



Accreditation Report

Phillis Wheatley Elementary School

Miami-Dade County Public 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?

Phillis Wheatley Elementary School is a prekindergarten through fifth grade Title I school with approximately 265 students. The school is located at 1801 Northwest 1st Place in the City of Miami, Florida, an area referred to as Historical Overtown. Phillis Wheatley Elementary School's enrollment has been declining due to the redevelopment and revitalization of Overtown and due to the low socioeconomic status of the neighborhood. Ninety-three (93%) percent of our students are in the Free/Reduced Price Lunch Program.

Our student population closely mirrors the community in which the school resides: 77% Black, 21% Hispanic, and 4% White. Our English for Speakers of Other Languages Program (ESOL) services 24 students who are Limited English Proficient (LEP). The Exceptional Student Education Program (ESE) services 28 students. The services provided meet the needs of a range of exceptionalities, such as Gifted (8 students), Learning Disability (8 students), EBD (7 students), Language Impairment (4 students), Speech (1 student), Other Health Impairment (1 student), and Developmental Delayed (3 students).

Phillis Wheatley Elementary School employs a total of 20 full-time instructional staff. The staff is comprised of 2 administrators, 1 Reading Coach, 1 Mathematics Coach, 1 Science Coach, 1 school counselor, 15 classroom teachers, and 4 paraprofessionals. Among the instructional staff, 20% are First-Year Teachers, 40% have 1-5 years of experience, 30% have 6-14 years of experience, 10% have over 15 years of experience, and 33 % have advanced degrees. Additionally, there is 1 part-time community involvement specialist and 4 interventionists.

As previously mentioned, the surrounding neighborhood of Phillis Wheatley consists of an area that has experienced serious economic decline. Within the last three years, despite the city's efforts to renovate and revitalize the area, there is still a high percentage of Overtown residents living in poverty. Based on information from the Black Archives, the median household income is less than \$12,000. In addition to the residents of Overtown, our school also serves as the school site for students living in one of the county's Homeless Assistance Centers. Additional challenges we face as a school include the fact that we serve a transient population. Many of our students "come and go", its a revolving door due to the transient community. This presents various attendance issues. Through the assistance of our community involvement specialist, Connect-Ed messages, and monthly parent calendars, we maintain communication with our parents to always keep them updated and informed of what is taking place at Phillis Wheatley Elementary.

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.

MISSION STATEMENT

At Phillis Wheatley Elementary School, CHILDREN COME FIRST. We believe all of our students have the right to meet their fullest potential so they may become productive citizens in our society.

VISION

At Phillis Wheatley Elementary School, we are preparing our students to meet world class standards and are committed to the development of academic excellence with parental and community involvement.

Phillis Wheatley Elementary is a "Positive Behavior Support" school with high academic and behavior expectations for our students. Throughout the school-year, staff members receive training and information on the implementation of PBS. PBS is not a strategy but a framework, continuum of support, and a way to organize behavior and academic needs of our students and school. We believe by promoting and modeling positive behaviors, students will develop the skills and behaviors needed to be successful learners.

At Phillis Wheatley Elementary, our aim is to build effective environments in which positive behavior is more effective than problem behavior. When all stakeholders collaborate to deliver effective instruction and intervention services, we can avoid classroom disruptions and achieve a positive school climate.

This year, we will be emphasizing model behavior. During each month, a character value will be introduced and presented to students via discussions and classroom activities, presented by the guidance counselor and classroom teachers. The student who demonstrates that month's character value will be nominated by their homeroom teacher as Student-of-the-Month. Students will be recognized at a monthly breakfast, receive a Student-of-the-Month T-shirt, certificate, and pencil.

Phillis Wheatley Elementary School embodies its purpose by offering high quality and rigorous coursework across all core subject areas. We prepare students with the ability to think critically and solve complex problems by planning for and delivering lessons with real world connections. Our goal is to further equip students with all of the skills necessary to become life-long learners and academic competitors in the global economy.

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.

Of all of the elementary schools that are located in Historic Overtown, Phillis Wheatley Elementary has the highest state accountability grade. For the 2012-2013 School Year, Phillis Wheatley Elementary School was designated a "C" by the FLDOE.

Phillis Wheatley Elementary has increased the level of community involvement and partnerships. Currently, we have established the following partnerships with community agencies and businesses: Big Brothers Big Sisters, Carnival Miami Kiwanis Club of Little Havana, Miami Marlins, Club Med, and the Overtown Youth Center. These agencies and businesses provide informational workshops and resources to students, parents, and staff. This school year, we will continue to expand our community involvement by partnering with Communities In Schools. Their volunteers will provide reading intervention services to our struggling readers.

Phillis Wheatley Elementary will also continue its strong partnership with Health Connect. The school has a full-service clinic which is comprised of a nurse and social worker. The nurse addresses students' health needs and provides health screening and education. The staff also has emergency access to health care providers.

Phillis Wheatley Elementary also collaborates with surrounding youth service institutions, such as the Overtown Youth Center, Miami Rescue Mission, and the YWCA, which offer services to children, youth, and families. For example, the Overtown Youth Center provides our students with after school tutorial services and mentoring programs. Also, the Miami Rescue Mission plays a vital role in providing after school transportation for our students. The primary objective for these institutions are to cultivate youth leadership through after-school enrichment, sports development, neighborhood partnership programs, and technology.

Areas for improvement include increased attendance participation of stakeholders at ESSAC meetings and establish a Parent Teacher Association (PTA). Additionally, parents and students will be encouraged to participate in daily school activities and also stay informed of these activities through teacher communication, flyers, parent calendars, and ConnectEd messages. Incentives will continue to be offered in order to encourage participation.

In the next three years, all of the above initiatives will continue to be promoted and strengthened. In addition, the school is promoting the programs and activities available at the school to all students in order to increase student achievement. Students will also continue to infuse the use of technology in everyday academic activities. Additionally, there are plans to strengthen parental involvement by facilitating more parental professional development opportunities.

Additional Information

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

Phillis Wheatley Elementary School is a true example of what the cornerstone of public education should look like. A diverse team of teachers come to work everyday trying to provide greatness. There are several services that our students are provided with throughout the week:

*Our K-2 population has a partnership with an outside agency known as Big Brothers Big Sisters. Through this partnership, a parent compact has been created that allows for continuous parental services to be offered.

*Students in Grades 3-5 participate in after school clubs which focus in the core curriculum areas of Reading, Writing, Mathematics, and Science.

*Students in Grades 3-5 participate in Saturday morning tutorial sessions which we call "Saturday Success Academy". This service is used to further prepare our students for the annual FCAT assessment, while also continuing to focus on the on-going academic deficiencies of our students.

*Executive Pass Program - outside agencies work with our school in order to provide staff members and students with incentives. Some of the incentives are used for academic purposes and attendance purposes. This partnership also plays a vital role in increasing staff morale across the board.

Our goal as educators is to develop lifelong learners who are both critical thinkers and productive citizens in our democratic society. The curriculum and programs offered at Phillis Wheatley Elementary School foster the growth of the whole child. We strongly believe in student academic achievement, parental and community involvement, and character development.

Self Assessment with Early Learning

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: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The process for review, revision, and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •Minutes from meetings related to development of the school's purpose •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 •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •Monthly Parent Calendars Weekly Bulletin emailed to Faculty and Staff members 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •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 •Monthly EESAC Meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•School Improvement Plan (SIP) Rtl/SST Meeting Data Chats Assessments aligned to Pacing Guides On-Going Progress Monitoring	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 the External Review team members may be interested in reviewing.

The school leaders of Phillis Wheatley Elementary School implement a continuous improvement process that provides clear direction for improving conditions that support student learning and achievement. The process for review, revision and communication of the school's purpose is clearly documented. The record of the use and results of the process is maintained as indicated by posted Vision/Mission Statements and the Positive Behavior Support System (PBS) throughout the school. All stakeholder groups are engaged and informed of the process through Faculty and Staff, Students and Parent Handbooks, which delineate school wide expectations. Administration, Instructional Coaches and Teachers maintain data profiles with current and comprehensive data on student and school performance. Based on the School Improvement Plan, school personnel work collaboratively to set goals and conduct data chats to ensure that all areas of concern are addressed and aligned with the school's purpose. Differentiated Instruction and Interventions are part of the action plan which identifies the strategies, activities, resources, and timeframes for achieving improvement goals. Administration and Instructional Coaches conduct classroom walkthroughs, observations, regularly review and monitor the fidelity of all programs as evidenced by lesson plans/pacing guides, instruction through the implementation of the Gradual Release Model, Interactive Journals, student data trackers (such as Differentiated Instruction, FAIR, Interims, and SuccessMaker).

Additionally, our school is committed to the development of academic excellence with parental and community involvement which is clearly evident through the decision making process and documentation such as minutes and/or agendas from Literacy Leadership Team Meetings, Faculty Meetings, Monthly PBS and Educational Excellence School Advisory Council (ESSAC) Meetings, Common Planning sessions, and Professional Development (PD's). Furthermore, our school provides challenging and equitable learning experiences through the use of technology based programs (such as Imagine Learning, Reading Wonders, SuccessMaker, iReady, Gizmos, Discovery Learning, Think Central, Innovations for Learning (I pods) for Kindergarten and First Grade), before and after school tutoring, Big Brother and Big Sisters, AmeriCorp Volunteers, Reading/Writing Clubs, Math/Science Clubs and Youth Crime Watch Safety Patrols. Also, the school leadership team and staff share high expectations for professional practices as noted by Individual Professional Development Plan (IPDP) which is aligned to student achievement data, Individual Learning Goals, Professional Development Activities, and Measurable Performance

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Outcomes.

The actions that Phillis Wheatley Elementary will implement to sustain the areas of strength are as follows: to promote school goals and grade-level expectations, building communications between all stakeholders, further developing, implementing and monitoring the SIP and promoting professional development for each instructional staff member.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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 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 maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	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.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	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. 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.	<ul style="list-style-type: none">•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	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 the External Review team members may be interested in reviewing.

Miami-Dade County Public Schools (M-DCPS) is the governing body that establishes policies, procedures and practices and complies with all laws, regulations and functions as a cohesive unit that supports Phillis Wheatley Elementary School (PWE) to ensure effective administration of the school. The school's leadership at PWE abides by the process that the governing body has established to ensure that the decisions and actions are in accordance with defined roles and responsibilities, a code of ethics free of conflict of interest and the autonomy to make decisions to meet goals for achievement and instruction. It is the school's purpose and direction to constantly improve student achievement accounting for learners and engaging in professional development opportunities to promote best practices. Guidelines have been established and an evaluation process at PWE emphasizes on-going monitoring of student progress and improve professional practices.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Descriptions of instructional techniques •Data Chats Interactive Journals Item Specifications for Reading & Math FAIR Assessment/Progress Monitoring Differentiated Instruction/Small Group Instruction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •District Assessments (Baseline, Fall Interim, Winter Interim, etc.) District Curriculum Pacing Guides Year At A Glance Guides Instructional Focus Calendars 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration •Common Planning sessions Edusoft & Thinkgate Data Reports 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	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.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •Instructional Support provided by Coaches and District Support 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Marquee messages & ConnectEd messages <p>Parent Involvement Plan (PIP), School Improvement Plan (SIP)</p>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Survey results •Homeroom teacher represents the adult advocate for students Mentoring from AmeriCorps volunteers 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •School leaders inform staff members about District policies on grading as stated in Staff Handbook during faculty meetings, etc. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students •School Improvement (SIP) SST Team/LLT Team reviews/analyze data for additional support 	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 the External Review team members may be interested in reviewing.

Some strengths noted include the use of District pacing guides and core curriculum that ensures that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Additionally, curriculum, instruction and assessments are monitored and adjusted in response to the data from multiple assessments and the examination of best practices. In the core curricular area of Reading, teachers analyze FAIR data, District assessments, SuccessMaker data, McGraw-Hill-Wonders weekly assessments, and monthly assessments created by Instructional Coaches. In the core curricular area of Math, teachers analyze Common Core blended assessments for Grades 3-5, District assessments, Go Math! chapter assessments in K-5, iReady, and monthly assessments created by Instructional Coaches. In the core curricular area of Science, teachers analyze District assessments, conduct essential labs, apply the use of technology through Gizmo and Discovery Education.

In order to address areas of support, our goal at Phillis Wheatley Elementary is to continue to meet the unique needs of students by providing and coordinating learning support services to our staff members. Also, we plan to promote a continuous program of professional learning that staff members can participate in and further engage families in meaningful ways that will address the educational needs of their child. Our goal is to continue to expand a vibrant culture that is based on shared values and beliefs about teaching.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
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 ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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 focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	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.	<ul style="list-style-type: none"> •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

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Phillis Wheatley Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	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.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of IEP process •Description of referral process 	Level 3

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Phillis Wheatley Elementary School

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 the External Review team members may be interested in reviewing.

Areas of strength include how instructional time is managed through the school master schedule. The schedule allows for the use of interventionists in order to implement intervention services for Reading, Writing, and Mathematics. Through the instructional resources, as mentioned in the School Improvement Plan, such as the Wonders reading series and the Go Math! math series, students and school staff have the ability to access many resources. This will allow for the needs of students to be addressed and aid in providing appropriate services.

The social, emotional, and physical needs of students are being addressed through the assistance of our School Counselor, School Psychologist, School Social Worker, Health-Connect School Nurse, Big Brothers Big Sisters, the Overtown Youth Center, and other outside agencies.

Moving forward, we will continue to assess the needs of all stakeholders to ensure that we are implementing programs and providing resources that will effectively assist us with continuing to improve teaching and learning. Moreover, the availability of technology ensures that students have access to informational and media in every classroom.

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

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	<ul style="list-style-type: none"> •Policies specific to data training •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Evidence of student readiness for the next level•Evidence of student growth	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups	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 the External Review team members may be interested in reviewing.

A major area of strength can be described in one of the opening indicators within this section - our school has established an assessment system that allows for a range of student data to be analyzed and discussed in a way that allows our instructional staff to meet the individual needs of our students. Phillis Wheatley Elementary uses data to drive instruction which also plays an integral role in implementing differentiated instruction and/or small group instruction. Data from various sources such as Thinkgate, SuccessMaker, FAIR, interim assessments, and monthly assessments are used to further strengthen teaching and learning.

Furthermore, our Instructional Coaches, Teachers, and Administrators participate in data chats in order to analyze and review data in order to identify areas that need improvement and to determine what areas are of further concern.

Our staff members still need further professional development on how to access specific data points such as FAIR reports and Thinkgate reports. Our teachers still need additional training on how to disaggregate the data and use it to drive instruction. However, our Instructional

Coaches continue to build capacity during common planning sessions in order to assist our teachers with understanding and analyzing data.

Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •School budgets for the last three years •Staff License/certification/qualifications •Personnel evaluation forms •District ensures that qualified personnel is hired. 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms 	Level 4

Accreditation Report

Phillis Wheatley Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications 	Level 4

Accreditation Report

Phillis Wheatley Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 8 and a maximum teacher to student ratio of 1:4.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 16 and a maximum teacher to student ratio of 1:8.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 30 and a maximum teacher to student ratio of 1:15.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Personnel evaluation forms •Staff to student ratio records 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •Alignment of budget with school purpose and direction •School calendar •Budget for authorized expenses and activities 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	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 children, as appropriate to their age and developmental growth, 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.	<ul style="list-style-type: none"> •Building inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	<ul style="list-style-type: none"> •Facility and equipment specifications •Documentation of compliance with local and state inspections requirements •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	<ul style="list-style-type: none"> •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Lists of instructional concepts with supporting classroom materials 	Level 3

Accreditation Report

Phillis Wheatley Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none">•Facility and equipment specifications•Building and grounds inspections record•System for maintenance requests	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none">•Stakeholder results•Lists of instructional concepts with supporting classroom materials•Curriculum standards, guides, expectations	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none">•Lists of instructional concepts with supporting classroom materials•Curriculum standards, guides, expectations•PreKindergarten has time scheduled for rest time. Students also have an allotted time slot for lunch in order to relax and also socialize with classmates.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Assessment and evaluation of technology and media literacy•Data on media and information resources available to staff and children•Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc.	Level 3

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Phillis Wheatley Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Evidence of central depository and data back-up mechanism •Cyber-safety plan; policies and procedures •Hardware and software inventory •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	<ul style="list-style-type: none"> •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •Displays pictures/photos 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> •Special classes/activities for children with disabilities •Examples of child assessments •Agreements with school community agencies for student-family support •Intervention services referral •Example of home and community interventions •Social classes and services, e.g., bullying, character education •Lists of support services available to students 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school meets the expectation. For example, strict sanitary conditions for diapering and toileting are maintained. Resources are available for sanitizing all spaces directly touched by children and adults. Each child has access to child-sized toilets and sinks, and each classroom has individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	<ul style="list-style-type: none"> •Student records indicating personal needs •Parent/Staff communications procedures and expectations •Stakeholder communication forms •Health inspection records 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	<ul style="list-style-type: none"> •Handbooks, procedures •Parent/Staff communications procedures and expectations •Stakeholder communication forms •Health inspection records 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of most young children.	<ul style="list-style-type: none"> •Lists of services available related to counseling, assessment, referral, educational, and career planning •Parent opportunity information sheets •Description of referral process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none"> •Handbooks, procedures •Student records indicating personal needs •Parent/Staff communications procedures and expectations •Code of conduct 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	<ul style="list-style-type: none">•Accident records and reports•Safety handbooks, guidelines, procedures, expectations•Health inspection records	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 the External Review team members may be interested in reviewing.

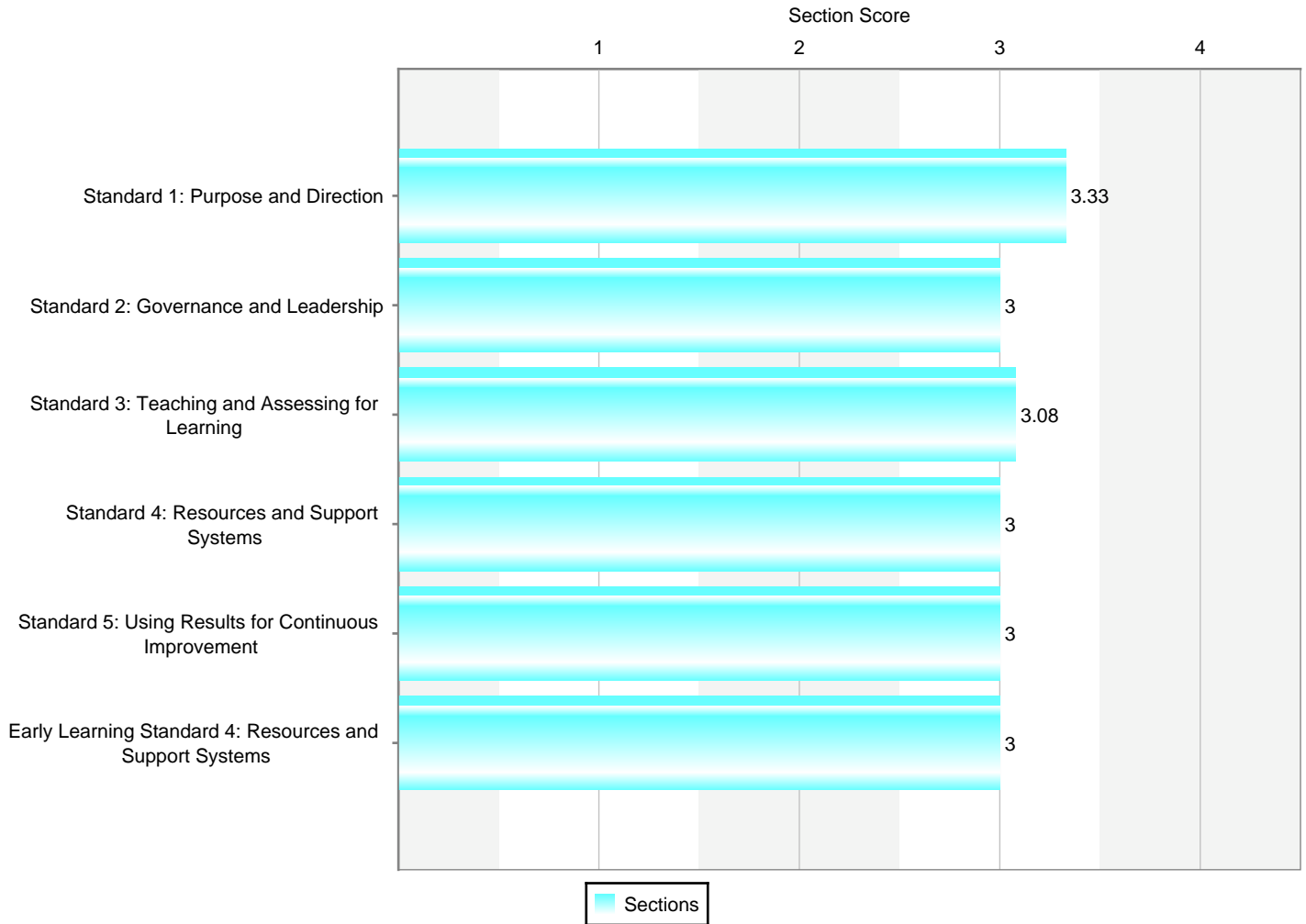
At Phillis Wheatley Elementary, the staff members servicing the early childhood community are qualified and continue to work towards the goals of the program and its purpose. Staff members have experience and continue to further their knowledge by attending professional development opportunities facilitated by the early childhood program.

There are still some areas that need improvement. There is no space in our VPK classroom that allows for students to properly take advantage of sleep time in a specific area. We are currently looking into various options that would correct this situation which includes moving our VPK class to a different classroom. Additionally, we are concerned with the lack of standard playground equipment for all students. Our school is planning on reaching out to outside organizations in order assist us in developing a playground for our students and/or being able to have outdoor equipment for our students.

In order to sustain our current areas of strength, Phillis Wheatley Elementary will continue to hire qualified staff members in the early childhood program. All subject areas have district approved Pacing Guides. Students are assessed three times throughout the academic school year via the VPK Assessment. The teacher uses data from this assessment to drive instruction in class by using the newly adopted curriculum entitled, "The Big Day". Students have a set schedule where they work in small groups and are constantly collaborating with other students in order to develop foundational skills and appropriate social skills.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2013-2014 Stakeholder Survey Report 5931

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

When including all of the completed surveys, the highest overall rating resulted from the Student Survey with an overall rating of 4.55. The Parent Survey resulted in a score of 4.21 and the Staff Survey resulted in a score of 4.25. The Student Survey demonstrates that Standard 1: Purpose and Direction received the highest rating of 5.0, followed by Standard 4 (Resource & Support Systems) and Standard 5 (Using Results for Continuous Improvement) at an overall 4.6. Additionally, another area of satisfaction is demonstrated in both Parents and Staff Surveys which indicate an overall 4.4 on Standard 3 (Teaching and Assessing for Learning).

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

The areas that show a trend toward increasing stakeholder satisfaction or approval can be seen within the Parent and Staff Survey in which we notice an overall 4.4 on Standard 3 (Teaching and Assessing for Learning). This data clearly tells us that there is satisfaction in the manner in which assessments are used in order to meet the academic needs of students and in the satisfaction with the vision/mission of the school.

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

As evidenced from previous stakeholder feedback sources, such as previous Climate Survey data, we notice that there was a consistent level of satisfaction with how teaching is conducted, similarly to Standard 3, at the school site.

Areas in Need of Improvement

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

From all of the Surveys that were conducted, both Parents and Staff members showed the least amount of satisfaction within Standard 4 (Resource & Support Systems) at a score of 4.1. Additionally, Parents also showed a low level of overall satisfaction within Standard 5 (Using Results for Continuous Improvement) at a score of 4.1. The school is addressing this need by promoting more communication via parent/teacher conferences and after school community meetings that relate to the use of the District Student Portal, etc.

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

Based on Parent and Staff stakeholder surveys, Standard 4 (Resources and Support Systems) showed decreasing stakeholder satisfaction. The total overall score was at 4.1 for both, with a 3.45 as the lowest score within once specific question for Standard 4. The school is addressing this need by increasing the number of Connect-ED messages that are sent out to parents so that more of the community is aware of important events taking place at our school. Additionally, increasing the communication made via telephone by our Community Involvement Specialist will also be taking place in order to better inform our parents and community members.

What are the implications for these stakeholder perceptions?

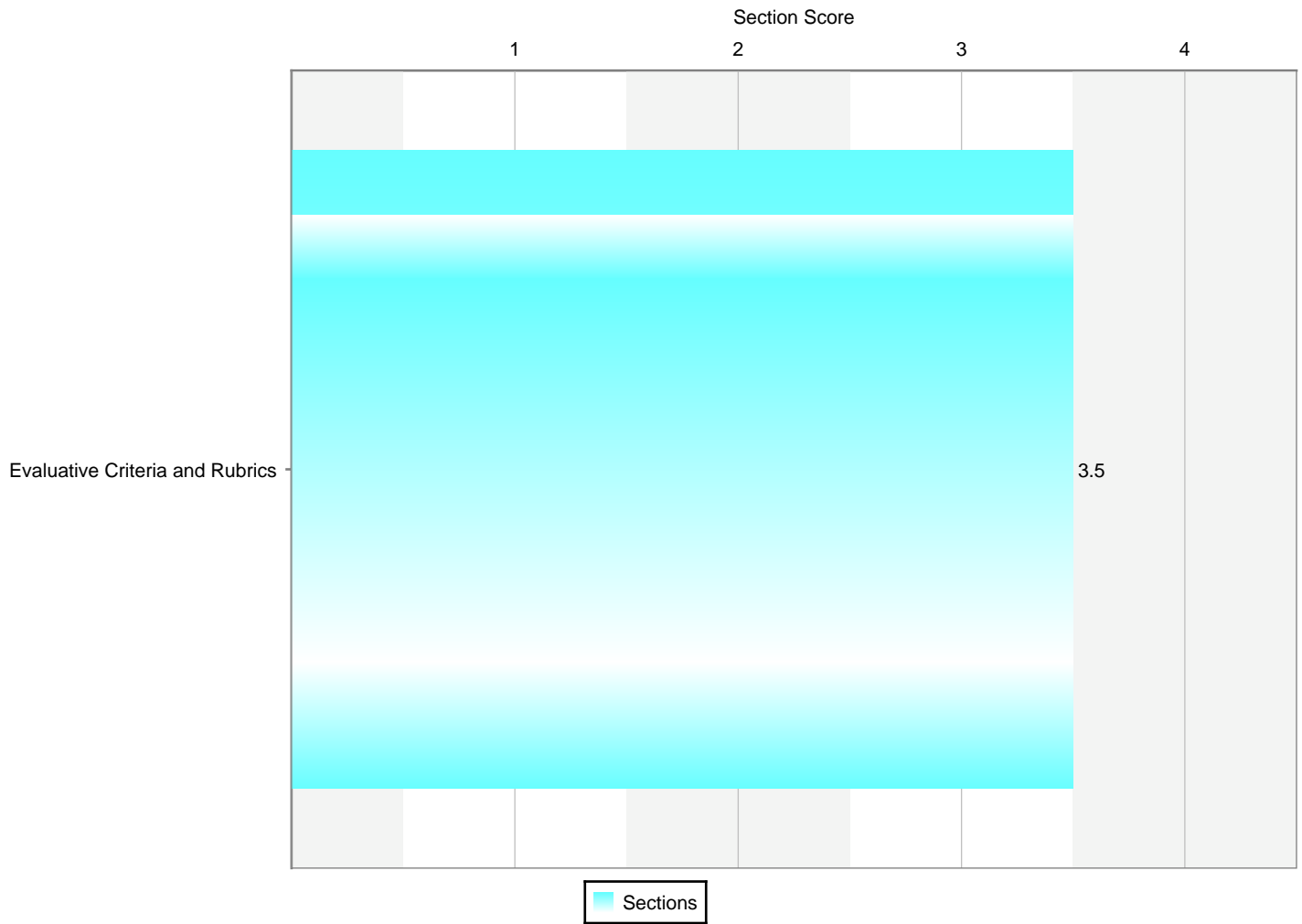
As it is clearly evidenced within the Parent and Staff Survey, Standard 4 (Resources & Support Systems) is the area which needs improvement. Phillis Wheatley Elementary has implemented additional support to address these needs by hiring additional personnel to support our academic needs and programs. The community is also given the opportunity to stay informed by holding EESAC meetings and through the use of monthly school calendars.

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

As evidenced from previous School Improvement Plans, there is consistent need for additional educational resources and support. Additionally, our region, the Education Transformation Office (ETO), is providing instructional support by assembling teams of Curriculum Support Specialists to school sites to focus on core subject areas in order to address the on-going needs of our students.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	N/A	2013-2014 Student Performance Data 5931

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

The areas above the expected level of performance is Science. Previously, in the 2011-2012 School Year, the percent of students meeting Satisfactory Performance or higher was at 32%. In the 2012-2013 School Year, the percent of students meeting Satisfactory Performance or higher increased from 32% to 58%. This increase indicated a higher than expected level of performance in the core curriculum area of Science.

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

The areas that show a positive trend in performance from 2011-2012 School Year to the 2012-2013 School Year include the following:

Percent of students meeting Satisfactory Performance in Science (32% to 58%)

Percent of students meeting Satisfactory Performance in Writing (27% to 35%)

Percent of students meeting Learning Gains in Math (73% to 77%)

Percent of students meeting Learning Gains for the Lowest 25% in Math (73% to 77%)

Which area(s) indicate the overall highest performance?

The areas that indicate the overall highest performance can be found in Science. The percent of students meeting Satisfactory Performance increased from 32% to 58%. Even though high performance can be seen in the area of Math with overall Learning Gains, more of an impact was made in the area of Science with a +26 increase.

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

Unfortunately, between the 2011-2012 and 2012-2013 School Year, there are no subgroups that showed a trend toward increasing performance. However, between the 2010-2011 and 2011-2012 School Year, a positive trend towards increasing performance was seen for all students within all subgroups for Reading and Math.

These groups include:

Black, Economically Disadvantaged, Hispanic, and Students with Disabilities.

Between which subgroups is the achievement gap closing?

All subgroups (all students) showed growth and/or evidence of the achievement gap closing when looking at the overall percent of students scoring at a 3.5 or higher in Writing from the 2011-2012 to the 2012-2013 academic school year. Additionally, the same can be said about
SY 2013-2014

FCAT 2.0 Science where all subgroups (all students) showed growth and/or evidence of the achievement gap closing when looking at the overall percent of students that met percent Satisfactory rose from 32% to 58%.

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

Based on the above reported findings, there are other data sources that provide similar information. All students take Interim/Quarterly assessments in Grades K-5. However, the percent of students meeting Satisfactory Performance in Reading continues to be an area of concern within foundational skills. All data sources are used by instructional staff to formulate differentiated instruction groupings, and/or small groups, in order to address the needs of our students to aid in narrowing the achievement gap.

Areas in Need of Improvement

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

The areas that are below the expected level of performance are in the overall score for Reading and Math. Previously, in the 2011-2012 School Year, the percent of students meeting Satisfactory Performance or higher in Reading was at 56% and in Math at 78%. In the 2012-2013 School Year, the percent of students meeting Satisfactory Performance or higher decreased in Reading from 56% to 39% and in Math from 78% to 53%.

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

The areas that show a negative trend in performance from 2011-2012 School Year to the 2012-2013 School Year include the following:

Percent of students meeting Satisfactory Performance in overall Reading (56% to 39%)

Percent of students meeting Satisfactory Performance in overall Math (78% to 53%)

Which area(s) indicate the overall lowest performance?

The areas that indicates the overall lowest performance can be found in Reading and Math. The percent of students meeting Satisfactory Performance decreased from 78% to 53% in Math and 56% to 39% in Reading.

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

All subgroups show a trend in decreasing performance in the areas of Reading and Math when comparing the 2011-2012 to 2012-2013 academic school year.

Between which subgroups is the achievement gap becoming greater?

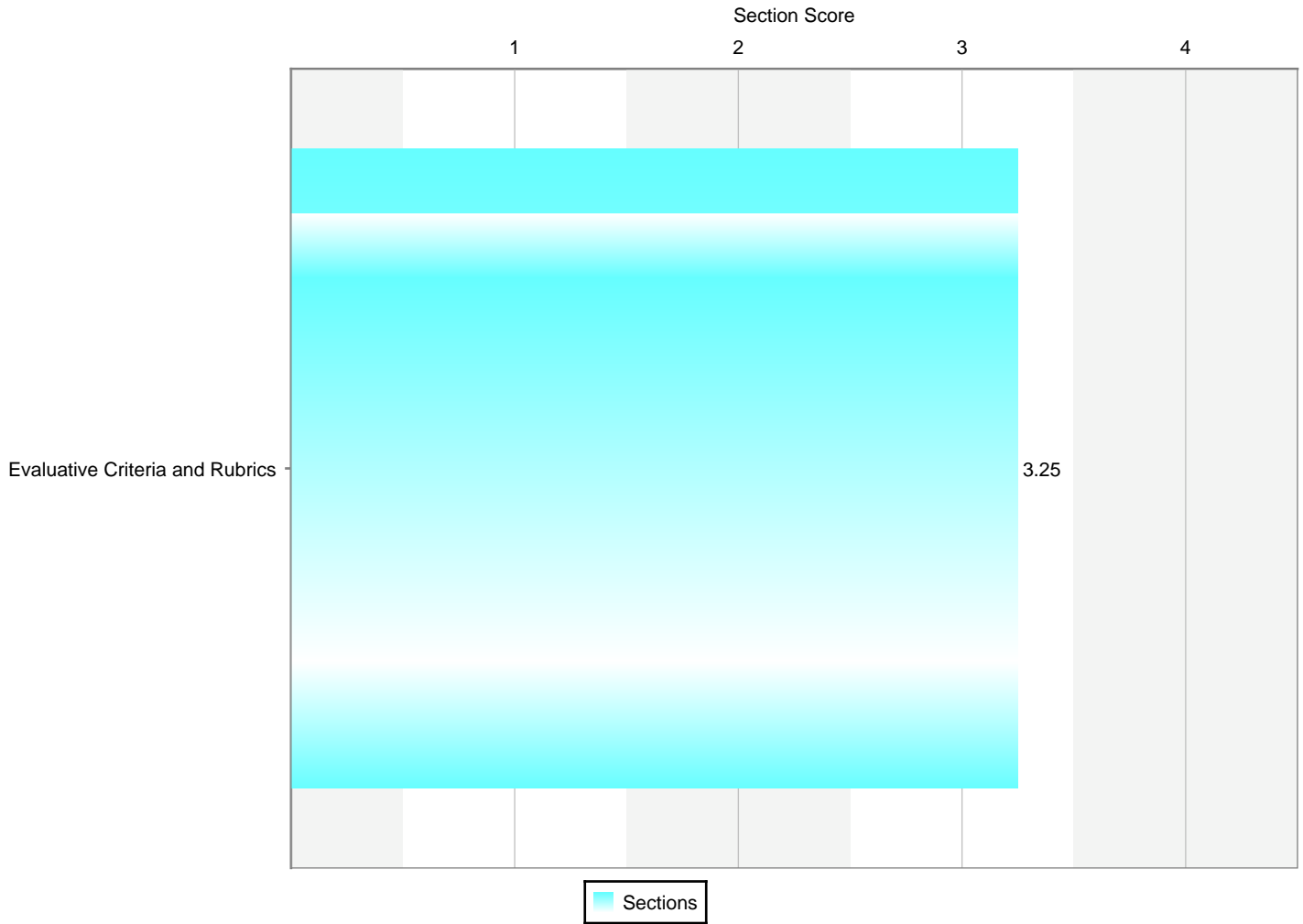
In the area of Math, the subgroup that shows the greatest achievement gap is for the subgroup of Students with Disabilities. For data between the 2011-2012 and 2012-2013 academic school year, the data dropped from 82% to 42%.

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

All of the above findings are consistent with other data sources such as the results from District Interim/Quarterly Assessments.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

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

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	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		

Label	Assurance	Response	Comment	Attachment
3.	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		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	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		2013-2014 School Improvement Plan