Accreditation Report

Avondale Elementary School
Birmingham City Schools

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Executive Summary
Introduction

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

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

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

Avondale School was established in 1923 to serve the neighborhood and community in grades 1-8. The original structure was built in 1923 and included classrooms, gym, and auditorium. In 2002, Avondale School received its 25th year of continuous accreditation award from the Southern Association of Schools and Colleges. We have retained accreditation for 35 consecutive years.

The school's location in the historic section of Forest Park has generated excellent support from alumni and from people new to the area, and those with a compelling desire to maintain the gentility of the neighborhood. Avondale School's strategic location makes it accessible to the many community resources within our city and surrounding areas. These resources enhance our educational program.

A committed teaching staff is the core of Avondale Elementary's success. Approximately thirty-three percent of our teaching staff has been at Avondale fifteen years or longer. We believe we are Birmingham City School's best. Quality Education at Avondale Elementary School is a team effort of faculty, staff, students, parents, and the community working together to achieve academic excellence. We believe Quality Leadership is the responsibility of the principal, Quality Instruction is the responsibility of the teacher, and Quality Performance is the responsibility of each student.

Total enrollment for Avondale Elementary is 476 students, of which eighty-nine percent participate in the federal free or reduced breakfast or lunch program. Our school student population is a diverse community of learners including African American, Asian, Hispanic, Caucasian and Multi-racial families. Diversity in our learning environment is a positive for our teaching and learning processes. An important goal for Avondale is to teach each student to be Respectful, Responsible and Resourceful in preparation for life skills for future success.

The staff at Avondale Elementary consists of the following:

- 1 Principal
- 1 Reading Coach
- 1 Curriculum Coach
- 22 Classroom Teachers
- 5 Counselor
- 3.5 Special Education Teachers
- 1 Technology Teacher
- 1.5 Media Staff
- 1 Music Teacher
- 1 Art Teacher
- 1.5 P.E. Teachers
- 1.5 ELL Teachers
- 6 Education Para-Professionals
- 1 CNP Manager
- 4 CNP Workers
- 1 Head Custodian
- 1 Custodial Worker
- 3 Custodial Substitutes
- 2 Clerical Staff
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.

Avondale Elementary School provides an environment that accepts, teaches, challenges, and creatively inspires our students.

It is Our Belief:
- Student learning is our primary focus.
- Technology is essential to a 21st Century learning environment.
- We believe in providing a variety of learning experiences for all students.
- Student's success is achieved when they are provided opportunities to analyze and apply information.
- A safe and comfortable environment enhances student learning.
- Exposure to cultural diversity helps to prepare students for a changing world.
- Our commitment to continuous improvement is essential to promote academic growth so students are able to compete anywhere.
- All Stakeholders share the responsibility to advancing the school's vision.

It is our goal to provide our students with the ability and confidence to meet challenges and to always do their best. Our Motto is “Expect the Best”. We accomplish this goal by focusing on teacher/student relationships, demanding high performance, holding to high expectations, and providing opportunities for self-exploration and self-development. Student achievement continues to reach high levels due to teacher commitment and strong community support. Avondale's P.T.A. has provided excellent participation by volunteering, fund raising, and staff support. The Purpose Statement for Avondale is reviewed annually to determine if it meets expectations and our goal to be the "Best" school in the Birmingham City School District.
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.

In recent years a natural vision has emerged from efforts of staff, parents, community, and opportunities provided by the Birmingham City School Board. We have made a diligent search to identify distinct opportunities that would bring enhancement to our school. It is the consensus of the community, parents and school staff that an arts-integrated curriculum would provide many opportunities for the development of academic, cultural and social excellence for our students.

Avondale Elementary School's location in the historic section of Forest Park on Birmingham's Southside, often referred to as Birmingham's Arts District, opens many doors to support an elementary art-focused school curriculum. Avondale School is accessible to many community resources and strong support from the community. Both Avondale alumni and people new to the neighborhood have a compelling desire to support the committment to the goal of an elementary arts-focused school at Avondale.
Additional Information

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

We feel making an investment in our art-infused curriculum for Avondale Elementary would definitely improve the student academic performance as well as, bring distinctive recognition to Birmingham City Schools. We envision many of the same improvements for Avondale Elementary as cited in the following research:

I. Vision
   Avondale Elementary School, in partnership with parents and community, will offer a strong academic curriculum which is infused by The Arts.

II. Program Description
   - Curriculum Development through The Arts is an Avondale Elementary initiative using the State Course of Study and recently adopted Common Core Readiness Standards.
   - The Arts are used as the venue for teaching cognitive skills.
   - We realize creative abilities are as important as linguistic, logical and mathematical cognition.
   - The ability to solve problems is among the highest models that focuses on students learning.
   - As an integral part of the basic instructional program, children enrolled at Avondale Elementary are provided with a variety of opportunities for arts-oriented learning experiences.
   - The infusion of The Arts throughout the curriculum will enhance and improve the quality and quantity of aesthetic education offered and will expand the use of The Arts for cognitive, psychomotor and effective learning experiences.

III. Program Integration
   Visual Arts Provides:
   - Opportunities for internal exploration of ideas combined with the visual communication of those ideas through a variety of materials.
   - Opportunities for success and pride in achievement.
   - Opportunities for perceptual development.
   - Opportunities for verbal responses as well as basis for language arts activities.
   - Opportunities which develop visual awareness and sensitivity to the environment.
   - Opportunities to make aesthetic judgments and enjoy art.

   Dance Provides:
   - Experiences in understanding the elements of dance: space, time, force, and flow.
   - Experiences in using the body as an instrument for non-verbal communication.
   - Experiences in translating thought into movement.
   - Experiences which increase self-awareness through the use of invention and improvisation exploration.
Drama Provides:
- Opportunities in organizing ideas within a dramatic process.
- Opportunities to develop muscular coordination, physical and emotional control in improvisational situations.
- Opportunities that develop purposeful, spontaneous action and speech.
- Opportunities to interpret and analyze literature.
- Opportunities to work individually and with others and to present ideas within a dramatic framework.

Music Provides:
- Experiences in performing individually or in group situations.
- Experiences to develop language skills by using poetry, chants, and word rhythms.
- Experiences which develop sound discrimination and listening skills.
- Experiences to understand the structure of music and its elements: melody, harmony, rhythm and form.

Academic Success Beyond the Classroom

Avondale Community Partnerships have opened classroom instruction to outdoor implementation. Community partnerships have provided opportunities for student project-based learning. Brasfield & Gorrie collaborated with faculty in designing and building an outdoor garden that provides students and teachers interactive experiences for exploring and developing skills across all content area. Spring and fall gardens involve students in creating, planning, planting, harvesting, sharing and reflecting through the wonders of their own work.

Avondale’s new outdoor classroom will continue to provide quality learning for students for many years to come. The outdoor environment encourages students’ motivation to engage in meaningful learning experiences. This outdoor classroom promotes the development of students' imagination, investigation and creativity in a unique way.

The ability to provide our students with outdoor experiences in relationship to academics is an accomplishment that has been proven to promote high student achievement.
Self Assessment
Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.
Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 2.67

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| 1.1       | The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. | The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success. | • Survey results  
• Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)  
• Communication plan to stakeholders regarding the school's purpose  
• Minutes from meetings related to development of the school's purpose  
• Documentation or description of the process for creating the school's purpose including the role of stakeholders  
• Purpose statements - past and present  
• Agendas | Level 2 |
| 1.2       | The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. | Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice. | • Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose  
• Survey results  
• The school's statement of purpose | Level 3 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

In standard one, purpose and direction, the focus is on the school maintaining and communicating a purpose and direction that commits to high expectations for learning as well as sharing values and beliefs about teaching and learning with all stakeholders. Avondale Elementary School scored highly in two of the three areas of this standard and shows a need for improvement in another based upon the surveys given to stakeholders including school staff, students and parents. Our school community has engaged in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. Our community strongly believes that our school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning for all students including the main areas of achievement of learning, thinking and life skills. Finally, we strongly agree that our school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

Indicator one states that Avondale Elementary has a process for review, revision, and communication of its purpose. This process has been implemented and it includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success. Although our school is compliant with this indicator, we feel that this is an opportunity for improvement at our school. To begin with, our staff felt that our mission statement and beliefs were adequate, yet needed to be simplified and revamped. Our team came together and created an updated version of both and looked to all stakeholders for approval and input. Like the older versions, these are going to be placed throughout the school, on the website and in our home-school compact. Our compact is devised to include the parent, student and teacher in the goal of achieving Avondale's mission of creating a learning environment that encourages students to reach their academic and creative potential as responsible learners. We also plan to introduce a student version of our school's beliefs on our school's daily news broadcast seen every morning throughout the school and our school's promotional video. By doing these things, our school will give all stakeholders more entitlement in the school mission and beliefs instead of a knowledge that they exist and are reviewed each year. Documentation for this can be found in meeting agendas, school website, and an updated version of the Compact to be produced before the beginning of the 2013-2014 school year.
The second indicator states that our school is committed to shared beliefs and values about teaching. Learning is also evident in documentation and decision-making. This commitment is regularly reflected in communication among leaders and staff. Our educational programs are challenging, and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Our school is committed to student engagement focused on in-depth understanding and application of knowledge and skills. Avondale’s leadership and staff share high expectations for professional practice as well as student learning. Our staff at Avondale regularly collaborates and reinforces our commitment to the values and beliefs through grade level team meetings, staff meetings, school wide professional development, Positive Behavior Support meetings, school problem solving team meetings, and school’s purpose statement as well as results from surveys. Our school improvement plan focuses on providing our students with opportunities to be challenged in a meaningful way through outside and in-house professional development as well as collaboration between team members.

Avondale Elementary provides students with instruction focusing on challenging, integrated technology-filled lessons. Our students have access to many forms of technology in and out of the classroom, and our teachers align lessons from the Common Core and Alabama Course of Study that take advantage of these tools. Over the past five years, our students have consistently scored well on the Alabama Reading and Math test further proving that Avondale provides a high quality education for all students.

The third and final indicator for the purpose and direction section was another area of strength for Avondale Elementary School. Avondale has implemented a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. This Continuous Improvement Plan (CIP) is easily accessible on our school’s website and has been provided to each teacher in our school. Our CIP is effective and implemented on a daily basis.
Standard 2: Governance and Leadership

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

Overall Rating: 2.5

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| 2.1       | The governing body establishes policies and supports practices that ensure effective administration of the school. | Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management. | • Student handbooks  
• Governing body policies, procedures, and practices  
• Staff handbooks  
• School handbooks | Level 3 |
| 2.2       | The governing body operates responsibly and functions effectively. | The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations. | • List of assigned staff for compliance  
• Findings of internal and external reviews of compliance with laws, regulations, and policies  
• Historical compliance data  
• Governing body policies on roles and responsibilities, conflict of interest  
• Governing code of ethics | Level 2 |
| 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. | The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership. | • Roles and responsibilities of school leadership  
• School improvement plan developed by the school  
• Stakeholder input and feedback  
• Communications regarding board actions  
• Survey results regarding functions of the governing body  
• Agendas and minutes of meetings | Level 2 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Policies and practices support the school's purpose and direction and the effective operation of the school and is evidenced by the governing body policies, procedures and practices. Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. Evidence is provided in the school handbook. There are policies and practices regarding professional growth of all staff and these can be found in the staff handbook. During the 2012-2013 school year all teachers have attended workshops or training sessions on Common Core Readiness Standards, PD 360, and GlobalScholar - Performance Series. Policies and practices provide requirements and oversight of fiscal management.

The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest. Evidence can be found in governing body policies on roles and responsibilities, conflict of interest and governing body responsibilities.

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<td>2.4</td>
<td>Leaders and staff foster a culture consistent with the school's purpose and direction.</td>
<td>Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.</td>
<td>•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan</td>
<td>Level 3</td>
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<td>2.5</td>
<td>Leadership engages stakeholders effectively in support of the school's purpose and direction.</td>
<td>Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.</td>
<td>•Survey responses •Involvement of stakeholders in a school improvement plan •Calendar of stakeholder meetings</td>
<td>Level 2</td>
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<td>2.6</td>
<td>Leadership and staff supervision and evaluation processes result in improved professional practice and student success.</td>
<td>The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.</td>
<td>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria</td>
<td>Level 3</td>
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code of ethics. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws and regulations.

The governing body generally protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. Avondale has a school improvement plan developed by the school and agendas and minutes of meetings. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership. The roles and responsibilities of school leadership are clearly defined.

Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high Standards in all courses of study. Ninety-three percent of parents surveyed believe that Avondale School has high expectations for students in all classes, and ninety-six percent of students surveyed believe their teachers want them to do their best work. All leaders and staff are collectively accountable for student learning. Ninety-four percent of the staff feels that Avondale's leaders expect staff members to hold all students to high academic standards. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by collaboration and a sense of community.

Sixty percent of the staff agree that leadership engages stakeholders effectively in support of the school's purpose and direction. Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders. Eighty-five percent of parents surveyed agree that our school communicates effectively about the school's goals and activities while eighty-nine percent of parents surveyed agree that our school provides opportunities for stakeholders to be involved in the school. During parent meetings at the beginning of each school year, parents receive an overview of the state academic content standards, academic achievement standards, and assessments. An explanation is given to parents regarding Title I, what services are offered, and how parents have the right to be involved in their children's education. Avondale also offers an Open House where parents are given the opportunity to meet their child's teachers and learn about individual class assessments and what their role will be in helping their child succeed. There are also monthly training sessions for parents and grade level information sessions are provided by classroom teachers, curriculum coaches, and special area teachers. Teachers are also educated through professional development, PLCs and faculty meetings in understanding the importance of parental involvement and in realizing that parents are our partners. Stakeholders are involved in the school improvement plan. We have two parent representatives on our CIP committee who were active participants in the development of the plan and were involved from the first meeting of the committee. While all parents were given the opportunity to review the plan and offer their input before the plan was approved, school leaders' efforts resulted in some stakeholder participation and engagement in the school. Ninety-three percent of the staff believes that our school's leaders provide opportunities for stakeholders to be involved in the school.

Leadership and staff supervision and evaluation processes result in improved professional practice and student success. The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. There are professional development offerings and plans tied specifically to the results from supervision and evaluation. All teachers participate in PD 360, an online professional development program. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.58

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| 3.1       | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations. | • Survey results  
• Lesson plans  
• Posted learning objectives  
• Representative samples of student work across courses  
• Descriptions of instructional techniques  
• CIP | Level 3 |
| 3.2       | Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. | School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment. | • Curriculum guides  
• Common assessments  
• Surveys results  
• Products – scope and sequence, curriculum maps  
• Lesson plans aligned to the curriculum  
• Student Achievement Results Within School CIP | Level 2 |
| 3.3       | Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. | Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools. | • Professional development focused on these strategies  
• Examples of teacher use of technology as an instructional resource  
• Examples of student use of technology as a learning tool  
• Student work demonstrating the application of knowledge  
• Surveys results  
• Interdisciplinary projects  
• CIP | Level 3 |
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<td>3.4</td>
<td>School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.</td>
<td>School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.</td>
<td>• Documentation of collection of lesson plans and grade books • Surveys results</td>
<td>Level 2</td>
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<td>3.5</td>
<td>Teachers participate in collaborative learning communities to improve instruction and student learning.</td>
<td>Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.</td>
<td>• Agendas and minutes of collaborative learning committees • Calendar/schedule of learning community meetings • Survey results</td>
<td>Level 2</td>
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<td>3.6</td>
<td>Teachers implement the school's instructional process in support of student learning.</td>
<td>All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.</td>
<td>• Survey results • Examples of assessments that prompted modification in instruction • Response to Instruction Intervention Plans Student Portfolios</td>
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<td>3.7</td>
<td>Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.</td>
<td>Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.</td>
<td>• Survey results</td>
<td>Level 2</td>
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| 3.8       | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress. | • Survey results  
• Volunteer program with variety of options for participation  
• List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days  
• Calendar outlining when and how families are provided information on child's progress  
• Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process | Level 3 |
| 3.9       | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. | • Survey results | Level 2 |
| 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. | Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | • Survey results  
• Sample report cards for each grade level and for all courses  
• Policies, processes, and procedures on grading and reporting | Level 3 |
| 3.11      | All staff members participate in a continuous program of professional learning. | All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | • Survey results  
• Crosswalk between professional learning and school purpose and direction  
• PD 360 | Level 3 |
Indicator 3.1 - The ability to develop and maintain strength in this area is due to effective planning and implementation of instruction aligned with the Alabama Course of Study/Common Core State Standards. Lesson plans include activities that focus on differentiated instruction, intervention, explicit and systematic whole and small group instruction. All faculty and staff members continue to promote curriculum that provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level by focusing on individual student success. Learning objectives are posted and introduced to students at the beginning of instructional time to help students focus on the purpose for instruction. Learning activities are adjusted and centered around the needs of individual students. Staff survey results indicate that teachers in our school personalize instructional strategies and interventions to address individual learning needs of students. To sustain success in this area of strength the faculty will continue to engage in professional development that focuses on best practice strategies and techniques that support individual student learning. We will also continue to develop and implement curriculum that is based on clearly defined expectations.

Indicator 3.2 - The monitoring and analysis of assessment data is an area in need of improvement due to limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction and assessment. Plans to improve in this area will involve creating a process for all faculty members to use to ensure alignment when curriculum, instruction, and assessment are reviewed or revised.

Indicator 3.3 - Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations on a daily basis. This is an area of strength due to intense planning and implementation of lesson and intervention plans. Teachers provide students with daily explicit Mathematics instruction that includes small groups, hands-on activities, higher order thinking skills, problem solving activities and opportunities to respond to open-ended questions. Also, students are provided daily reading instruction that is data driven, differentiated, explicit and specific, researched-based and proven effective to meet the needs of each individual learner by implementing and maintaining a balanced reading approach during the Literacy Block. To sustain success in this area of strength the faculty will continue to revise and implement the strategies outlined in the school's CIP.

Indicator 3.4 - This is an area in need of improvement due to limited evidence of supervision and evaluation procedures used to monitor instructional practices. Plans to improve in this area will involve consistent monitoring of instructional practices.

The ability to develop and maintain strength in the areas of teacher effectiveness and student learning (Indicators 3.6, 3.8, 3.10, 3.11, and...
3.12) are due to the commitment of the faculty and staff to create and implement an instructional process, use common grading and reporting policies, and participate in professional learning designed to promote student learning. To sustain success in this area of strength the faculty and staff will continue to engage in online professional development using PD 360. The school will continue to maintain an effective Problem Solving Team.

Areas of teacher effectiveness and student learning needing improvement (Indicators 3.5, 3.7, and 3.9) are due to limited evidence of collaboration occurring at grade levels and the absence of a mentoring program in place for teachers and students. Plans to improve in these areas will include producing and implementing a structured cross grade level meeting schedule. We will develop and implement a mentoring program for teachers and students.
The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.29

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<thead>
<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
<th>Evidence</th>
<th>Rating</th>
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</table>
| 4.1       | Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. | Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school. | •School budgets for the last three years  
•Survey results  
•Documentation of highly qualified staff  
•School year funded for 30.45 units. Part-time Spanish translator available. Reduction in Force resulted in loss of two teacher units. | Level 2 |

<table>
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<tr>
<th>Indicator</th>
<th>Statement or Question</th>
<th>Response</th>
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<th>Rating</th>
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</table>
| 4.2       | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are sometimes focused on supporting the purpose and direction of the school. Instructional time is usually protected. School leaders attempt to secure material and fiscal resources to meet the needs of all students. School leaders express a desire to allocate instructional time, material resources, and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction. | •Examples of efforts of school leaders to secure necessary material and fiscal resources  
•Survey results  
•School schedule  
•Alignment of budget with school purpose and direction  
•School calendar  
•Self-Assessment 57% favorable for protected instructional time. Budget appropriates funds for more iPads. Limited or No allocation for library funds for more books. | Level 2 |
<table>
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<tr>
<th>Indicator</th>
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<th>Evidence</th>
<th>Rating</th>
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<tbody>
<tr>
<td>4.3</td>
<td>The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.</td>
<td>School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.</td>
<td>•Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules</td>
<td>Level 3</td>
</tr>
<tr>
<td>4.4</td>
<td>Students and school personnel use a range of media and information resources to support the school's educational programs.</td>
<td>Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.</td>
<td>•Budget related to media and information resource acquisition •Survey results •Schedule of staff availability to assist students and school personnel related to finding and retrieving information •iPads available through library media resources for classroom use. Limited number of iPads per classroom (4 currently) Students are enrolled in numerous online programs for instructional purposes.</td>
<td>Level 3</td>
</tr>
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</table>
### Standard 4:

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<th>Response</th>
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</table>
| 4.5       | The technology infrastructure supports the school's teaching, learning, and operational needs. | The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure. | • Technology plan and budget to improve technology services and infrastructure  
• Survey results  
• Policies relative to technology use  
• All classrooms have desktop computers and internet access. Avondale is Wi-Fi equipped through Board of Education's account. Promethean Boards, digital presenters available in all classrooms. Technology agreements in students' registration packets on file. | Level 2 |

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<th>Rating</th>
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</table>
| 4.6       | The school provides support services to meet the physical, social, and emotional needs of the student population being served. | School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | • Student assessment system for identifying student needs  
• Agreements with school community agencies for student-family support  
• Survey results  
• Social classes and services, e.g., bullying, character education  
• List of support services available to students | Level 2 |

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<th>Response</th>
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<th>Rating</th>
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</table>
| 4.7       | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | • List of services available related to counseling, assessment, referral, educational, and career planning  
• Survey results  
• Description of IEP process  
• Description of referral process | Level 2 |

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.
Avondale Elementary’s highest rating, based on the Self-Assessment was given to indicator 4.3 which addresses the safety and maintenance of our school facility. A Level 3 rating reflected the consensus that there are clear expectations from all stakeholders that the facility will provide a safe, clean, and healthy environment. Five custodians keep our large campus building clean, and four cafeteria personnel consistently receive high marks from the health department for our kitchen facilities. Safety is addressed in multiple ways: following and documenting emergency drills; teaching the district’s Code of Conduct, which specifies actions for safety, and monitoring the facility regularly to identify needs. The survey results from staff, parents, and students indicated a belief that our school is safe and secure. A related area of need for this indicator, and a means to support this strength, is to reinstall a Safety Committee.

A second area that scored a Level 3 rating was indicator 4.4, which relates to school and student use of media and informational resources to support our educational programs. We have access to and use a wide variety of media and informational resources throughout the school. The majority of classrooms are equipped with computers and Promethean Boards, and iPads are available through our library for classroom use. Teachers use multiple online, interactive programs for individual learning and full-class instructional support. Our school library provides fiction and nonfiction literature, audio books, and learning videos. Surveys also showed strong ratings for the school's use of media and resources. We will continue to increase our iPad stock, as funds allow, in order to provide larger sets for classroom use and will increase cross-training of new technology/programs for teachers.

Indicator 4.1, addressing qualified personnel and support staff needed, received a Level 2 rating from the Self Assessment instrument. Avondale has Highly Qualified teachers, 30.45 funded teaching units, Special Education and ELL instructors, three Pre-K teachers, and full-time art, music, computer lab, physical education, and library/media teachers, plus paraprofessional aides for special needs students. However, due to a Reduction in Force policy, two teacher units were cut this year as well as a part-time Spanish translator. Larger class sizes resulted in some cases, and the translation services were greatly reduced. Survey results showed a positive rating from parents, though Hispanic families have requested a more available translator. To address this need, we will need to research our options for funding a part-time, Spanish-speaking aide.

Indicator 4.2, related to instructional time, material and fiscal resources, also received a Level 2 rating. The Self-Assessment showed low ratings for instructional time protected as well (57%). Faculty expressed concern over numerous interruptions for events, announcements, or unanticipated requests. To address this, we will develop a common calendar/e-calendar, that will remind staff of upcoming events and make better use of in-house email technology for daily notices. The component of this indicator that related to resources for instructional support was more positive. Staff surveys showed 89% believe we have plenty of resources, though to improve students’ use of technology, we have requested more iPads, since most classrooms are limited to four iPads for daily checkout. With more full-class sets, all students would have equitable opportunities to use them. We plan to pursue a larger portion of Title I funds for updated library print resources as well, since our librarian has had to conduct book fairs to generate funds for books.

Another area that generated a Level 2 rating was indicator 4.5: the technology infrastructure supports the school's teaching, learning and operational needs. While all classrooms have desktop computers, digital presenters, Promethean Boards, and internet access, it is unclear to the faculty how to improve our technology structure, other than to purchase more equipment. Not all of our desktops function in the same way, and the technology created is rapidly evolving. Faculty are concerned about being trained adequately to use the newest technology and how to integrate it successfully. To address this issue, we will need to refocus the tasks of our Technology Committee to oversee these concerns and develop more specific professional development opportunities for staff in classroom technology.

A low rating of Level 2 was assigned to indicator 4.6, related to support services for the physical, social and emotional needs of the students. Our school does receive community support for at-risk students, (Christmas and clothing assistance) and the arts are highlighted with a variety of initiatives and programs. Physical education is available daily. The Self-Assessment score of Level 2 is due to the limited number of students who participate in these activities, and the recognized need for a full-time counselor to assist with behavioral issues.
feedback from their surveys included requests for more after-school activities. We plan to contact our Community Education resource person for resources or volunteers who may be able to offer students activities after school.

Finally, indicator 4.7, related to services that support counseling, assessment, referral, etc., was assigned a Level 2, but did have a score of 3 for providing programs. A Level 2 was primarily given for determining the needs of the students and that school personnel evaluate all programs. Most staff do not engage in evaluating available programs. Our Problem Solving Team does endeavor to identify needs, and our student referral process is strongly guided by the facilitator. To address this need, our PST could conduct a forum for full faculty discussion of programs and to build a stronger communication means for teachers to seek answers for their concerns.
Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

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</table>
| 5.1       | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | •Documentation or description of evaluation tools/protocols  
•Survey results  
•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance | Level 3 |

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<tr>
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</table>
| 5.2       | Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | •Survey results  
•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning | Level 3 |

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</table>
| 5.3       | Professional and support staff are trained in the evaluation, interpretation, and use of data. | All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. | •Professional learning schedule specific to the use of data  
•Documentation of attendance and training related to data use  
•Survey results  
•Training materials specific to the evaluation, interpretation, and use of data | Level 3 |
Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The results of Avondale's Self Assessment show the following as strengths:

5.1 At Avondale Elementary, our school personnel maintain and use a reliable and bias free assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments. ARMT+, Global Scholar - Performance Series, DIBELS, progress monitoring, STAR, Baseline tests, Standards based tests and teacher observations are analyzed to guide instruction, form small groups and to provide effective intervention for struggling students.

5.2 Avondale staff continuously collect, analyze and apply learning from the above mentioned data sources. We analyze ARMT+, DIBELS, STAR and Baseline test results, at the beginning of each year, as an initial assessment of each student's performance level. In addition to this, we have a Literacy Folder for each student that originates in Kindergarten and is passed from grade to grade, with an "at-a-glance" data summary that is helpful for the new teacher.

Assessments used throughout the year to monitor the progress of each student include Standards based tests, progress monitoring and teacher observation. In an effort to guide instruction and meet the needs of our learners, each teacher maintains a Data Binder or Folder with an individual sheet for each student. This further assures individual instructional needs are met.
Schoolwide Data Meetings are held to analyze the results of the ARMT+, DIBELS and STAR tests. Grade Level Team Meetings are scheduled weekly to allow for more grade specific analysis and student specific solutions to be developed.

5.3 Avondale staff is trained in the evaluation, interpretation and use of data. Data Wise strategies and techniques have become an integral part of our data meetings. RtI has become an important tool in guiding classroom instruction and individualized intervention. Analyzing RtI data provides trends invaluable when recommending students for PST.

5.4 This year we implemented a new instrument for verifying student learning based on the objectives aligned with Common Core Standards. All students in K-5 participate in Global Scholar - Performance Series where academic performance in reading, math, language, and science is monitored three times a year. The STAR program provides data on each student's reading performance for the past three years.

5.5 Parent conferences for all students are held annually each fall and periodically at the request of parents. Students are provided with weekly communication folders that contain student work, parent newsletters and school announcements. Progress reports are sent home at the middle of each grading period and report cards go home four times each year. External stakeholders (Better Basics, Brasfield and Gorrie Reading Buddies, AmeriCorp, iberia Bank, Compass Bank, STAIR, United Way's Success by Six) are given individual progress performance results prior to tutoring students to ensure students are being met at their instructional level.

In order to sustain success in these areas, we need to continue to provide professional development, continue to schedule grade level data meetings, provide more cross-grade level data meetings and schedule data specific student conferences.
Scores By Section

<table>
<thead>
<tr>
<th>Sections</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Purpose and Direction</td>
<td>2.67</td>
</tr>
<tr>
<td>Standard 2: Governance and Leadership</td>
<td>2.5</td>
</tr>
<tr>
<td>Standard 3: Teaching and Assessing for</td>
<td>2.58</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>Standard 4: Resources and Support Systems</td>
<td>2.29</td>
</tr>
<tr>
<td>Standard 5: Using Results for Continuous</td>
<td>3</td>
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<tr>
<td>Improvement</td>
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</tbody>
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Assurances Report
## AdvancED Assurances

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<thead>
<tr>
<th>Assurance</th>
<th>Certified</th>
<th>Comment/Attachment</th>
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<tbody>
<tr>
<td>The institution has read, understands, and complies with the AdvancED Policies and Procedures.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>The institution monitors all financial transactions through a recognized, regularly audited accounting system.</td>
<td>Yes</td>
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</tbody>
</table>
| The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST). | Yes       | 2012-2013 Continuing Improvement Plan  
Attachment: Avondale School Improvement Plan |
| The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional) | Yes       | Safety Plan  
Attachment: Avondale Safety Plan |
| The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:  
• Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction  
• Mission and purpose of the institution  
• Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership  
• Grade levels served by the institution  
• Staffing, including administrative and other non-teaching professionals personnel  
• Available facilities, including upkeep and maintenance  
• Level of funding  
• School day or school year  
• Establishment of an additional location geographically apart from the main campus  
• Student population that causes program or staffing modification(s)  
• Available programs, including fine arts, practical arts and student activities | Yes       |                                           |
Student Performance Diagnostic
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.
## Assessment Scores

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<thead>
<tr>
<th>Label</th>
<th>Question</th>
<th>Value</th>
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</thead>
<tbody>
<tr>
<td>1. Quality Score</td>
<td>Enter the average assessment quality score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).</td>
<td>4.0</td>
</tr>
<tr>
<td>2. Alignment Score</td>
<td>Enter the average assessment alignment score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).</td>
<td>4.0</td>
</tr>
<tr>
<td>3. Disaggregation/Analysis Score</td>
<td>Enter the average disaggregation/analysis score from the Student Performance Worksheet (this average is based on the score for each assessment based on the rubric below).</td>
<td>4.0</td>
</tr>
<tr>
<td>4. Student Results Status Score</td>
<td>Enter the average student results status score from the Student Performance Worksheet.</td>
<td>18.0</td>
</tr>
<tr>
<td>5. Improvement Score</td>
<td>Enter the average improvement score from the Student Performance Worksheet.</td>
<td>4.0</td>
</tr>
<tr>
<td>6. Overall Student Performance Score</td>
<td>Enter the average overall student performance score from the Student Performance Worksheet.</td>
<td>34.0</td>
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</tbody>
</table>
Areas of Notable Achievement

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

Based upon Alabama Reading and Math tests from the past two years, our students consistently scored within the range expected each school year. This is based upon proficiency being labeled as scoring at the 3 and 4 levels on the ARMT+ scoring rubric.

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

Avondale's third and fourth grade students showed improvement within a two year period in the areas of math and reading.

ARMT + Reading  Grade 4  students' proficiency 78% (+14 from the previous year)
ARMT + Math Grade 4  students' proficiency 83% (+7 from the previous year)
ARMT + Reading  Grade 3  students' proficiency 77% (+2 from the previous year)
ARMT + Math  Grade 3  students' proficiency 78% (+3 from the previous year)

Which area(s) indicate the overall highest performance?

83% of Avondale's fourth grade students scored proficient, or above proficient, in the area of Math, an increase of 7% from the previous year.

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

80% of Avondale's fourth grade males scored proficient, or above proficient, in the area of Reading, an increase of 8% from the previous year.

Between which subgroups is the achievement gap closing?

Based upon the data received from the subgroup scores over the past two years on the ARMT+ test, there was little to no change in the achievement gap between distinct subgroups.

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

Results from Accelerated Star Reading Tests, ThinkLink testing, as well as benchmark testing throughout grade levels are consistent with our students' results from the ARMT+ testing over the past two years.
Areas in Need of Improvement

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

ARMT+ 5th Grade Reading
ARMT+ 5th Grade Math

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

Avondale Elementary students showed a negative trend in performance in 5th grade reading and math on the ARMT+ assessment over the past two years.

ARMT+ 5th Grade Reading 78% (decrease of 5% from the previous year)
ARMT+ 5th Grade Math 80% (decrease of 8% from the previous year)

Which area(s) indicate the overall lowest performance?

Even though they improved from the previous year, 3rd grade students scored 77% proficient or above in reading on the ARMT+ assessment in the 2011-2012 school year.

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

5th grade female students decreased in math proficiency from 95% in 2010-2011 to 79% in 2011-2012 on the ARMT+ assessment.

Between which subgroups is the achievement gap becoming greater?

Based upon the data received from the subgroup scores over the past two years on the ARMT+ test, there was little to no change in the achievement gap between distinct subgroups.

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

Results from Accelerated Star Reading Tests, ThinkLink testing, as well as benchmark testing throughout grade levels are consistent with our students results from the ARMT+ testing over the past two years.
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.
Criteria for Assessing Stakeholder Feedback

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</table>
| Select the rubric level obtained from the Stakeholder Feedback Worksheet. | Level 4: Minimum response rate was met. Two or more of the stakeholder surveys had average item values of 4.30 or higher (on a 5.0 scale). All surveys had an average item value of 3.20 or above (on a 5.0 scale). | • Evidence of survey responses  
• Evidence of survey response rates | Level 4 |
Areas of Notable Achievement

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

Parents:
Indicator 3.1 The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

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

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

Indicator 4.1 Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school’s purpose, direction and the educational program.

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

Elementary Students:
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 4.5 The technology infrastructure supports the school’s teaching, learning and operational needs.

Indicator 5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

Early Elementary Students:
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 3.1 The school’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.

Indicator 4.4 Students and school personnel use a range of media and information resources to support the school’s educational program.

Which area(s) show a trend toward increasing stakeholder 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.
Elementary students rated this 2.92, and Early Elementary Students rated this 2.99.

Indicator 3.1 The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level.
Parents rated this 4.63, and Early Elementary Students rated this 2.98 (from a 3 point scale).

Indicator 4.3 The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.
Parents rated this 4.66, and Staff rated this 4.26.

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

Parents scored Indicator 3.1 at 4.63. This high rating reflects satisfaction in the school's curriculum and the opportunities for students to develop learning, thinking, and life skills. Parents believe that our school shares with them the responsibility for student learning and in the Fall 2012 Title I Parent Survey, parents expressed a desire for help with homework (74.4%), and extracurricular activities (60.3%). Parents mentioned a need for afterschool student tutoring. Parents also expressed a desire to participate in parenting classes (69%).
Areas in Need of Improvement

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

Parents:
Indicator 2.2  The governing body operates responsibly and functions effectively.

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.

Staff:
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.

Indicator 3.7  Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.

Elementary Students:
Indicator 2.1  The governing body establishes policies and supports practices that ensure effective administration of the school.

Indicator 5.1  The school establishes and maintains a clearly defined and comprehensive student assessment system.

Early Elementary Students:
Indicator 3.6  Teachers implement the school's instructional process in support of student learning.

Indicator 3.8  The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.

Indicator 3.9  The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.

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

Indicator 2.2  The governing body operates responsibly and functions effectively.
Parents rated this 4.2, and staff rated this 3.37.

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.
Parents rated this 4.11, and staff rated this 3.29.
learning progress.
Elementary students rated this 2.55, and Early Elementary students rated this 2.59 (both on a 3 point scale).

What are the implications for these stakeholder perceptions?

The ratings by parents and staff show concerns with Standard 2, Governance and Leadership. Indicators 2.2 and 2.3 were scored the lowest and both of these indicators are linked to our governing body (Board of Education) and as a school, we have no control in this area. Indicator 3.8, was scored low by early elementary students (2.59). The statement presented to our students to rate was, "My family likes to come to my school." Since our students appear happy to have their parents visit school activities and functions, we feel that they may have misunderstood the statement.
Indicator 5.1 was scored low by elementary students (2.32). The statement presented to our students to rate was, "My school has many places where I can learn, such as the library." We believe that our students may not comprehend that various specialty teachers are teaching from a discipline based curriculum just like their classroom teachers.

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

Parents have repeatedly expressed dissatisfaction with the functions of the governing body. This may explain the declining enrollment system wide.