •Stakeholder surveys •Agendas and minutes of meetings •School improvement plan •Staff handbook •Personnel evaluation plan •Maintenance of consistent academic oversight, planning, and resource allocation •Meaningful leadership roles assigned •Peer learning communities | Highly Functional |
| 2.3 | Ensures compliance with applicable local, state, and federal laws, standards, and regulations | <ul style="list-style-type: none"> •Assurances, certifications •Budget allocation documents •Compliance historical data •Master calendar •Checklist | Highly Functional |

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| 2.4 | Employs a system that provides for analysis and review of student performance and school effectiveness | <ul style="list-style-type: none"> •Workshop attendance •Professional development plans •Role of leaders in use of data and interpretation •Use of data for continuous improvement or decision-making •Multiple methods of using and reporting data •Surveys | Highly Functional |
| 2.5 | Fosters a learning community | <ul style="list-style-type: none"> •Professional development plans and records •Observational protocols •Peer learning community agendas and minutes •Surveys •Minutes/attendance lists from professional development meetings •Observational protocols •Professional development calendar •Surveys | Operational |
| 2.6 | Provides teachers and students the opportunities to lead | <ul style="list-style-type: none"> •Meeting agendas, minutes •Procedures for purchasing materials and equipment that consult teachers •Surveys •Policies/Procedures that address leadership roles •Committee rosters •Agendas/meeting minutes of committees indicating student involvement •Meeting rosters showing student involvement •Surveys •Student projects •Documentation of numbers of disruptive events—increase/decrease •Behavioral policies •Surveys | Operational |
| 2.7 | Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership | <ul style="list-style-type: none"> •Feedback/revision documents indicating responsiveness to feedback •Surveys •Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders | Highly Functional |
| 2.8 | Controls curricular and extracurricular activities that are sponsored by the school | <ul style="list-style-type: none"> •Class and activity rosters •Distribution of curriculum materials •Distribution of qualified staff members •Surveys | Operational |

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| 2.9 | Responds to community expectations and stakeholder satisfaction | <ul style="list-style-type: none"> •Surveys and related data •Logs of concerns expressed •Committee membership lists | Operational |
| 2.10 | Implements an evaluation system that provides for the professional growth of all personnel | <ul style="list-style-type: none"> •Surveys •Documentation of collection of lesson plans and grade books •Maintaining feedback •Meeting minutes •Administrative classroom observation protocols and logs •Actions taken as a result of observations •School practices and procedures •School practices and procedures •Surveys •Calendars, logs •Evaluation forms •Attendance rosters/minutes of professional development meetings •Job descriptions •Continuum of administrative skills, job descriptions •Surveys •Self-assessments •Evaluation forms •Attendance rosters/minutes of professional development meetings | Operational |

Standard-level Contextual Narrative

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?

How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

The processes utilized by leadership to implement policies and procedures that ensure effective school operation must be made priority for student success. Through this standard it is obvious that effective school governance hinges on leadership's ability to listen to all stakeholders with an emphasis on creating an environment that promotes teaching and learning. Compliance with operative policies and procedures guarantees a culture that is inclusive and ethical.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

The School utilizes the Birmingham Board of Education Policy and Procedure Manual as its governing documents. Copies of these manuals are located in specific areas throughout the school. Each employee is given an employee handbook which includes brief overviews of selected policies and procedures. Also, Princeton employees are given a Staff Handbook which is updated annually by the administration team and reviewed throughout the school year. The handbook contains vital school information that is unique to the daily operation of the school, including but not limited to yearly committee lists, safety and attendance procedures and expectations, the continuous improvement plan, technology goals, the discipline plan, and general information about effective school procedures that help to maintain a safe environment conducive to learning. A listing of school resources, such as contact information for the PTA, facility inspections, district attendance support, and school nurse information, are included in the handbook. All personnel are expected to comply with local, state, and federal policies and procedures. Students receive a district-wide Student Code of Conduct book that outlines behavioral guidelines and consequences. They also receive the Princeton Parent/Student Handbook within the planner that provides information regarding our mission, beliefs, academic and behavioral expectations, and school policies and procedures. The planner also lists programs and services that are available in our school and contains sections where students can record homework assignments, weekly goals, and notes to parents. In addition to the above, Princeton communicates with stakeholders through various avenues including but not limited to, quarterly newsletters, School Phone Messenger system, progress reports, report cards, websites, monthly PTA meetings, emails, flyers, employee memos, and staff meetings.

2. What process does the school's leadership use to evaluate effectiveness and student performance?

The principal promotes a culture that is interested and reliant on data by orchestrating stakeholders' meetings and monthly meetings with the staff to review and evaluate results from SAT-10, the Alabama Reading and Math Test, and local assessments such as classroom tests and observations. Academic and behavioral data is disaggregated and analyzed. The staff is encouraged to collaborate with the school leader, colleagues, and parents in establishing programs that aid in the academic and social growth of students. Additionally, plans are developed for staff professional growth and educational knowledge growth for parents. The school leader frequents classrooms to monitor practices and procedures, dialogue with teachers and students about teaching and learning, and provides constructive feedback. The leader encourages teachers to meet with various grade levels to discuss the curriculum and share any advice/ideas in regards to aiding the academic and social growth of students. Observation and evaluation of non-instructional staff members also provide direction for growth activities. The school leader meets with non-instructional staff bi-monthly to engage in dialogue about job descriptions, school procedures, and receive feedback regarding school effectiveness. The school leader strongly encourages parental and student involvement in monthly PTA meetings, seminars, student assemblies, and special events such as, but not limited to, "Doughnuts for Dads", "Muffins for Moms", and Pep Rallies. The school calendar is updated to inform and encourage involvement. Surveys are sent home periodically to provide vital information to the school leader to aid in improving or establishing

programs for effectiveness and student performance.

3. What ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

Princeton provides a variety of ways for stakeholders, including staff, to lead and contribute to the decision-making process.

Stakeholders are invited to serve on a variety of committees, participate in small learning groups, and facilitate school meetings.

Parents have numerous opportunities to make a difference in the Princeton community by serving on planning committees for continuous improvement and development of discipline plans, hold office in the school's PTA, facilitate and parent boot camps which enable parents to interact with each other to acquire strategies that aid in the academic and social growth of the students.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The school's instructional staff is encouraged to participate in professional development training that generates highly effective instructional strategies to ensure equity of learning opportunities for all students. Teachers develop professional development plans based on their own personal needs as identified by them during the Educate Alabama evaluation process. The leadership supports innovation by encouraging teachers to initiate and implement programs, lessons, or strategies that are research based with the potential of increasing their ability to teach and students' ability to learn. Teachers are encouraged to pursue ways to broaden learning opportunities for students.

Standard 3: Teaching and Learning

Overall Score: Operational

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement:

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

| Indicator | Description | Evidence | Rating |
|-----------|---|--|-------------|
| 3.1 | Develops and implements curriculum based on clearly-defined expectations for student learning | <ul style="list-style-type: none"> •Written curriculum documents •Curriculum, instructional guides •Curriculum mapping, scope and sequence guides •Lesson plans referencing objectives from curriculum •Surveys •Curriculum guides •Curriculum maps that reference standards/expectations •Guides that contain scope and sequence •Curriculum committee meeting minutes that reference alignment work •Curriculum documents that show scope and sequence •Listing of skills within content areas and across grade levels •Alignment of instructional activities within content areas and across grade levels •Written units or lesson plans •Instructional documents and activities that are aligned both vertically and horizontally •Agendas and minutes of curriculum committees and grade level committees •Reports from curriculum development focus groups | Operational |

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| 3.2 | Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning | <ul style="list-style-type: none"> •Lesson plans •Samples of exemplars, models, rubrics, and other formative assessments •Professional development agendas addressing formative assessment •Program/project descriptions •Lesson plans •School leadership investigation of new strategies for innovative instruction •Examples of student engagement in the classroom •Examples of student engagement in the classroom •Lesson plans •Guest speakers, special presentations, mentors | Operational |
| 3.3 | Gathers, analyzes, and uses data and research in making curricular and instructional choices | <ul style="list-style-type: none"> •Formative and summative classroom assessments •Description of process used to adopt and analyze assessments •Local assessment items align with standards/expectations •Changes in lessons or programs to accommodate evaluation conclusions •Meeting agendas and minutes •Evaluation documents •Meeting agendas and minutes •Classroom assessments •Surveys •Minutes of collaborative meetings, descriptions of analysis of work •Descriptions of lessons revised based upon analysis of student work •Exemplars and models of performance levels | Highly Functional |

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| 3.4 | Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice | <ul style="list-style-type: none"> •Lesson plans •Walkthrough logs (protocols) •Lesson plans •School improvement plan •Curriculum showing enrichment/acceleration elements •Comprehensive needs assessment •Evidence of data review •Agendas and minutes from peer learning community meetings •Pacing guides •Surveys •Variety of learning opportunities provided to students •School leadership investigation of strategies for improved instruction •Interventions for improvement designed for students of all performance levels | Operational |
| 3.5 | Challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity | <ul style="list-style-type: none"> •List of students identified as needing support •Lesson plans indicating individualized strategies •Individualized Education Plans •Our special education population is very limited. Special education teachers are not housed on site. There are some students that receive speech and the speech teacher visits weekly to service those students. •Cultural accommodations (i.e., food preparation, clothing, foot-washing) | Operational |
| 3.6 | Allocates and protects instructional time to support student learning | <ul style="list-style-type: none"> •Times for announcements •Memos to teachers •Newsletters to parents •Changes designed to protect student learning time •Schedules (assemblies, non-academic scheduling, special programs) | Highly Functional |
| 3.7 | Provides for articulation and alignment between and among all levels of schools | <ul style="list-style-type: none"> •Calendars •Protocols for collaboration among all staff members •Decisions made •Alignment/articulation documents •Professional development plan •Agendas, meeting minutes | Operational |

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| 3.8 | Implements interventions to help students meet expectations for student learning | <ul style="list-style-type: none"> •Re-teaching of students who have not met expectations •Variety of learning opportunities provided to students •Lesson plans •Assessments •Review of student data •Lists of students who have greatest degree of difficulty •Review of research-based interventions •Curriculum and instruction requirements by the government are met | Operational |
| 3.9 | Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning | <ul style="list-style-type: none"> •Parent/community presence in school •Parent, teacher, student surveys •Indication of engagement of students •Student work displayed •Positive interactions between students and students, students and adults, adults and adults •Survey of attitudes of stakeholders regarding behavior •Indication that school climate is important and is used to help guide school decisions •Student handbook •Documentation of number/percentage of disruptive events •Posted and written expectations of student behavior | Highly Functional |
| 3.10 | Provides comprehensive information and media services that support the curricular and instructional programs | <ul style="list-style-type: none"> •Evidence of teacher input into selection and purchase of materials •Procedure for purchase of materials •Calendar for updates and review list | Operational |
| 3.11 | Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program | <ul style="list-style-type: none"> •Access to library/media services •Technology resources. i.e., computers, computer lab •Internet use policy •Protocol for assessing credibility of Internet information •Professional development/school improvement plans •School budget •Professional development offerings that showcase new developments and trends •Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials | Operational |

Standard-level Contextual Narrative

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?

How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

Our focus is to use district, state, and national curriculum guidelines to drive academic and technology instruction. The inclusion of technology enhances teaching and learning and motivates student engagement. Student learning will increase as teachers include current methods of delivery.

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

Princeton School offers a core curriculum, as required by the State of Alabama, which includes a protected reading block, math, social science, science, physical education/health, technology, art. Teachers receive an Alabama Course of Study book in each subject area, Curriculum Pacing Guides, and the SAT 10-Compendium. Teachers use curriculum checklists/pacing guides to ensure that students receive the appropriate instruction. Teachers access various materials from both curriculum guides and support materials to develop, teach, and implement the curriculum. Weekly lesson plans are developed based on: curriculum standards, developmentally appropriate practices; learning styles; and mastery of skills to ensure optimal student success. The Principal reviews these lesson plans and supports teachers each week. The Principal selects a team of stakeholders to develop the Continuous Improvement Plan (CIP), which serves as a cornerstone for teachers' input regarding the use of state academic assessments and other data sources in order to drive instruction and ensure student learning. The team works cooperatively to identify strengths and weaknesses for each specific area and formulate a plan of action based on those identified needs. The implementation of the curriculum credits the use of various instructional strategies, teaching styles, learning activities, instructional support, resources and assessments. Qualitative assessments such as interviews, observations, anecdotal records, and informal assessments, when applicable, are analyzed to determine student needs. Teachers utilize the Internet, school computers, and resources like newspapers, guest speakers, field trips, and volunteers to help support the curriculum. When possible, tutoring is offered after school. Grade-level, cross-grade level, and curriculum meetings are held on a regular basis to ensure continuity between subjects matter and highlight specific goals and directions found within the CIP.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The instructional staff is periodically involved in professional development experiences that will allow opportunities to implement research based strategies in the classroom. The teachers read, research, discuss and share professional literature to enhance instruction. The administrator encourages job-embedded professional development which is organized, planned, and facilitated by the teachers. Resource teachers, the Reading Coach, and Math resource personnel also impart effective instructional strategies and practices. The school hosts Parent Boot Camp nights to assist parents with academic strategies they can utilize. The use of community groups, such as Junior Achievement, invites professionals into the classroom to teach about subjects like economics and give real life applications. The principal facilitates the Principal's Book Club which meets during lunch time to chat about novels. The media specialist provides guidance and instruction to both students and staff concerning the implementation of media services and materials. Students are able to access materials through open circulation and teachers may also sign up for specific times to further their curricula through media. Classes also have assigned times weekly. Each classroom has a television for morning broadcast and other educational viewing, wireless internet access, Elmo document cameras and projectors, and two new computers. Teachers have access to teacher assigned laptops, laser printers, digital cameras, Flip video cameras, and classroom sets of XO laptops for checkout.

A computer lab is available for use by individual classes.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

Teachers are continuously trained through district-wide professional development, workshops, conferences, grade level meetings, curriculum coaches, and collaboration with colleagues to implement an effective curriculum. Intervention assistance with community tutors/teachers is provided. Through the formative evaluation, Educate Alabama, Professional Development Learning Collaborative, teachers are evaluated and data is gathered and discussed. A plan for professional growth and learning is set. Teachers utilize the Building Based Support Team as a formal collaborative team to assist in planning for student achievement, sharing instructional resources, and implementing effective strategies.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

Classrooms have a television for viewing morning announcements and other educational programming. Students have access to wireless internet, document cameras and projectors, two desktop computers and a computer lab, and recently added Promethean boards. Teachers have access to personal laptops, laser printers, digital cameras, Flip video cameras, and class sets of XO computers for checkout. The technology coordinator works to ensure that adults are prepared through training sessions. The technology planning committee includes a variety of stakeholders and works to ensure technology is available for the pupils and teachers.

Standard 4: Documenting and Using Results

Overall Score: Highly Functional

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement:

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

| Indicator | Description | Evidence | Rating |
|-----------|---|---|-------------|
| 4.1 | Establishes performance measures for student learning that yield information that is reliable, valid, and bias free | <ul style="list-style-type: none"> •Classroom level observations documenting use of assessments •Lesson plans •Surveys •Written assessments •Surveys •Meeting minutes •Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services •Surveys •Policies •Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification •Analysis and disaggregation of assessments by subgroup – meeting agendas/minutes •Analysis of trend data | Operational |

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|------------|--|---|--------------------------|
| <p>4.2</p> | <p>Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning</p> | <ul style="list-style-type: none"> •Organizational effectiveness data (process and results) •Student assessment plan •Student achievement results from various formative and summative assessments •Demographic analysis and/or process data to correlate with student achievement results •Survey (perception) data •Policy and/or procedure to monitor overall student performance •Trend data •Demographic data •Verifiable growth in student performance •Showing discussion of data system development •Staff/stakeholder participation on data committees •Inclusion of data analysis topics in the agenda of professional development activities •Surveys | <p>Highly Functional</p> |
| <p>4.3</p> | <p>Uses student assessment data for making decisions for continuous improvement of teaching and learning processes</p> | <ul style="list-style-type: none"> •Samples of classroom assessments and documentation of how used •Agendas and minutes of collaborative meetings •Data analysis, including analysis of school-wide assessment results •Professional learning community/agendas and minutes •Efforts by the school to determine gaps between achievement goals and improvement expectations •Surveys •Use of schoolwide assessment systems •Agendas/minutes of peer learning communities and other meetings to identify students for additional support | <p>Highly Functional</p> |

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|-----|--|---|-------------------|
| 4.4 | Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance | <ul style="list-style-type: none"> •Teacher reports about efforts to keep them informed regarding trend and comparison data •Agendas/minutes of stakeholder meetings for data analysis, dialogue, and use of data •Evaluation protocol •Professional development plan •Agendas of peer learning community meetings and trainings •School improvement plans showing professional development •Learning materials for skill development •Surveys •Agendas or minutes of peer learning community meetings showing discussion of data •Professional development plan, school improvement plan •Surveys | Highly Functional |
| 4.5 | Communicates the results of student performance and school effectiveness to all stakeholders | <ul style="list-style-type: none"> •Communications to stakeholders •Reports to students and parents •Annual report •Surveys •Displayed successful work in classrooms and hallways •Frequent recognition programs •Surveys | Operational |
| 4.6 | Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness | <ul style="list-style-type: none"> •Comparative analysis of student achievement among similar schools •Collection and analysis of multi-year trend data regarding student achievement and school effectiveness •Teacher reports about efforts to keep them informed regarding trend and comparison data | Highly Functional |
| 4.7 | Demonstrates verifiable growth in student performance | <ul style="list-style-type: none"> •Longitudinal student achievement data reflect growth in student performance •Committee agenda/minutes that show review of data •Longitudinal student achievement data reflect growth in student performance •Committee agenda/minutes that show review of data •Committee agendas/minutes that show review of data | Operational |
| 4.8 | Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations | <ul style="list-style-type: none"> •Policies that guide security of data and authorized users •List of authorized users at various levels of access | Highly Functional |

Standard-level Contextual Narrative

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?

How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

This standard made it more evident that state and district assessments are utilized to analyze and evaluate student performance. We can improve by systematically planning vertical meetings to close the gaps in critical grade level areas.

1. How is the assessment system currently used in your school to analyze changes in student performance?

The school utilizes multiple assessments to measure student learning, including DIBELS, SAT10, Think Link, and ARMT. More assessments such as STAR, Accelerated Reader, weekly selection/chapter tests, unit tests, projects, and other tests are used to monitor student progress. Other formative assessments include observational checklists, anecdotal notes and progress monitoring. Results are shared with teachers to analyze strengths and weaknesses to modify instruction. These same results are analyzed in grade level meetings weekly to identify students' strengths and weaknesses, differentiated instruction, and provide intervention. Then this data is analyzed in vertical team meetings where teachers from grade levels collaborate about assessment results, instructional practices, curriculum alignment and analyze individual achievement.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

The school uses a wide variety of data to meet expectations for student learning. The teachers maintain data notebooks where test results are kept. It is used to assist in instructional and intervention planning during grade level meetings. Also, student demographic analysis, academic records and behavioral reports are used in disaggregating of students for classroom teachers every year for the next academic school year. Data such as student portfolios, assessment plans, and performance information are also utilized by classroom teachers to identify areas of growth as well as strengths. Other information and reports such as individual student data, attendance records, and discipline reports are closely monitored and shared with the stakeholders as deemed necessary. Results from benchmark assessments are accessible and individual results are sent to parents. These are major indicators of students' performance and are sent home with the child when results are available. The overall school's scores on student assessments are communicated during PTA meetings and parent seminars. This data is also placed on the bulletin board outside of the office. Comparisons are also made between Princeton and other schools in city/county at PTA meetings. Moreover, Results from daily/weekly tests should be entered into the STI system to be accessible to parents in a timely manner. STI is an operational system where parents/students can view their academic progress. Finally, an honor roll party is held each nine week period for students on Honor Roll; these students are given an Honor Roll ribbon. Good behavior is celebrated by awarding Panther Bucks to students that they can use in the Panther Store to purchase goods or for entrance into school sponsored events. Good behavior is also recognized by being awarded Citizen of the Month certificates in each homeroom class and are recognized at monthly PTA meetings. The student's photograph is displayed on the school bulletin board, on the school website, and in the yearbook. Successful school work is displayed in the hallways and in the classroom.

3. How are data used to understand and improve overall school effectiveness?

Effective and consistent use of data is so important and can promote real self-evaluation and high standards of teaching and learning. Princeton Elementary uses comparable data from across the county and state and proudly displays our school's achievements compared to others. Leadership of the school, along with the staff, uses this data to: inform professional discussions

with key partners;

identify pupils' achievement and generate target setting; monitor the effectiveness of initiatives and strategies; support the allocation of staffing and resources; challenge the aspirations of staff, pupils and parents; contribute valuable evidence towards the regular updating of the school's improvement plan. Also, staff works smartly with school data. Teachers modify instruction and provide differentiated instructional opportunities for students identified as needing additional assistance. Teachers regularly evaluate the quality of the essential skills being taught and adjust their plans accordingly. Lastly, the effective use of school data, such as Discovery Education Assessment (Think Link), SAT-10, ARMT, unit benchmark tests and formative assessments, contributes towards Princeton's capacity to improve and therefore it is an important for key members of staff and stakeholders to understand its usefulness in evaluating and improving the performance of a school and informing future planning.

4. How are teachers trained to understand and use data in the classroom?

The educators at the school receive professional development during the year on use of data to obtain school improvement, teaching strategies, and to increase student achievement. Data meetings are held twice a month with teachers, ARI coach, and the administrator to review data for instructional planning as well as intervention. During grade level meetings the teachers and the principal discuss student testing data, and instruction that is needed to improve or continue student achievement. Assessments are also compared for common errors or areas of need. Finally, district specialists are invited in to faculty meetings, grade level and data meetings to present professional development on the interpretation and use of data throughout the year.

Standard 5: Resources & Support Systems

Overall Score: Operational

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement:

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations.

The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

| Indicator | Description | Evidence | Rating |
|-----------|--|---|-------------------|
| 5.1 | Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities | <ul style="list-style-type: none"> •Percentage of staff Highly Qualified •Description of school/governing body promotions to attract new staff members •Audit of teacher credentials •Extent to which staff meet certification and licensure requirements •New teacher orientation materials •Description of induction and mentoring program •Surveys of staff | Operational |
| 5.2 | Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience) | <ul style="list-style-type: none"> •School improvement plan •Candidate interview notes •Collection of data about staff strengths | Operational |
| 5.3 | Ensures that all staff members participate in a continuous program of professional development | <ul style="list-style-type: none"> •Agendas and minutes of collaborative team meetings (peer learning community) •Calendar of meetings | Highly Functional |
| 5.4 | Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school | <ul style="list-style-type: none"> •School improvement plan •Disaggregation of student data •School budget •Supplemental funds | Operational |
| 5.5 | Budgets sufficient resources to support its educational programs and to implement its plans for improvement | <ul style="list-style-type: none"> •School improvement plan •Monthly budget •Accounting of supplemental funds | Operational |

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|-----|---|--|-------------------|
| 5.6 | Monitors all financial transactions through a recognized, regularly audited accounting system | <ul style="list-style-type: none"> •Annual budget •Last financial audit •Evidence that school abides by legal and ethical business and educational practices •Staff communications about budget •Minutes and notes from staff meetings regarding budget •Documentation of compliance reporting - assurances •Description of policies in place and monitoring | Highly Functional |
| 5.7 | Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants | <ul style="list-style-type: none"> •Indication that facilities are regularly inspected and maintained •Facilities and technology maintenance plan and long range facilities plan •Creative uses of space that align with the school goals •Changes in space over time in response to changing need •Facilities report addressing safety concerns •Required safety certificates | Operational |
| 5.8 | Possesses a written security and crisis management plan with appropriate training for stakeholders | <ul style="list-style-type: none"> •Crisis management plans •Surveys •Security plans | Operational |
| 5.9 | Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning | <ul style="list-style-type: none"> •School policies/handbooks •Student files •Reports •Print and electronic communications •Stakeholder surveys | Highly Functional |

| | | | |
|-------------|---|---|--------------------------|
| <p>5.10</p> | <p>Provides appropriate support for students with special needs</p> | <ul style="list-style-type: none"> •Log of team meetings and results •Description of use of data to target instruction to students not meeting expectations •Records indicating reassessment data and practices •Lesson plans •Evidence of differentiation of instruction •Surveys •Teacher surveys •Classroom walk-through journals •School improvement plan/committee structures •Minutes/action plans •Administrative classroom observation logs/protocols •School policies and procedures •Meeting minutes •Surveys •Data review | <p>Highly Functional</p> |
|-------------|---|---|--------------------------|

Standard-level Contextual Narrative

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?

How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

The policies and procedures are established by the state and the district. We generally follow these policies to ensure that we are in compliance. It is apparent that investing in the preparation and development of human resources is just as vital as managing fiscal resources, which enhances our educational program.

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

Initially teachers apply and are interviewed by the BCS Human Resources Department. Afterwards, applicants are encouraged to interview with the principal. As vacancies occur, Princeton usually utilizes a committee approach to its interviewing process. The committee consists of the principal, a parent, a support teacher, and a couple of instructional staff members. The recruitment of teachers at Princeton Elementary primarily involves the Principal. After interviewing applicants for a specific position, the principal selects the applicant who is best for the position. To be best for a position, an applicant must be Highly Qualified under the "No Child Left Behind" guidelines, certified for the placement, have high academic skills, strong pedagogy and methodology, some knowledge of parent relationships and how children learn, and preferably some years of experience. The process for induction begins once the teacher is on site. The new teacher is paired with two mentors in order to ensure a qualified professional staff member that is capable of fulfilling assigned roles and responsibilities. Each new applicant receives a welcome packet that includes facts about the school, a listing of personnel with important phone numbers, a class schedule and roll, a parent/student handbook, and staff handbook. At the beginning of each school year induction for all staff takes place through review of the handbook, discussion of the evaluation processes, and review of some local/state/federal policies and procedures. For all staff and faculty, professional development is job-embedded, on-going, and driven by school needs according to collected data. Staff and faculty are encouraged to participate in and initiate professional development based on student and school needs.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, education programs, and its plans for school improvement?

Princeton Alternative Elementary has an established policy in place for financial allocations and managing fiscal resources. This policy, Accounting Procedures for Receipting Fund and Processing Local Purchase Orders, is documented and enforced by the Birmingham City Schools District Office and local school administration. According to Birmingham City Schools' policy, financial resources are allocated for purchases that affect learning and teaching. The principal reviews and approves all completed purchase orders before purchases are made to ensure strict adherence to policy.

3. How does the leadership ensure a safe and orderly environment for students and staff?

Princeton's leadership ensures a safe and orderly environment for students and staff by following safety protocols. Facilities and equipment are monitored and inspected to ensure that Princeton School is equipped to provide a safe up to date learning facility. School rules, regulations, and procedures are clearly written and readily available in the Birmingham City School's Policy and

Procedures Manual, the Code of Student Conduct Book, the Princeton parent/student handbook, and the staff handbook. In addition to the District policies, Princeton has the school-wide safety plan and discipline plan. Safety drills are conducted on a routine basis by qualified individuals. Faculty and staff are aware of and are a part of the crisis management team. Documentation such as: Princeton's quarterly safety reports, crisis management plans, rules and regulations are kept up to date and are easily referenced. All visitors to the Princeton School sign in and out at the front office and are easily identified with visitor badges. State and Federal Regulations & Policies require that all employees be educated and tested on Safety Hazards Procedures Policies and Concerns.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

Guidance services are available to all children and are a key component within the main curriculum. Princeton students are introduced to careers and character traits from Kindergarten through Fifth grade. Students participate in a variety of service learning projects, reports, and team activities that aid in career exploration and reinforce a sense of belonging. The school has a student government association, student leaders, and disseminates monthly character awards. Teachers complete specific forms for student services based on need. Parents and other school personnel may also request services to meet student needs. Teachers may also refer students to the PST (Problem Solving Team) to ensure that their needs are met. Referral processes are in place for each specific resource service. When a student is placed in a program and receives an IEP, GEP, or any other specific plan, staff members must adhere to these plans to ensure that students' needs are met. Teachers are required to take coursework and attend training relevant to special/exceptional needs of students. Parent conferences are held regularly to provide and receive up-dates on the referred student's progress. Services are provided based on the assessment of the student's needs.

Standard 6: Stakeholder Communication & Relationships

Overall Score: Operational

The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement:

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

| Indicator | Description | Evidence | Rating |
|-----------|--|--|-------------|
| 6.1 | Fosters collaboration with community stakeholders to support student learning | <ul style="list-style-type: none"> •Examples of school communications •Correspondence •Surveys | Operational |
| 6.2 | Has formal channels to listen to and communicate with stakeholders | <ul style="list-style-type: none"> •Plan for communication among stakeholders •Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness •Notices for student performances and showcases | Operational |
| 6.3 | Solicits the knowledge and skills of stakeholders to enhance the work of the school | <ul style="list-style-type: none"> •Protocol for teachers to request volunteer help •Surveys •Newsletters and web announcement •Teacher/parent communications •Parent Teacher Organization/Parent Teacher Association documentation •School committee participation lists and minutes •Parent compact •Surveys •Newsletters and other print communications •Participation lists •Survey responses •Teacher/staff member communications | Operational |
| 6.4 | Communicates the expectations for student learning and goals for improvement to all stakeholders | <ul style="list-style-type: none"> •Meeting agendas and minutes •Written curriculum documents •Competency profiles and syllabi •Print and web communications •Classroom displays •Correspondence | Operational |

| | | | |
|-----|--|---|-------------|
| 6.5 | Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders | <ul style="list-style-type: none"> •School newsletters and website •Annual report •Data reports •Correspondence •Surveys | Operational |
|-----|--|---|-------------|

Standard-level Contextual Narrative

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?

How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

Princeton maintains academic and social excellence because of its continued internal and external collaborative efforts. The success of the school is based upon the teacher setting high expectations and the students meeting those goals. Our goal is to continue strong parental and stakeholder involvement to add to the overall success.

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

The school's leadership ensures that the school is responsive to community expectations and stakeholder satisfaction through a variety of methods, such as parent forums, training and informational meetings, and review and discussion of survey results. Also, two-way communication with stakeholders occur in many forms, from dissemination of school-wide information through use of the phone master, flyers, quarterly calendars, the STI parent portal, staff e-mails, the PTA website, and the school website. The leadership, along with the staff, strives to create and maintain an environment that is welcoming, student-friendly, open, attractive, and clean. The school has an "open-door" process that allows parents to visit classrooms, eat lunch with their children, or schedule conference time with teachers or leadership whenever ideas need to be shared or questions need to be addressed. All students are issued a Student Code of Conduct handbook at the beginning of the school year outlining the Birmingham City School Board of Education policies and procedures. Students also receive the Princeton parent/student handbook which is used as a calendar, a place in which to write homework assignments, and a communication tool between teachers and parents. Parents and students sign a form from both documents to indicate awareness of procedures and processes. Also, parents sign a contract at the beginning of the school year to commit to doing their best and to work together with school personnel for the success of each child. Involvement opportunities, meetings, and workshops are scheduled on a regular basis: parent boot camps, parent involvement committees, mentoring programs, monthly PTA meetings, yearbook committee, fundraisers, open house, parent seminars, volunteer opportunities in the school/classroom, assistance with morning/evening valet, chaperones for fieldtrips, Boy/Girl Scouts, Beta Club, student council, Principal Book Club (PBC), PTA executive board meetings, classroom newsletters, the Positive Behavior Support initiative (PBS), school dances, school wide broadcasting team, WTTO partnership (that provides annual support during Christmas and the 5th grade Honors Program, the black history contest, spelling bee, and math derby), Junior Achievement training for all grades, Alabama School of Fine Arts writing program (with 5th graders), UAB Biology students (with 3rd/4th graders), Better Basics' programs (Grade 4- M.O.R.E.: Motivators of Reading Enrichment and Ready to Read with Grade 2), Discovery Club, and partnership with local universities (UAB and Miles student teachers and observers).

2. How does the school's leadership foster a learning community?

Everyone is considered a learner in the Princeton community by the leadership. Bi-monthly faculty and staff meetings are held to discuss information about upcoming events, provide job-embedded professional development, as well as, allow time for planning school events. Monthly data meetings are held with the school leader, grade level teachers, and the reading coach to discuss current data, and instructional trends for improving or accelerating student learning. The Professional Learning Community Team attends various workshops and conducts job embedded professional development for the instructional staff with collaboration being the key component for planning on and across grade levels. This year's school-wide focus has been formative and common assessments. Weekly lesson

plans are incorporating more of these types of assessments to better meet the needs of students. Various school committees are established to ensure that academic and social needs are met through school programs. The Building Based Student Support Team (PBS/BBSST) meets monthly to discuss strategies that may be implemented to meet student needs. Team members discuss issues related to the special needs of teachers and students with the goal of providing assistance to teachers in resolving classroom and/or student challenges.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Several avenues are used to communicate information to stakeholders about our students and their performance. Student planners are used as a daily information source between the school and home to notify parents of student assignments and due dates for projects. The STI system allows students and parents to monitor performance through the use of a secure online grade book. Newsletters are sent out periodically by the school and PTA to update students and parents on general school knowledge of announcements, important information, and events. The school marquee, quarterly calendar, data board, and PTA attendance graphs are visible throughout the building to inform the stakeholders. The school website includes all school personnel contact information, student school work pictures, and other activity updates. Report cards, progress reports, and parent teacher conferences help to keep our parents informed of their child's progress in social and academic achievement. Students are recognized for good citizenship, making the honor roll, perfect attendance, and showing the most improvement. The daily morning broadcasts, phone master, and special student achievement bulletin boards are used to inform the community of student achievements. The annual awards' programs provide times to honor all performance and school achievements.

Standard 7: Commitment to Continuous Improvement

Overall Score: Operational

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement:

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

| Indicator | Description | Evidence | Rating |
|-----------|--|--|-------------------|
| 7.1 | Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results) | <ul style="list-style-type: none"> •Minutes/attendance lists from school improvement/other meetings •Surveys | Operational |
| 7.2 | Engages stakeholders in the processes of continuous improvement | <ul style="list-style-type: none"> •Newsletters describing vision, purpose, improvement strategies, and results •Handbooks reflecting vision •Annual report to the community | Operational |
| 7.3 | Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning | <ul style="list-style-type: none"> •School improvement plan and process employed in development •Data analysis •Self-assessment findings •Surveys | Highly Functional |
| 7.4 | Provides professional development for school personnel to help them implement improvement interventions to achieve achievement goals | <ul style="list-style-type: none"> •Description (or lesson plans) of teaching practices that demonstrate student-centered instruction •Professional development schedule or topics •Surveys | Operational |
| 7.5 | Monitors and communicates the results of improvement efforts to stakeholders | <ul style="list-style-type: none"> •Monitoring and evaluation plan for school improvement plan •Schedule of school improvement planning meeting topics •Feedback/revision documents indicating responsiveness to feedback and use for improvement •Surveys | Operational |
| 7.6 | Evaluates and documents the effectiveness and impact of its continuous process of improvement | <ul style="list-style-type: none"> •Revisions to school improvement plan •Professional development topics •Revisions to school improvement plan •Professional development topics | Operational |

Standard-level Contextual Narrative

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard?

How will you use the insights gained from this self-assessment to inform and enhance your improvement efforts related to this standard?

Princeton maintains high performances on annual assessments. However, our staff and stakeholders continue to expect growth that will positively affect student achievement and school effectiveness. The staff continues to seek current use of annual data to promote and implement strategies that will result in student engagement and learning.

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Our mission is to provide the highest quality of teaching and learning so that all students can do their best. In order to facilitate this goal, we are committed to utilizing our strengths and correcting our weaknesses. Following the updating of our continuous improvement plan, we begin the process of school improvement by compiling the data from standardized test scores, surveys, student homework, parental concerns, and student requests to determine the instructional strategies and curriculum decisions needed to meet revealed weaknesses. Although our test scores are high, there is always room for improvement. We believe once we redirect our lesson plans and modify our instructional practices we will be able to improve student performance, thus making our school more effective. In addition to academic improvement, teachers recognize the importance of continuous improvement in our professional knowledge base. We attend professional development in areas such as classroom management, school climate, student needs, and technology to improve the delivery of lessons that results in an increase in student performance.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

In order to ensure that improvement goals reflect student learning needs, teachers review test data from the entire school to target specific areas needing improvement. After reviewing the data, teachers analyze the information to target specific individual needs, and develop lesson plans based on student weaknesses. Teachers generate classroom assessment instruments based on identified need(s) to correct weaknesses. This process proved to be successful as indicated by the increase in our most recent school test scores. We also utilize district purchased software that allows us to individualize instruction. Computer programs such as Accelerated Reader, Discovery Education, and Think-Link Practice Probes have been implemented to ensure identified weaknesses are targeted. The focus of professional development has been in the areas of reading and math, however, our self-study revealed that word structure and vocabulary is a weakness in our school. Teachers have made a concentrated effort to place greater emphasis on these two areas. Teachers have also committed to attending professional development activities in these areas

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

School personnel have been involved in a variety of professional development in-services that are instrumental in achieving improvement goals. The district offers two in-service academies that meet the needs of teachers based on student achievement. Additional in-services have included the following: design of classroom web pages to provide stakeholders with information on what is happening in the classroom as well as what is expected in the classroom, document camera utilization to provide teachers with training

on how to use these tools to better instruct students, on-line lesson plans which allows administration to view lesson plans to ensure standards are being met, technology development where teachers learn how to integrate technology across the curriculum, digital and Flip Video Camera training so teachers are able to document what students are learning in the classroom, Four Square Writing Process where teachers learn how to integrate writing across the curriculum, DIBELS which is an early identifier of student's strengths and weaknesses), and Kagan Math training that provides teachers with different cooperative learning strategies. Teachers and administrators have also attended the following workshops: School Improvement Planning sessions and SACS training. During spring break, Promethean Boards were installed and training is scheduled for late spring and summer. Funds have been allocated for each teacher to attend at least one professional development conference per year.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Our school improvement plan revealed weaknesses in the areas of technology and vocabulary. Our technology effectiveness has been strengthened by staff attendance at technology conferences and the purchase of technology materials (i.e., document cameras, laptops) for instructional use. Teachers have made a conscious effort to increase their delivery of instruction utilizing technology. Additionally, we have designated a teacher to serve as technology coordinator. First, the leadership monitors the implementation of these programs via lesson plans. Most teachers submit their lesson plans via email. Lesson plans are evaluated to ensure that each teacher is teaching the required objectives. Also, lesson plans are monitored to ensure teachers are differentiating instruction and as a guide for observation of teaching and learning. Information about our school improvement plan is communicated to the stakeholders through open house, web sites, school report cards, PTA meetings, class notes, e-mails, and the school calendar.

REPORT SUMMARY

Self-Assessment Scores By Standard

