



Accreditation Report

Carol City Elementary School

Miami-Dade County Public Schools

Dr. Thalya Watkins, Principal
4375 NW 173rd Dr
Miami Gardens, FL 33055-3773

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information	6

Self Assessment with Early Learning

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	11
Standard 3: Teaching and Assessing for Learning	14
Standard 4: Resources and Support Systems.....	18
Standard 5: Using Results for Continuous Improvement.....	21
Early Learning Standard 4: Resources and Support Systems.....	23
Report Summary.....	31

Stakeholder Feedback Diagnostic

Introduction.....	33
Stakeholder Feedback Data.....	34

Evaluative Criteria and Rubrics..... 35

Areas of Notable Achievement..... 36

Areas in Need of Improvement..... 37

Report Summary..... 38

Student Performance Diagnostic

Introduction..... 40

Student Performance Data..... 41

Evaluative Criteria and Rubrics..... 42

Areas of Notable Achievement..... 43

Areas in Need of Improvement..... 45

Report Summary..... 46

AdvancED Assurances

Introduction..... 48

AdvancED Assurances..... 49

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?

Carol City Elementary School is located at 4375 N.W. 173rd Drive in the City of Miami Gardens, Florida and was established in 1957. Carol City Elementary School serves 558 students from the adjacent neighborhood. Of the 558 students, 34 participate in Head Start/Early Head Start Programs, and 18 students are served in the Prekindergarten Students with Disabilities (SWD) program. There are 506 students in Kindergarten through fifth grade which are comprised of the following: 5.8 percent Students with Disabilities (SWD), 2.8 percent Gifted, and 7.4 percent English Language Learners (ELL). The ethnic/racial makeup of the student population is 75 percent Black, 23 percent Hispanic, 1 percent White, and 1 percent other. 94 percent of the school population receives Free or Reduced lunch. The school's mobility rate is 33 percent. Carol City Elementary is a Title 1 school.

Carol City Elementary School is home to some of the finest teachers in Miami-Dade County Public schools. Our staff is comprised of 72% of teachers with 6 or more years of teaching experience, 38% of our teachers hold advanced degrees, 66% are ESOL endorsed, 13% are Reading Endorsed and 4% are Nationally Board Certified.

In the past three years, significant changes occurred at Carol City Elementary. During the 2012-2013 school year, Carol City Elementary School was deemed as one of the Lowest 100 schools, due to a limited overall reading proficiency score of 30 percent and the school, by State mandate, was required to operate an additional hour, ending the school day 2:50 p.m. for primary and 4:05 p.m. for Intermediate grades. However, for the 2013-2014 school year, Carol City Elementary is no longer deemed as one of the Lowest 100 schools based on reading gains achieved on the 2013 FCAT, and has resumed regular school hours, ending the school day 1:50 p.m. for primary and 3:05 p.m. for intermediate grades.

Due to the moderate to low income bracket of the area surrounding the school, the students are in need of support to secure basic resources. The School Counselor works with various agencies, such as the Florida Heiken Visual Program, which provides free glasses to students in need. The Counselor also assists families in need by providing both direct support and referrals to appropriate social service agencies.

The community served by the school is "close knit". The student body is comprised of parents who attended Carol City Elementary School as students. There is great pride, ownership, and passion held, that is evident by the interactions and actions exhibited by many stakeholders in providing input regarding the direction that they feel the school should take for the betterment of all stakeholders.

Carol City Elementary School is a part of Health Connect in our Schools which provides a Nurse practitioner and a Health Aide. Additional services to the school includes: school-based health care, expanded health screenings and assessments with access to follow-up care, and emergency first aid/ CPR.

School's Purpose

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

The ultimate purpose of education is to help each student to become an effective and contributing citizen in tomorrow's changing technological and global society. Students today must be prepared to compete in a job market with workers from around the world, not just across the city, state, or country. The faculty and staff of Carol City Elementary School are committed to ensuring that the students who leave Carol City Elementary School are equipped with a strong educational foundation on which to build knowledge, skills, and attitudes required to be successful in an ever-changing, competitive, global society.

VISION

Carol City Elementary School is committed to educational excellence and acceleration for all students and stakeholders, where we surpass standards and exceed expectations.

MISSION

The mission of Carol City Elementary School is to equip students to become academically proficient, performing at their maximum potential in a safe and secure learning environment where they acquire the knowledge, skills, and attitudes necessary to become contributing citizens, prepared to successfully compete in global job market in a safe and secure learning environment.

SCHOOL THEME

The school theme is new this school year. At Carol City Elementary-- "Building A Better World, One Student At A Time".

CORE VALUES

At Carol City Elementary, our school's Core Values serve as the guiding principles to fulfilling our mission and goals, as these fundamental beliefs are grounded in our school culture and atmosphere--Be Responsible, Be Respectful and Be Safe.

QUALITY OF EDUCATION

We are dedicated to quality: quality of educational services, quality of relationships, and quality of communication for all stakeholders.

REALIZED POTENTIAL

We believe that we should be, for all who are involved, a place of realized potential.

COOPERATION AND RESPONSIBILITY

We believe that our responsibility is to our students, to our school family, and to the community and society that we serve.

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.

Carol City Elementary is proud of the accomplishments in Reading and Mathematics in the last three years. In Mathematics, an average of 75% of students in the Lowest 25% made Learning Gains from 2010-2012, 71% of students made overall Learning Gains, and 71 % of students scored at or above Florida Comprehensive Assessment Test (FCAT) Achievement Level 3.

Most notable achievements include the progress of the Lowest 25% on the 2011-2012 FCAT administration. Although there were many factors affecting the measurement of students' proficiency, due to the changes in criteria for proficiency by the State of Florida, the school was able to ensure that 87% of students in the Lowest 25% made Learning Gains. Furthermore, Carol City Elementary School ranked in the top 25% of schools, #48th, among the Elementary Schools in Miami-Dade County Public Schools (M-DCPS) on the 2012-2013 FCAT.

In Reading, an average of 63% of students made overall Learning Gains, and 63% made Learning Gains in the Lowest 25% from 2010-2012. Carol City Elementary achieved 63% proficiency in Overall Learning Gains and 64% proficiency in the bottom 25%.

Carol City Elementary School is honored to be chosen by City of Miami Gardens Councilman David Williams Jr., to be a part of City's Cohort of schools focusing on improving science instruction. The focus of Carol City Elementary School is Ichthyology, which is the study of fish. The students of Carol City Elementary School have first-hand experiences in being a part of the scope of research that studies a specific species of fish to discover a cure for paralysis. Our students have the opportunity to be a part of a fish breeding process, while learning about entrepreneurship and making a profit for a school.

Many of our teachers are recipients of the Donors Choose "Fuel Your School" Program awards, promoted by the District the beginning of the 2013-2014 school year. Various teachers applied for funded projects with the Donors Choose and Chevron/Texaco, and submitted classroom projects that detailed student supplies and materials needed. Selected teachers received awards of supplies and materials including Smart Boards and Technology resources, as well as paper and art supplies.

We are also extremely proud of our students that participated in and won the District science (SECME) competitions, 2nd place for Mousetrap Car Competition and 1st place for the Essay Competition. In fact, our essay winner was recently announced the National Essay Winner. During the 2013-2014 school year, Exxon Mobile recognized our Math and Science Department and a monetary award was given.

The 5000 Role Models of Excellence Program was re-established this school year, to provide mentoring for at-risk boys from our male teaching staff. The Girls Learning to Achieve More (GLAM) Program was developed and implemented this school year, as well, to offer mentoring for at-risk girls from our female teaching staff.

Additional Information

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

Carol City Elementary School is proud to be the home of the 2013 Teacher-of-the-Year for the Region, District, and State, Mr. Alexandre Lopes. In addition to winning the Regional, District, and State Teacher-of-the-Year, Mr. Alexandre Lopes was also one of four finalists for the National Teacher-of-the-Year.

Self Assessment with Early Learning

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The 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 •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 	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 	Level 3

Accreditation Report

Carol City Elementary School

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 require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. School personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student and school performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The area of strength noted includes implementation of a consistent, continuous improvement model by the school leadership team. Carol City Elementary has implemented a systematic approach in collecting, reviewing and analyzing both District and school data results to plan instruction, monitor student progress and improve student learning. All stakeholders are and will continue to be involved in this process. School-site evidence includes development and implementation of the School Improvement Plan, as well as conducting both teacher and student data chats, parent conferences to inform parents of their child's progress, and distributing monthly parent newsletters. Areas in need of improvement include the necessary collaboration of the school's leadership team and staff to share a consistent commitment of the school's culture, values and beliefs about teaching and learning. By reinforcing a shared decision making process and establishing effective communication systems between the leaders and staff, improvements in this area are expected, which will improve support and implementation of challenging, equitable educational programs and learning experiences for all students.

Standard 2: Governance and Leadership

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

Overall Rating: 4.0

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear 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 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Governing code of ethics 	Level 4

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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear 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 •Agendas and minutes of meetings 	Level 4

Accreditation Report

Carol City Elementary School

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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Examples of decisions aligned with the school's statement of purpose•Examples of decisions in support of the school's continuous improvement plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently 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' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan	Level 4

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 primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Representative supervision and evaluation reports	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The areas of strength noted include providing clearly documented policies and procedures to faculty and staff provided in our school handbook, consistent focus on the school's purpose and effective operation of the school. The leadership team has implemented a process for decision-making, to ensure effectiveness of meeting goals, by establishing clear roles and responsibilities of all stakeholders. School leaders embrace a school culture of continuous improvement to achieve the school's purpose, vision, and direction. All stakeholders are engaged through regular faculty and staff meetings, scheduled data chats, Literacy Leadership and Educational Excellence School Advisory

Council (EESAC) meetings. School-site evidence includes agendas and meeting minutes for all meetings.

Areas in need of improvement include the necessary collaboration of the school's leadership team and staff to share a consistent commitment of a shared decision making process and establishing effective communication systems between the leaders and staff. Improvements in this area are expected, which will improve governance and leadership that supports student performance and school effectiveness.

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: 3.92

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques 	Level 4

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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure 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 •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 4

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 are consistent and deliberate in planning and using 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 each student. Teachers consistently 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"> •Agenda items addressing these strategies •Professional development focused on these strategies •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations 	Level 4

Accreditation Report

Carol City Elementary School

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 beyond classroom observation 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•Supervision and evaluation procedures•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs	Level 4

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 on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive 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 are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none">•Agendas and minutes of collaborative learning committees•Peer coaching guidelines and procedures•Examples of improvements to content and instructional practice resulting from collaboration	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of 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 immediate feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Examples of assessments that prompted modification in instruction•Samples of exemplars used to guide and inform student learning	Level 4

Accreditation Report

Carol City Elementary School

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

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none">•Survey results•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	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•Survey results•Master schedule with time for formal adult advocate structure•Description of formal adult advocate structures	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.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting	Level 4

Accreditation Report

Carol City Elementary School

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 rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and 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•Brief explanation of alignment between professional learning and identified needs	Level 4

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 systematically and continuously 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 individualized learning support services to all students.	<ul style="list-style-type: none">•Survey results•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The areas of strength noted include consistent use and implementation of curriculum guides, instructional delivery models and evaluation/assessment review processes. In order to sustain these areas of strength, we will continue to provide common planning sessions, encouraging learning communities and professional development opportunities, teachers are provided support by administrators and coaches with using effective instructional strategies to ensure achievement of learning expectations for all students. School site evidence includes common planning agendas, sign-in sheets and lesson plans.

The areas in need of improvement include the necessary and continued collaboration between school leaders and faculty/staff to participate in structured model programs such as GLAM and 5000 Role Models of Excellence to increase knowledge and understanding of individual students, in terms of learning skills, thinking skills and life skills.

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: 3.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •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 •Documentation of highly qualified staff 	Level 4

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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on 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 •School calendar 	Level 4

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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<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. •Safety committee responsibilities, meeting schedules, and minutes 	Level 4

Accreditation Report

Carol City Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Survey results•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

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

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

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The areas of strength include providing additional resources and services which support the purpose of ensuring student success, such as developing a master schedule with the support of interventionists infused during core curriculum instructional times, as well as maintaining a clean, safe and healthy learning environment throughout all areas of the school setting. By providing common planning to subject area teachers, and ensuring materials and resources are available to teachers and students, we will continue to sustain progress in these areas of strength. School-site evidence includes the school's Master Schedule, common planning agendas and sign-in sheets.

Areas in need of improvement include access, use and implementation of various media and information resources. Developing and implementing a technology plan would be beneficial in establishing a conducive and effective infrastructure for technology services and/or programs.

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: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 4

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 all data sources are documented and used consistently by professional and support staff. Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. All school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized 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 4

Accreditation Report

Carol City Elementary School

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 clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and 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 growth•Evidence of student success at the next level	Level 4

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 and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•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	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

The area of strength noted includes implementation of a consistent, continuous improvement model by the school leadership team. Carol City Elementary has implemented a systematic approach in collecting, reviewing and analyzing both District and school data results to plan instruction, monitor student progress and improve student learning. School-site evidence includes development and implementation of the School Improvement Plan, conducting data chats with teachers to review, analyze and disaggregate results in order to effectively plan Curriculum programs and determine effectiveness based on student progress. School-site evidence includes data chat protocols, results located in Data Binders and modified instructional plans based on the data.

Areas in need of improvement include the necessary collaboration of the school's leadership team and staff to share a consistent commitment of the school's need for improvement, as well as beliefs about teaching and learning. By establishing a plan for analyzing data results, and reinforcing a shared decision making process, improvements in this area are expected, which will improve support and implementation of challenging, equitable educational programs and learning experiences for all students.

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: 3.41

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Assessments of staff needs •Personnel evaluation forms 	Level 4

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

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 •Staff License/certification/qualifications •Personnel evaluation forms 	Level 4

Accreditation Report

Carol City Elementary School

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 that require relevant and related trainings•Staff License/certification/qualifications•Personnel evaluation forms	Level 3

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

Accreditation Report

Carol City Elementary School

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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all young children. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none">•Equipment purchasing and maintenance•Examples of efforts of school leaders to secure necessary material and fiscal resources•School schedule•Alignment of budget with school purpose and direction•School calendar•Budget for authorized expenses and activities	Level 4

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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all stakeholders. All school personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none">•Facilities and equipment maintenance records and schedules•Documentation of compliance with local and state inspections requirements•Building 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
4.8	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">•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

Accreditation Report

Carol City Elementary School

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">•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 exceeds the expectation. For example, 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 access and participation by every child. Separate tables are used for eating and working. Multiple work/learning equipment is available within each classroom, i.e. tables, sand/water table, and easel. All furniture, equipment, and resources are in constant excellent repair.	<ul style="list-style-type: none">•Facilities and equipment maintenance records and schedules•Documentation of compliance with local and state inspections requirements•Lists of instructional concepts with supporting classroom materials	Level 4

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 meets 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. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	<ul style="list-style-type: none">•Records of depreciation of equipment•Facilities and equipment maintenance records and schedules•Building and grounds inspections record	Level 3

Accreditation Report

Carol City Elementary School

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 exceeds 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 in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	<ul style="list-style-type: none">•System for ordering/maintaining sufficient supplies•Lists of instructional concepts with supporting classroom materials•Curriculum standards, guides, expectations	Level 4

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 meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none">•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
4.14	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">•Survey results•Technology and interactive media inventory•Data on media and information resources available to staff and children	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 all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Hardware and software inventory•Policies relative to technology use•Security of information policies	Level 3

Accreditation Report

Carol City Elementary School

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 exceeds the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child-created, and include examples of children's creative work beyond specified learning activities. All children have examples of their individual work displayed within their learning environment. Staff changes the materials for each theme/unit.	<ul style="list-style-type: none">•System for ordering/maintaining sufficient supplies•Lists of instructional concepts with supporting classroom materials•Curriculum standards, guides, expectations	Level 4

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

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•Facility/classroom design for storage space of personal items•Health inspection records	Level 3

Accreditation Report

Carol City Elementary School

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	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">•Professional development calendar•Assessment plan•Description of referral process	Level 3

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

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

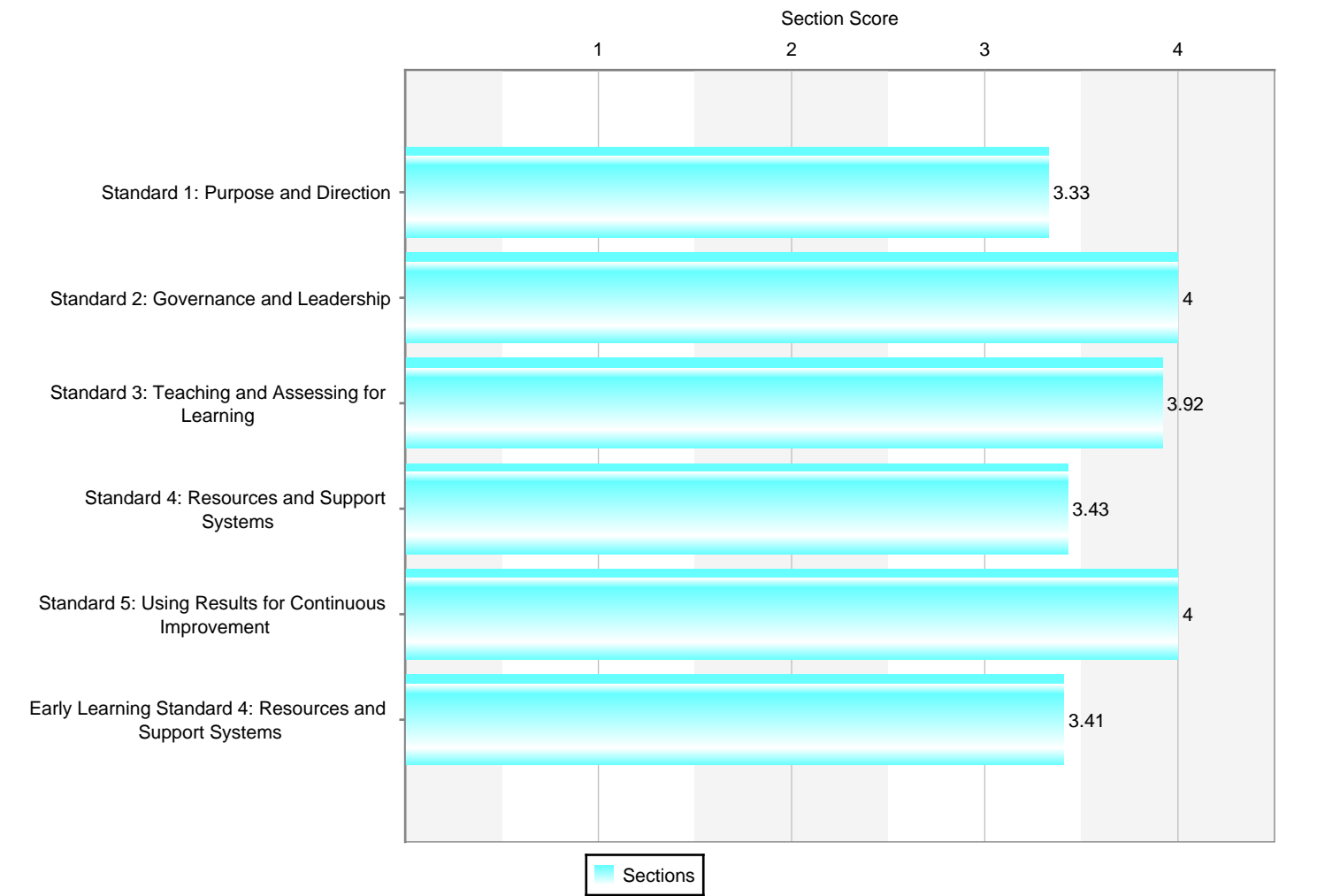
The areas of strength noted include highly trained administration and staff to support the school's educational program and vision.

Established policies and procedures are in place to maintain efficiency in all areas of the school setting to include equipment, resources and materials, spaces where students interact both inside and outside the classroom. School-site evidence includes program compliance documents located in the Head Start Binders.

The areas in need of improvement include providing effective services that support the counseling, assessment, and educational referral needs of all students and using a range of interactive media and information resources that support the educational programs. Some actions to implement and sustain the areas of strength include ensuring the continued involvement of all stakeholders and participation in continuous improvement and professional development opportunities for teachers and administrators. The plans to improve the identified areas of need include establishing a safe learning environment within the classroom setting and providing additional services for families listing availability of counseling, assessment and educational planning.

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	N/A	2013-2014 Stakeholder Survey Report 0681

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

The overall highest level of satisfaction or approval for each stakeholder category are as follows:

Parent Survey: 4.1 Standard 2 (Governance and Leadership) and 4.1 Standard 3 (Teaching and Assessing Learning)

Staff Survey: 4.0 Standard 5 (Using Results for Continuous Improvement)

Elementary Survey: 4.9 Standard 1 (Purpose and Direction)

School-site evidence includes development and implementation of the School Improvement Plan, as well as conducting parent conferences to inform parents of their child's progress, distributing monthly parent newsletters, and participation in continuous improvement and professional development opportunities for teachers and administrators.

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

The area that shows a trend toward increasing stakeholder satisfaction or approval is Standard 5 -Using Results for Continuous Improvement, scoring at 4.0 according to Staff Survey results.

School site evidence includes collecting and analyzing student data results from various assessments to plan instruction and monitor student progress, and participating in professional development opportunities for teachers and administrators.

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

From the above reported findings, the results from the survey responses indicated that stakeholders' feedback are consistent with similar averages based on input from the 2012-2013 School Climate Survey, on Standard 3 (Teaching and Assessing Learning), with 4.1 on the Parent Survey and 3.7 on the Staff Survey.

Areas in Need of Improvement

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

The overall lowest level of satisfaction or approval for each stakeholder category is as follows;

Parent Survey: 3.8 Standard 1 (Purpose and Direction) and 3.8 Standard 4 (Resource and Support Systems)

Staff Survey: 3.5 Standard 4 (Resource and Support Systems)

Elementary Survey: 4.4 Standard 2 (Governance and Leadership)

Carol City Elementary is addressing these identified needs by implementing strategies from the School Improvement Plan with fidelity, ensuring the involvement of all stakeholders, and establishing a system of support for all students to address all areas of need.

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

The area that shows a trend toward decreasing stakeholder satisfaction or approval was indicated in Standard 4-Resource and Support Systems, with Parent Survey rated at 3.8 and Staff Survey rated at 3.5.

Carol City Elementary is addressing this identified need by ensuring the school is safe and secure with the implementation of our school-wide Security and Emergency Plans, establishing a safe learning environment within the classroom setting, providing support services by the counselor and social worker.

What are the implications for these stakeholder perceptions?

Implications for these stakeholder perceptions may be attributed to the lack of effective students support services, and an established plan to address safety concerns and appropriate training of staff.

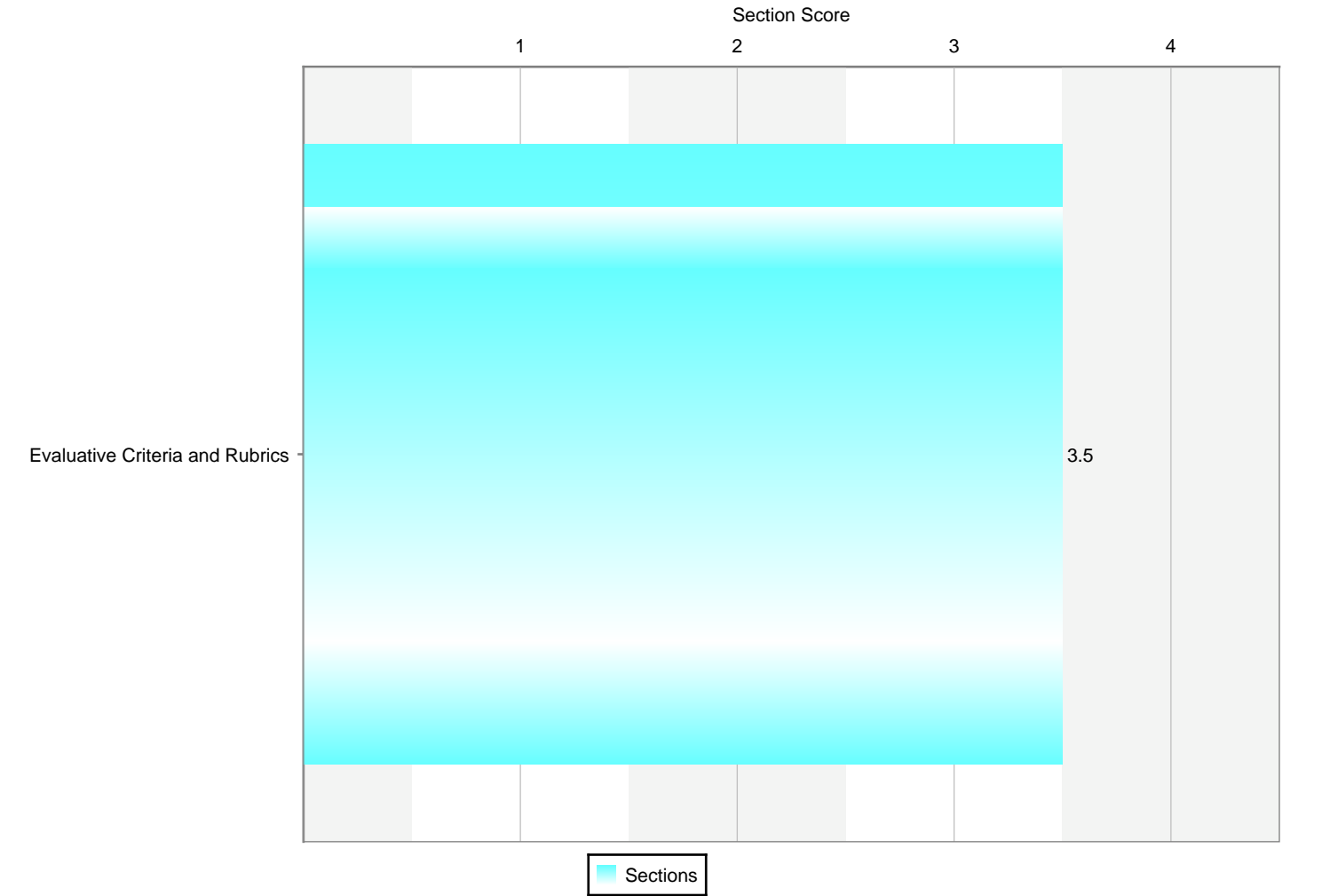
Carol City Elementary is addressing these identified needs by ensuring the school is safe and secure with the training of security personnel and school staff, as well as the implementation of our school-wide Security and Emergency Plans. Additional resources are provided to students and families through support services by the counselor and social worker.

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

From the above reported findings, the results from the survey responses indicated that stakeholders' feedback are consistent with similar averages based on input from the 2012-2013 School Climate Survey, for Standard 4 (Resource and Support Systems), with 3.8 on the Parent Survey and 3.5 on the Staff Survey.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	N/A	2013-2014 Student Performance Data 0681

Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

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

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

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

Areas of Notable Achievement

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

Carol City Elementary is proud of the accomplishments in Reading and Mathematics during the last three years. In Mathematics, an average of 75% of students in the Lowest 25% made Learning Gains from 2010-2012, 71% of students made overall Learning Gains, and 71% of students scored at or above FCAT Achievement Level 3.

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

The most notable achievement for a positive trend in performance is the progress of the Lowest 25% on the 2011-2012 FCAT administration. Although there were many factors affecting the measurement of students' proficiency due to the changes in criteria for proficiency by the State of Florida, the school was able to ensure that 87% of students in the Lowest 25% made Learning Gains.

In Reading, an average of 63% of students made overall Learning Gains, and 63% made Learning Gains in the Lowest 25% from 2010-2012. Carol City Elementary achieved 63% proficiency in Overall Learning Gains and 64% proficiency in the bottom 25%.

Which area(s) indicate the overall highest performance?

The area of Mathematics achieved the overall highest performance at 59% on the 2013 FCAT. In turn, Carol City Elementary School ranked in the top 25% of schools, #48 among the Elementary Schools in M-DCPS on the 2012-2013 FCAT.

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

The Economically Disadvantaged subgroup demonstrates a trend toward improving performance in the areas of Reading and Math. Data indicates an increase from 29% on the 2012 Reading FCAT to 32% on the 2013 Reading FCAT, and an increase from 56% on the 2012 Math FCAT to 60% on the 2013 Math FCAT.

Between which subgroups is the achievement gap closing?

The data indicates that the achievement gap is closing between the Students with Disabilities and English Language Learners subgroups, with overall improvements in Reading. The achievement gap in the area of Reading decreased from 5 percentage points on the 2012 FCAT to 1 percentage point on the 2013 FCAT.

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

The above reported findings are consistent with findings from M-DCPS Quarterly District Interim Assessments. After analyzing the data from SY 2013-2014

Accreditation Report

Carol City Elementary School

the 2012-2013 Fall and Winter Interim Assessments, overall performance in Reading increased 10 percentage points, from 37% to 47%. In Math, overall performance increased 6 percentage points from 50% to 56%.

Areas in Need of Improvement

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

Student performance data from 2013 FCAT 2.0 indicates below expected levels of performance in the area of Reading overall, with noted deficiencies in 3rd Grade scoring at 27% proficiency, 4th Grade scoring at 27% proficiency and 5th Grade scoring at 41% proficiency.

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

According to data from 2013 FCAT 2.0, there is a negative trend in performance in the area of Reading in 4th Grade, with a decrease of 11 percentage points from 2012 FCAT (38%) to 2013 FCAT (27%). There is also a negative trend in performance in the area of Math in 5th Grade, with a decrease of 17 percentage points from 2012 FCAT (68%) to 2013 FCAT (51%).

Which area(s) indicate the overall lowest performance?

Based on the 2013 FCAT data, the area indicating the overall lowest performance is Reading with 33% of students in Grades 3-5 scoring at Level 3 or higher. Students experienced difficulty locating, analyzing and synthesizing details within a variety of text, and drawing conclusions.

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

When comparing the data from the 2012 FCAT and 2013 FCAT, the Students with Disabilities and English Language Learners subgroups show a trend toward decreasing performance in Math, with an average decline of 4 percentage points from year to year.

Between which subgroups is the achievement gap becoming greater?

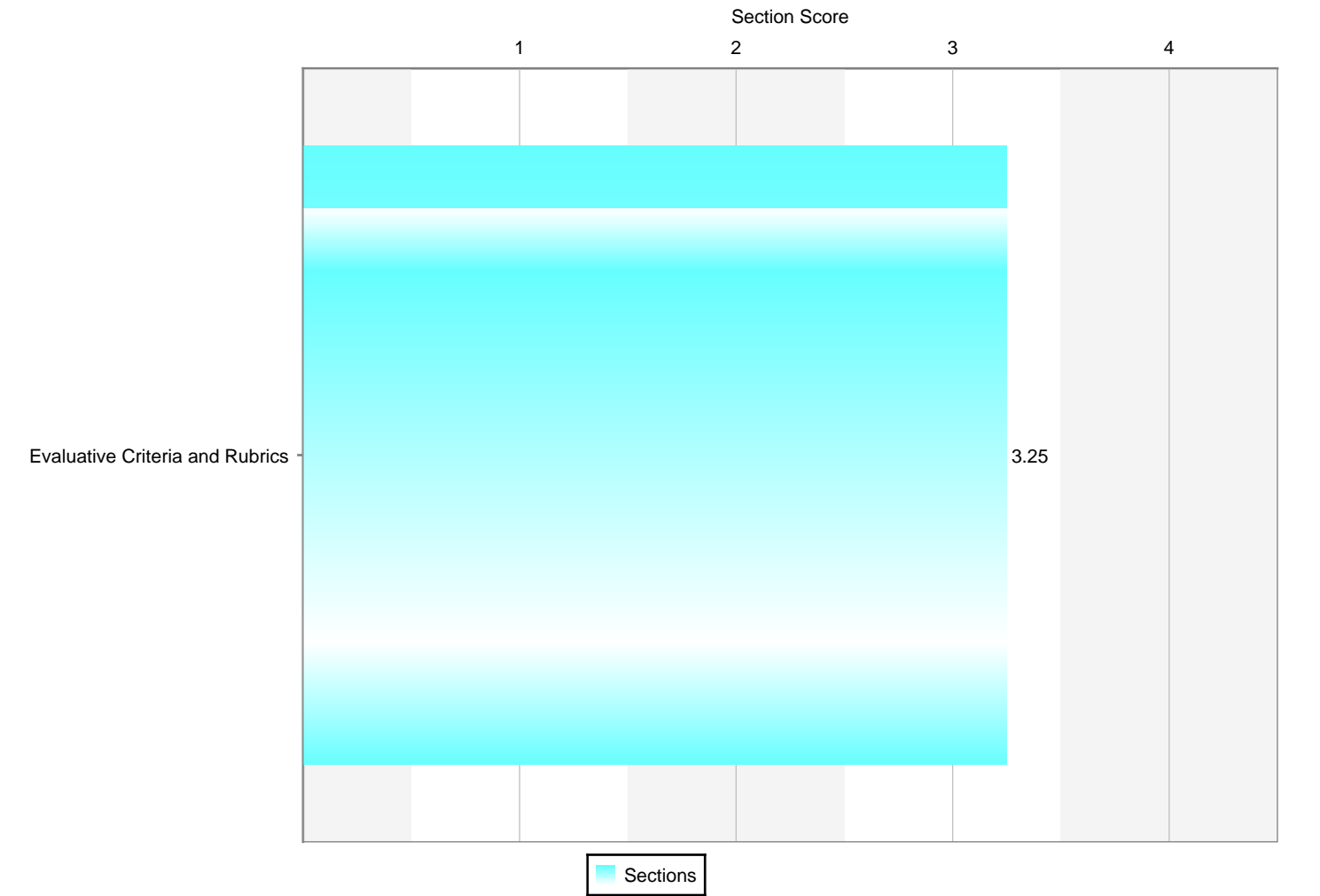
Our data indicates that achievement gap is becoming greater between the Economically Disadvantaged and Students with Disabilities subgroups in the area of Math. As indicated on the 2012 FCAT, the gap is 18%; the gap is indicated as 27% on the 2013 FCAT.

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

The above reported findings are consistent with findings from M-DCPS Quarterly District Interim Assessment. After analyzing the data from the 2012-2013 Winter Interim Assessments, overall performance in Reading was at 47%. When comparing the 2012-2013 Winter Interim Assessment data to the 2013 FCAT in the area of Reading, overall Reading performance was at 33%, which indicates a decrease in performance of 14 percentage points.

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.	<p>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:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		2013-2014 School Improvement Plan