



Accreditation Report

Allen Park Elementary School

Lee County School District

3345 Canelo Drive
Fort Myers, FL 33901-6918

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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?

Allen Park Elementary is a neighborhood school centrally located in Fort Myers. The school serves 904 students from Pre-K through 5th grade. In addition to our kindergarten through fifth grade program, we house the Hearing Impaired program for Lee, Glades and Hendry counties, as well as a full-time gifted program in grades 2-5, and four Pre-K ESE programs. 47.12% of our students have free or reduced lunch status. The school is well established with a staff that has little turnover. The neighborhood has been developed for many years. We have had an influx of Hispanic students in the past two years. Our population has changed due to the district reestablishing the boundaries to a 2 mile preference radius for school choice. Allen Park is well supported by our school families, volunteers and community members.

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.

Allen Park's mission statement is to be a high performing school community inspiring high performing lifelong learners. Our vision statement is Today's learners....tomorrow's leaders. We believe that 100% of our children can learn. Our students are provided the opportunity to participate in performance class placement, offering them the best opportunity to maximize their learning potential. Allen Park students are grouped in classes based upon their educational performance. This structure enables our students to learn in an educational environment with students of similar needs and learning rates. At each grade level, we offer a continuum of classes ranging from strategic to progressive. Different resources and teaching strategies are used to provide optimal teaching and learning environments at every level. Teachers closely monitor student progress and throughout the year may recommend a change in classroom placement to better meet the needs of a student. R2S2 is our logo for our behavior expectations at Allen Park. Respectful, Responsible, Safe and Smart are concepts that we teach and model throughout our classrooms and campus so that we are reminded to use our best skills and approaches to work and relationships.

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.

Allen Park has been an "A" school for the past thirteen years. Allen Park has also earned the distinction of being a Reading Renaissance Model and Master School for the last thirteen years. The school has high parent involvement with an organized volunteer program and has earned the Golden School Award. We have a strong partnership with our PTA. The PTA supports our school through a \$400.00 grant for each teacher for classroom supplies and resources. The school implemented the Watch D.O.G.S. (Dads of Great Students) program two years ago which increased the number of male volunteers at our school by 50%. Allen Park had one Odyssey of the Mind team go to the world competition two years ago and has had state winners for the past three years. In the past three years, three teachers had the distinction of earning the Golden Apple Teacher Award through the Foundation for Lee Public Schools. Six teachers are Nationally Certified. The school is in the process of becoming a Professional Learning Community. The teachers are working together as a cohesive team to make sure every child is learning. Teachers are learning to analyze individual student data within subgroups to improve instructional practices and increase student achievement. Classes are starting to implement student data folders allowing students to monitor their own achievement and take responsibility for their learning. Teachers communicate with parents daily through the agenda and weekly through academic and personal development

progress notes. Teachers meet with parents twice a year; there has been an increase in student led conferences in the past year. The staff is monitoring the Students with Disabilities and Economically Disadvantaged subgroups to decrease the achievement gap in Reading and Math. Students and staff giving back to the community is an emphasis of Allen Park Elementary. Annually, our students participate in the local Salvation Army Food Drive, participate in the fight against cancer through the Susan B. Komen Foundation, host a week-long Salvation Army Red Kettle drive on our campus, and participate as individual classes to help those who are less fortunate. Fitness and health has been a focus of our school through our PE program, our before school running club, and participation in the district Healthy Living Lab. Students have been encouraged to set and reach both academic and healthy goals through Allen Park's many programs.

Allen Park will continue to grow as a Professional Learning Community over the next three years. New teachers will be trained in the PLC process. Leadership is committed to reserving time for teams to meet and training will be given to help teachers analyze data to drive instruction. All teachers will continue to refine the PLC process.

Additional Information

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

Students have many opportunities to learn and grow through programs and activities at Allen Park. The school has a well established and highly respected Before and After School Program. Special events that occur during the school day include PE Field Day, AR Celebrations, Grandparents' Day, Author's Parade, Move A Thon, Quarterly Awards and Parent Luncheons. Students are recognized for their work and effort through Student of the Week recognition, Golden Coin Club, Millionaire Club, and Blue Line Walker Award.

WAPE is our morning news program that is student run and aired throughout the school every morning.

Evening programs provided for Allen Park students and families include Open House, Curriculum Night, monthly SAC meetings, chorus concerts, Fall Festival/Silent Auction, Spring Fling, Love and Logic Parenting classes, skate nights, Chuck E Cheese night and Cheeseburger in Paradise night.

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: 3.0

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 school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement 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 •Curriculum Night 	Level 3

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 •Kagan Cooperative Learning Strategies •Positive Behavior Support •Multi-Tiered Student Support •Professional Learning Communities 	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">•The school data profile•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan•Professional Learning Communities Performance Matters Item AnalysisAR Student Plans and GoalsParent Handbook	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.

Areas of Strength:

Allen Park has been successful in raising student learning gains using Performance Class Placement.

Teachers and administrators continually monitor and review data using Performance Matters, District Assessments and Weekly Progress Reports.

A strong Volunteer Program and Watch D.O.G.S. Program that support students.

Leadership trained on Common Core Standards in June 2012 and training was given to teachers during the 2012-13 school year.

Teachers began implementing the standards into their teaching during the 2012-13 school year.

Allen Park Leaders conduct workshops and opportunities for Parental Education with our Love and Logic Six Session Seminar.

Parent Information and FCAT Information nights are provided for stakeholders.

Students and staff are recognized for their accomplishments through Award Ceremonies, Weekly Progress Reports, AR Celebrations, Do the Right Thing Awards and Golden Apple Awards.

Areas of Improvement:

Allen Park needs to continue to provide Professional training for teachers to implement School-wide Student Led Conferences.

Teachers will implement Florida Standards in Grades 3-5 as they are shared from FLDOE.

Actions we are implementing to sustain the areas of strength:

School leadership and teacher leaders were sent to Professional Learning Communities Training during the summer of 2013.

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Leadership will provide training to teachers on PLC's.

Grades 3-5 will implement the Common Core (Florida College and Career Readiness Standards) during the 2013-14 school year as we transition from the New Generations State Standards.

Our Professional Learning Communities will empower our teachers to reach every child and focus on the power of team learning and ownership of each child's learning gains on their grade level.

Plans to Improve Areas of Need:

Leadership will train teachers in refining their analysis and use of data more efficiently.

Teachers will work as PLCs to identify students with the lowest 25% and students performing from 26% to 40% based on analysis of data from multiple sources.

Teachers will create instructional groups through the Professional Learning Communities to meet the students' needs.

Teachers will review Common Core (Florida College and Career Readiness Standards) through their PLC's and align instruction to cover all standards.

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 •Professional Learning Communities Planning Data Analysis Academic Plans On Course Lesson Plans Item Analysis through Performance Matters 	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"> •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 body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •DRA Budget Guidelines Safety and Health Inspections 	Level 3

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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"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions 	Level 3

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 •Data Profile Sheets for all Grade Levels Performance Class Placement Procedures Performance Class Placement Letter 	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 •Involvement of stakeholders in a school improvement plan •Communication plan •MTSS Stakeholder engagement Student/Parent and Staff Handbook Teacher and Staff Volunteer Hours WatchDOGS Kickoff 	Level 3

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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•Representative supervision and evaluation reports	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.

Areas of Strength:

Parent and Community Involvement

Performance Class Placement

Written Processes and Procedures

Shared Documentation on SharePoint

Calendar and Handbook

District Communication Tools

District Resources

Professional Learning Community

Areas of Improvement:

Develop more parent surveys

Increase use of ParentLink to disseminate information to parents

Improve implementation of new Reading and Math Curriculum using the PLC process and information shared to and from the district

Actions we are implementing to sustain the areas of strength:

Professional Learning Communities

Leadership Team Meetings

Leadership Links

Analysis of Data

Plans to Improve Areas of Need:

School surveys will be utilized throughout the year to obtain information from our stakeholders on a more frequent basis.

ParentLink will be used to disseminate school-wide information.

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Subject Area Contacts will receive and give feedback on new Reading and Math curriculum concerning assessments and pacing of curriculum.

Leadership and teachers will continue to develop the implementation of PLC's and ensure consistency.

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: 3.0

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 •Enrollment patterns for various courses •Descriptions of instructional techniques •Class Capacity 13-14 Class Profile Spreadsheet Directions 12 13 Master 1st to 4th Data Profile Sheets for 13 14 Master Kindergarten Data Profile Sheets for 13 14 Performance Class Placement Procedures 13 14 Promotion-Retention R2S2 School Expectations Teacher Assignments 13 14 	Level 3

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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 •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Performance Matters mid-year data PLC Common Formative Assessments Procedures for Students Changing Classes Reading Data Logs Sample 5th Grade NGSSS item analysis of skills mastered Performance Matters Screen Shots Student Item Analysis 	Level 3

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"> •Teacher evaluation criteria •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 •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects •Mid Year Lesson Plan Review 	Level 3

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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"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Administrative classroom observation protocols and logs •Class Movement E-mail Performance Class Placement letter 	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"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •Performance matters Mid-year data Sample Data Tracking Tools Sample 1st Grade Mid-year Growth 	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 •Photo of student reflection 	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.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<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 •Gold Coin 5th Grade Club Millionaire Readers' Club Student of the Week Safety Patrols 	Level 3

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"> •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Teacher Newsletters Curriculum Night S. Cox Renaissance Home Connect Weekly Progress Reports Love and Logic Parent Training Student Agendas 	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"> •List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures •Elementary Counselor Brochure •FTE Report •MTSS SharePoint Summary •Student Info •Lesson Plans 	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"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Rubrics 	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"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning •Crosswalk between professional learning and school purpose and direction •Leadership Links •Required Training for All Employees •Safety In-Service Requirements •World Class Presentation 	Level 3

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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	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.

Areas of Strength:

Performance Class Placement to Meet Student Needs

Assignment of paraprofessionals to serve two hours daily in each Intensive Reading classes

Written Processes and Procedures for planning and assessing in the teacher handbook

Professional practices, instructional resources and strategies are posted on school SharePoint site

District Common Assessments provide consistent comparison of student/teacher data

Implementation of Professional Learning Communities

District Professional Development

District and Community Resources

Areas in Need of Improvement:

Development of instruction and assessments as teachers use new curriculum

Development of instruction and assessments as teachers implement Florida College and Career

Readiness Standards

Use of School Professional Development

Actions being Implemented to Sustain Strengths:

Professional Learning Communities commitment to time and continual evaluation

Evaluation of common Assessments and revising them as needed

Continual review of 4 Essential Questions: What do students need to know?

How will I know they have learned?

What will I do if they have not learned?

What will I do if they have learned?

Plans to Improve Identified Areas of Need:

Leadership and teachers will implement and use Educational Impact for specific professional development.

Professional Learning Communities will develop common agreement on essential outcomes for students

based on Florida College and Career Readiness Standards.

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PLC's will create SMART goals and Common Formative Assessments based on the essential outcomes.

Administration will encourage the implementation of Student Led Conferences.

Teachers will expand student reflection and data folders across multiple subject areas.

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 •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •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"> •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 •PTA Minutes •PTA grants for teachers •After School Program and Budget •Title 2 Grant 	Level 3

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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 compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Bus Procedures Bus Evacuation Letter Custodial Summer Schedule Custodial Cleaning Schedule 	Level 3

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 •13 14 SIP Technology Plan Appendix Master Schedule 13 14 Technology Labs RR Parent Letter 12 13 Circulation Count 	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"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use 	Level 3

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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 •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Comprehensive Counseling and Guidance Classroom Schedule •Comprehensive Counseling and Guidance Lesson Plans •MEASURE Goals •Documentation for School Counselors •MTSS providing services that meet student needs •Comprehensive Student Review Form •Form - Check in-Check Out Behavioral Program •Parent Request Information sheet •Vanderbilt Parent Scale •Vanderbilt Teacher Scale 	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.

Areas of Strength:

Continue to utilize Performance Class Placement

Title II funds are used to provide substitutes for teacher training

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Processes and Procedures in place for all staff

Employees understand job expectations

PTA works closely with school to raise funds to purchase computers and items we need to support our students

Implementation of Comprehensive School Counseling and Guidance Program

Areas in Need of Improvement:

Analyze data more efficiently to place students where they will best reach their potential

Use surveys more efficiently to identify areas of need at our school

Supplement materials used for counseling program

Actions being Implemented to Sustain Areas of Strength:

Become a better Professional Learning Community through continuous scheduling and training resources

Continue to use Title II funds to support our teachers

Continue to involve all stakeholders in decision making and processes

Continue to monitor the needs of our teachers and students to provide materials and technology needed for students to be successful

Continue to educate teachers on resources available to support students

Continue to provide scheduled guidance classes

What Plans are you making to Improve the Areas of Need:

Teachers will receive training on methods of analyzing data to support student improvement.

Teachers will be provided time to plan after analyzing student data.

Create surveys for stakeholders.

Obtain supplemental materials for counseling program.

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: 2.8

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 •Survey results •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 •12 13 Baseline/Mid-year Comparison 13 14 Pinnacle Category Changes Baseline/Mid-year (Math, Science and Writing) Testing STAR Early Literacy Growth Report STAR Reading and Math Growth Reports Elementary Literacy Summative Assessment STAR Parent Letter Teacher Handbook Grading Policies 	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"> •Survey results •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

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Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •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 2

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 •Evidence of student success at the next level •Teacher Comparison Data Graph 	Level 3

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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"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •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 •Kindergarten 13 14 Scores Input DC Tier III Post referral trend data FCAT Data Math Class Data Tracking Math Data 4th Grada Sample 1st Grade math mid-year growth MTSS SharePoint Summary updated Oct. 14 Grade Level Movement Meetings 	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.

Areas of Strength:

The teachers at Allen Park continually collect, analyze and use a range of data sources to assess student learning and program evaluation
 Allen Park is becoming a PLC school
 Implementation of new curriculum in reading and math
 Transitioning into Florida Standards for College and Career Readiness

Areas of Improvement:

Teachers are working on the pacing and development of assessments that measure student performance with fidelity.
 Teacher participation in continual training on how to better interpret and use data.

What Actions are you implementing to sustain the area of strength:

Written process of how to collect data
 Training on collecting and comparing data

Plans to Improve the Areas of Need:

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Weekly collaboration among PLC groups to address guiding questions and meet student needs.

Develop formative and summative assessments to analyze student needs which will drive instruction.

Provide training for more effective interpretation of data.

Provide time for teachers to be trained and meet together to review student needs and develop strategies to meet students' needs.

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: 3.23

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 to support the program 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"> •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 •Incentives/recognition program/system •School budgets for the last three years •Staff License/certification/qualifications •Assessments of staff needs •Staff compensations/benefits •Personnel evaluation forms •Professional and support staff/child ratios 	Level 3

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 •Stakeholder results •Policies that require relevant and related trainings •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

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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 and verifiable early childhood education experience/work. 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 •Stakeholder results •Policies that require relevant and related trainings •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 4

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 1 year 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 •Stakeholder results •Policies that require relevant and related trainings •Staff License/certification/qualifications •Staff compensations/benefits •Personnel evaluation forms 	Level 3

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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 •Stakeholder results •Policies that require relevant and related trainings •Staff compensations/benefits •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"> •Equipment purchasing and maintenance •Resource materials for training •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 •Funding overview-public and private funders •Itemized/audited budget 	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"> •Written health and safety policies •Records of depreciation of equipment •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Building inspections record •CPR/1st Aid Certification/ health safety trainings •Updated health records •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"> •Written health and safety policies •Records of depreciation of equipment •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •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

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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 exceeds the expectation. For example, classroom space exceeds the minimum state/governmental measurements per child. Classroom space enables multiple small group and individual learning activities to simultaneously occur without interruption. Arrangements are in place to ensure the safety and security of children at all times.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •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 4

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 •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •System for maintenance requests 	Level 3

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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 exceeds the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. All young children have access to specialized equipment that is specifically designed to support key aspects of children's development and learning. Each age-group of children has access to outdoor spaces and equipment specifically designed for that age-group.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Facility and equipment specifications •Facilities and equipment maintenance records and schedules •Documentation of compliance with local and state inspections requirements •Lists of instructional concepts with supporting classroom materials •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 4

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 meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.	<ul style="list-style-type: none"> •Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations 	Level 3

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 exceeds the expectation. For example, the school provides for each child's comfort. There are constant opportunities to meet each child's need for relaxation, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none"> •Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations 	Level 4

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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"> •Technology plan •Assessment and evaluation of technology and media literacy •Technology and interactive media inventory •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

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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Family engagement networking plan •Evidence of central depository and data back-up mechanism •Cyber-safety plan; policies and procedures •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Hardware and software inventory •Policies relative to technology use •Security of information policies 	Level 2

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"> •Stakeholder results •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations •Displays pictures/photos 	Level 3

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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 clearly defined process to determine the physical, social, and emotional needs of each child. School personnel provide or coordinate programs to meet the needs of all children in the school. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all young children.	<ul style="list-style-type: none"> •Special classes/activities for children with disabilities •Examples of child assessments •Example of full inclusion parent-child program •Agreements with school community agencies for student-family support •Intervention services referral •Example of home and community interventions •Assessment system for identifying children's needs •Educational advocacy plan for families •Social classes and services, e.g., bullying, character education •Lists of support services available to students 	Level 4

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"> •Handbooks, procedures •Student records indicating personal needs •Parent/Staff communications procedures and expectations •Facility/classroom design for storage space of personal items •Stakeholder communication forms •Health inspection records 	Level 3

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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 •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
4.20	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"> •Program evaluations •Lists of services available related to counseling, assessment, referral, educational, and career planning •Professional development calendar •Assessment plan •Demographics •Parent opportunity information sheets •Budget for counseling, assessment, referral, educational, and career planning •Description of referral process 	Level 3

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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 •Complaints policies and procedures •Student records indicating personal needs •Statement of principles •Parent/Staff communications procedures and expectations •Code of conduct •Written policies on positive guidance strategies •Stakeholder feedback results •Stakeholder communications forms 	Level 3

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"> •Facility and equipment specifications •Documentation of compliance with local and state inspections requirements •Accident records and reports •Safety handbooks, guidelines, procedures, expectations •Observations of student and adult behaviors concerning safety practices •Stakeholder feedback results •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.

In reviewing the Early Learning indicators for Standard 4, the overall rating for our Pre-K program is a three. Various agencies guide our hiring process including the Lee County School District, the Federal Office of Head Start, and the Department of Children and Families' Childcare Licensing. These agencies require adherence to specific hiring criteria. Staff are hired and screened for educational requirements through PeopleSoft and placed based on their qualifications. Head Start teachers must hold at least Bachelor degrees and state licenses in PreK-Primary Education. Paraprofessional educators must have the required credentials to meet all state/federal requirements, such as a

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High School Diploma/GED or higher, a minimum of a Child Development Associate certificate and/or an Associate degree. Infant-toddler staff meets state requirements, including a high school diploma and 45 hours of state childcare training. Otherwise, staff has a documented plan for meeting these requirements within a one year timeframe. Ongoing professional development is provided through the District's Pre-K staff, the Office of Head Start, and other agencies. Training is provided in a variety of formats and locations such as on-site, online, conferences, educational institutes, and workshops.

The Pre-K Program incorporates planning time, instructional time, material resources, and fiscal resources to ensure that all students have equitable opportunities to attain challenging learning expectations. The program adheres to health and safety requirements, as evidenced in the reports obtained from District safety inspections, state local licensing, the triennial federal Head Start monitoring review, and fire inspections. Daily use of indoor and outdoor health and safety checklists ensure compliance with all appropriate regulations. The staff ensures that all spaces are free from hazardous and dangerous circumstances. Children remain in direct and constant supervision of adults and the environment is arranged with safety in mind. Indoor and outdoor equipment is safe, available to all young children, is developmentally appropriate for the age group, and has appropriate surfaces to support a variety of types of learning and play. Additionally, there is impact material under all climbing equipment and swings. Children have safe, organized, hard/soft surfaces that are specifically designed to support key aspects of child development and learning.

The technology infrastructure meets the teaching, learning and operational needs of all stakeholders. Both teachers and students, as appropriate, have access to media, projectors, a web-based assessment system, and informational resources, such as smart boards, computers, internet, and resource books and materials. Communication occurs via email and the Pre-K SharePoint site. All children and school personnel have access to an exceptional collection of interactive media and information resources necessary to achieve the educational program's goals and objectives. Classrooms utilize Conscious Discipline, Second Step, Early Learning Coalition Websites, Teaching Strategies Gold online assessment, and the Office of Head Start Early Childhood Learning and Knowledge Center as technology-based resources for instruction and learning. The School District of Lee County has qualified staff available to assist personnel in learning about the tools available to our staff. Additionally, the District's Pre-K program has a Technology Committee that meets bi-annually to collect data and plan for the program's needs. Also available are the Head Start curriculum specialists who assist classroom staff, when needed. The resulting data are used to develop and implement a technology plan to improve technology services and infrastructure.

The Pre-K Program maintains class sizes and ratios of young children to teachers that support the care and developmentally-appropriate learning, growth, and development of young children, including those with disabilities. In our preschool classrooms, we maintain a maximum ratio of two adults for every eighteen children. This is evidenced by the teacher's class assignment, schedules, and substitute pool list. Each classroom/learning space has sufficient useable floor space and size to support the creativity and developmentally-appropriate learning, growth, and development of young children and is highly functional for program delivery. Our classrooms are set up to encourage positive staff-to-child relationships. The children's artwork is displayed throughout the classroom. Each classroom has multiple learning/interest centers accessible, organized for independent use by all children and supportive of the current learning activities. The Pre-K children's spontaneous exploration and creativity is encouraged by our staff. Each learning center is well-equipped for its purpose. Each classroom provides all children with safe and comfortable areas to relax, rest, or sleep that is continuously supervised by adults at all times. Children have access to areas such as the Conscious Discipline "safe place," reading areas, mats, and cots for resting or sleeping.

Learning spaces, appropriately accessible to young children and adults, are regularly assessed and maintained. Indoor spaces are ventilated, lighted, and temperature-controlled. As appropriate, young children have direct access to bathroom/washing facilities, sinks, and drinking water. Each classroom/learning space has substantial furniture, equipment, and resources to meet individual student needs and to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to learning. Materials for children's learning are displayed in open shelves that are low and easily accessible. Multiple work spaces and equipment are available within each classroom, such as tables, sand/water table, and easels. All furniture, equipment and resources are in good repair.

The Pre-K Program has a clearly-defined process to determine the academic, physical, social and emotional needs of all its students. Various screening and assessment tools including Ages and Stages Questionnaire, Strengths and Difficulties Questionnaire, Teaching Strategies Gold and Mental Health classroom observations are used in the classroom. Not only do these tools give information about

Accreditation Report

Allen Park Elementary School

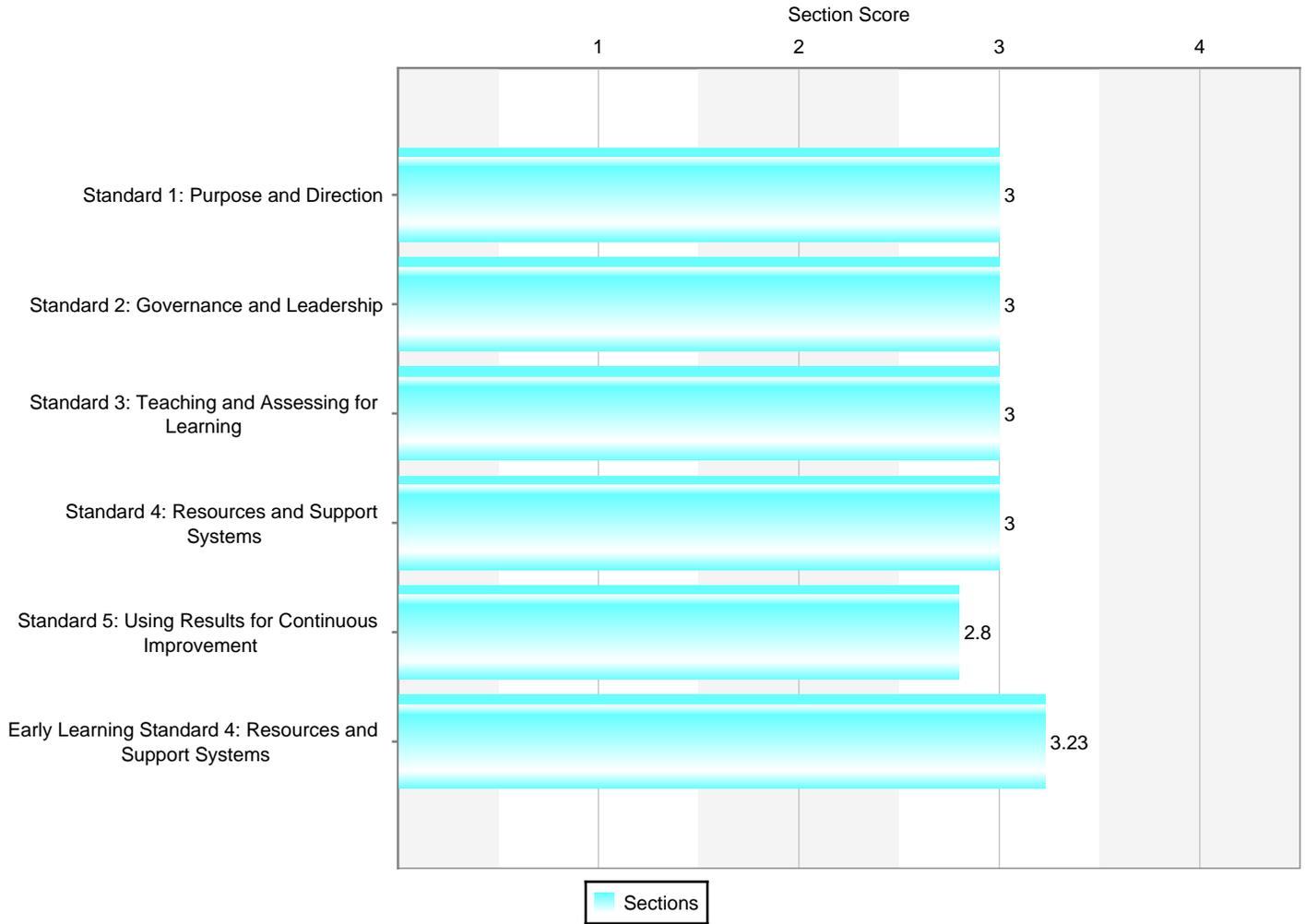
individual children to direct teachers' instruction and individualization, their data are also analyzed for continuous program improvement. The Second Step Curriculum and Conscious Discipline program are employed in all classrooms to enhance our student's social/emotional development. In addition to classroom experiences, the program also supports families through counseling, assessment, referral, educational, and career planning. These services are provided through Parent University workshops and interaction with Family Engagement staff including home visits, counseling services, and referrals to community agencies. Staff and parents work collaboratively to identify student and family needs. Typically, plans such as Individual Family Support Plans, Individual Education Plans and Family Partnership Agreements are used to support students and families in their efforts to achieve identified goals.

Through the use of the program's Disability Specialist, Mental Health Specialists, Resource Teachers, and Social Workers, the classroom teachers are supported to ensure that the physical, social, and emotional needs of young children remain the primary focus of the program. In addition, the program has Health Specialists (RNs) to support the general well-being, nutrition, health and safety of the children in our care. The program participates in the USDA food program and ensures children receive a nutritious breakfast and lunch daily. The program follows best practice using nutrition, health, and safety guidelines, as identified by the American Academy of Pediatrics, the Department of Children and Families, and the Office of Head Start.

Our program ensures that parents feel welcome and comfortable through the use of Conscious Discipline greetings and departures, parent involvement in the classroom, parent meetings and conferences, and home visits. Input from parents is highly valued, as parents are children's first and most important teachers. The program uses developmental screeners and provides ongoing assessments of children to evaluate their growth and progress. Such information allows staff to implement additional services, when needed. The District Pre-K program's School Readiness and Leadership Teams meet regularly to review and evaluate systemic processes to ensure effectiveness. The teams use data to guide the decision-making process and develop program improvement plans to meet the needs of the children we serve. The needs of the children, parents and staff are respected by offering opportunities for open communication, holding one another to high standards of conduct, and promoting a sense of community, belonging, ownership and pride. Through our responsive caregiving approach, staff members interact with children in ways that build confidence, extend learning, encourage values, and build trusting relationships. The program's strengths will be maintained through the implementation of Professional Learning Communities. Additionally, systematic continuous improvement practices, high standards, data analysis and shared leadership will continue to be embedded into the daily practices of our Pre-K Program.

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		Allen Park Stakeholder Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Administrators and teachers have high expectations for student learning for all students. This was consistent among all stakeholders: students (early elementary, elementary) Parents and Staff. On a Gallup Poll taken by 5th graders at Allen Park 82% stated that they are engaged in their learning. All stakeholders indicated an average score above a 4.0 for all performance levels. Purpose and Direction and Using Results for Continuous Improvement were the highest two performance levels.

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

All areas show a positive trend in regards to stakeholder satisfaction. The Purpose and Direction and Using Results for Continuous Improvement show the highest level of approval.

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

The survey results were consistent among all the standards and subgroups, with no significant differences between stakeholder's responses. The staff response was indicative of Allen Park Staff that they believe in the continuous improvement process based on data, goals, actions and measures of growth. The parent response demonstrated their support of performance class placement which enables all individual students' needs to be met. This information is consistent with school-wide observations and feedback from parents and staff.

Areas in Need of Improvement

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

Parent Survey

Parents indicated the lowest level of satisfaction in the following area: Our school provides excellent support services (e.g., counseling, and/or career planning). It scored a 3.68 on a 4 point scale

Student Survey

Students indicated that they would like their principal and teachers to ask them what they think about school. It scored a 2.2 on a 3 point scale. They also would like their teachers to ask their family to come to school activities. It scored a 2.47 on a 3 point scale.

Staff Survey

Staff would like to have the school provide opportunities for students to participate in activities that interest them. It scored a 4.14 on a 5 point scale. Teachers would like a professional learning program designed to build capacity among all professional and support staff members. It scored a 4.19 on a 5 point scale.

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

A negative trend is not indicated at this time at Allen Park. The leadership will continue to monitor the areas that scored the lowest stakeholder satisfaction: Formally reviewing our mission and vision, communicating the way our teachers differentiate instruction and promoting our volunteer program .

What are the implications for these stakeholder perceptions?

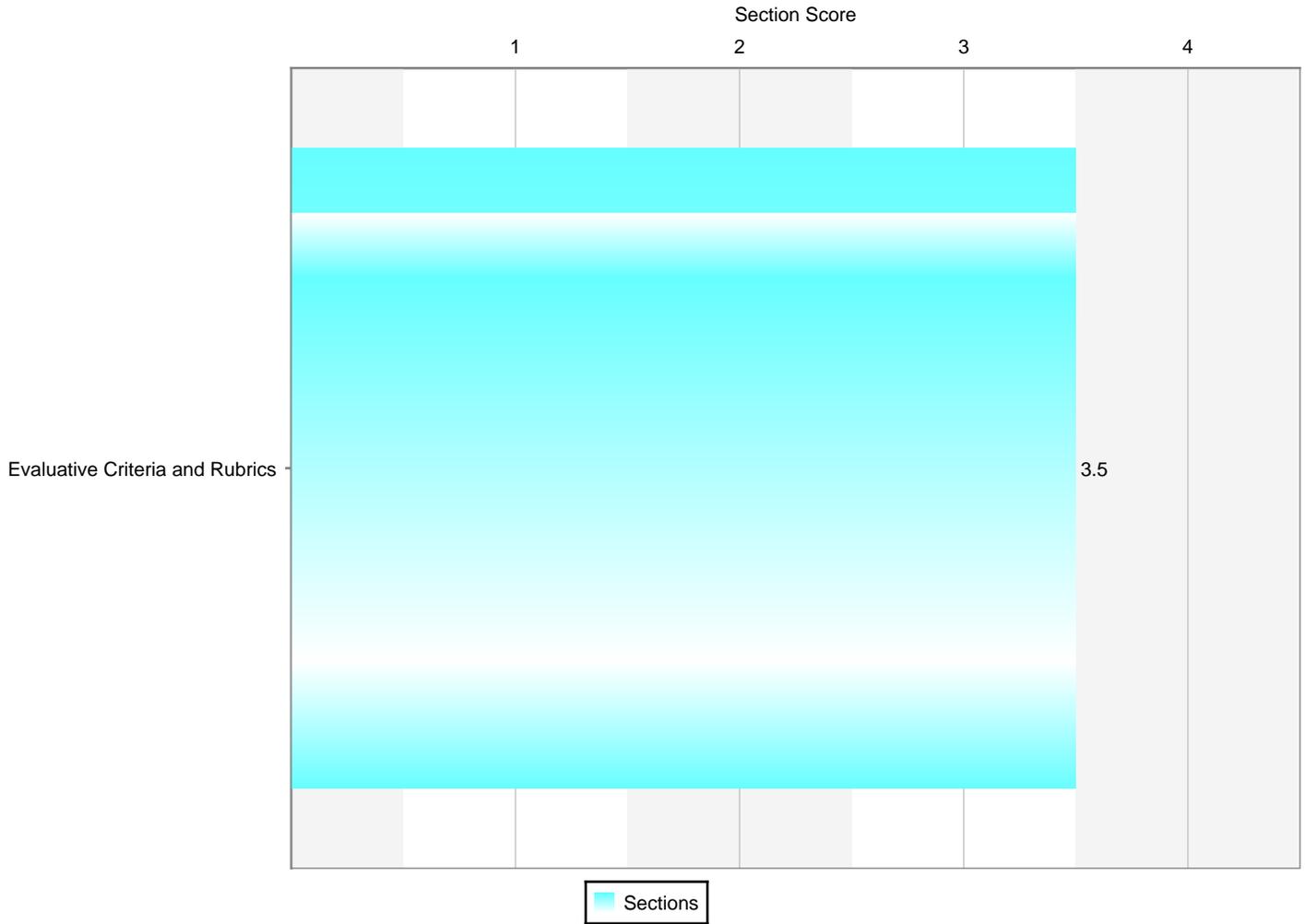
Allen Park has implemented the K-12 Comprehensive School Counseling and Guidance Plan to increase support services. We will begin to formally review our mission and vision with all stakeholders at events such as our Awards Ceremonies and Academic events. Allen Park prides itself on our parent involvement; however, we will monitor the involvement of all ethnicities and make sure all stakeholders feel welcome and involved in their child's education.

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

Based on Stakeholders Survey, observation and parent sign in sheets for family events, it is indicated that attendance of parents at schoolwide events could improve.

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		Allen Park Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?

Based on our Annual Measureable Objectives:

All students are above the expected levels of performance in Reading.

In Math, our Asian, Black, Hispanic, White and English Language Learners met their 2013 target.

Allen Park had learning gains in Reading that were above District Levels.

In Math we either met or exceeded the District Reading Levels.

62% of students in the lowest 25% made learning Gains in Reading and 71% made learning gains in Math.

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

Based on our Annual Measureable Objectives:

Reading positive trend in the Black (59% to 61%) and Hispanic subgroups (69% to 71%)

Math positive trend in English Language Learners (63% to 71%) and Asian (95% to 97%)

Which area(s) indicate the overall highest performance?

Based on our Annual Measureable Objectives:

Math exceeded 2013 Target 81% for all students (83%)

Subgroups that exceeded:

Black 61% Target 58%

Hispanic 75% Target 73%

White 91% Target 90%

English Language Learners 71% Target 48%

Reading met 2013 Target 83% for all students (83%)

Subgroups that exceeded:

Black 61% Target 58%

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

Based on our Annual Measureable Objectives

In Math the English Language Learners subgroup showed a positive trend from 63% to 71%

In Math the Asian subgroup showed a positive trend from 95% to 97%

In Reading the Black subgroup showed a positive trend from 58% to 61%

In Reading the Hispanic subgroup showed a positive trend from 69% to 71%

Between which subgroups is the achievement gap closing?

Based on our Annual Measureable Objectives:

In Reading the Hispanic subgroup and Black Subgroups had a 2% gain

In Math the English Language Learners had an 8% gain and the Asian subgroup had a 2 % gain.

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

The data from our District FCAT DSS Gains shows:

An increase in Grade 4 Reading and Math compared to the district in Levels 3, 4 and 5.

An increase in Grade 5 Reading compared to the district in Levels 4 and 5.

An increase in Grade 4 Math compared to the district in Levels 3 and 5.

An increase in Grade 5 Math compared to the district in Levels 3 and 4.

Areas in Need of Improvement

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

Based on our Annual Measureable Objectives:

The following subgroups are below their expected Reading level:

Asians, Hispanics, White, English Language Learners, Students with Disabilities and the Economically Disadvantaged.

The following subgroups are below their expected Math level:

Economically Disadvantaged and the Students with Disabilities

Students will be identified and teachers will monitor the progress of these students implementing strategies to increase learning.

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

Based on our Annual Measureable Objectives:

Reading all subgroups except the Hispanic subgroup show a negative trend

Math all subgroups except the Asian and English Language learners show a negative trend

This is also reflective of the FCAT 2.0 implementation

Which area(s) indicate the overall lowest performance?

Based on our Annual Measureable Objectives:

The English Language Learner subgroup shows the lowest performance in Reading.

The Black subgroup shows the lowest performance in Math.

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

Based on our Annual Measureable Objectives:

The Students with Disabilities and Economically Disadvantaged students show the largest difference in prior years' performance in Reading and Math.

The Black and Hispanic subgroups met the target however, they had a 4% to 6% decrease in performance.

Between which subgroups is the achievement gap becoming greater?

Based on our Annual Measureable Objectives:

The achievement gap is becoming greater in Reading and Math in Students with Disabilities and the Economically Disadvantaged subgroups. Teachers will monitor these groups quarterly and data analysis will be refined with a focus on these subgroups.

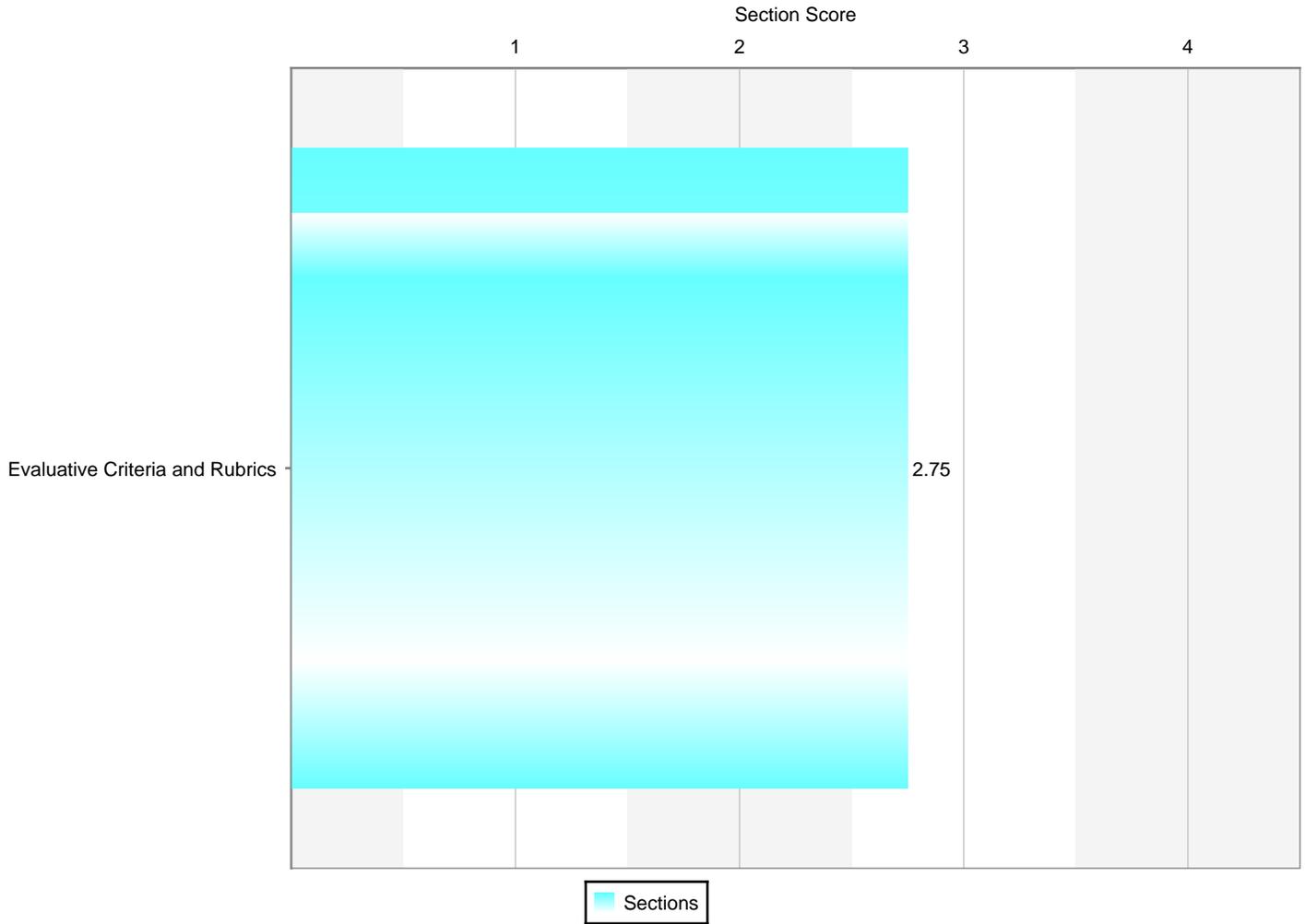
Teachers will use a variety of data sources to monitor these students and address their needs.

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

The data sources used to determine trends are the school's data and data comparisons to elementary schools in the Lee County School District.

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	Our safety plan is available at our school site, upon request.	

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

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		Allen Park School Improvement Plan