SACSCASI defines accredited schools as “schools in motion; they are improving schools. While all schools today are expected to engage in a continuous process of improvement, a SACS-accredited school is different in that it meets a set of standards revealed by research and best practice as essential for a quality school, seeks feedback regularly from an external group of professionals conducting a Quality Assurance Review (a process of peer review), and continually demonstrates to its stakeholders that it is providing for quality assurance.”

School Name: Pride Elementary
Principal: Leslie Frazee
Peer Review Date: 1/28/2013

Best Practices/Quality Assurance Review Team:
Chair: Bob Ouellette
Member: Lenora Forsythe
Member: Tara Geiger

Directions: At least one (1) recommendation must be provided for each of the first five (5) parts of the report. Reviewers will cite best practices from the District Strategic Plan for all recommendations and commendations and, where practical, reference the AdvancED Accreditation Standards for Quality Schools that are met.

Documents Reviewed: (check all that apply)
- ☒ Climate Survey
- ☒ Adequate Progress Performance Appraisal (DATA)
- ☒ Program Evaluation
- ☒ School Improvement Plan

A follow-up inquiry will be sent to schools one year after their peer review to determine their response to the recommendations provided in the BP/QA Peer Review Report.
PART II: COMPREHENSIVE SELF-EVALUATION

- Climate Survey
- Data – Adequate Appraisal
- Needs Assessment
- Program Evaluation

AdvancED Standards:

**Purpose and Direction, 1.1** The school engages in a systematic, inclusive, and comprehensive process to review revise, and communicate a school purpose for student success; **1.3** The school’s leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

**Teaching and Learning, 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; **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; **3.5** Teachers participate in collaborative learning communities to improve instruction and student learning.

**Resources and Support Systems, 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; **4.2** Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.

**Using Results for Continuous Improvement, 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; **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.

A. Commendation(s)/Best Practices

1. Pride Elementary has a weekly scheduled PLC for each grade level consisting of a 45 minute block of time.

**Best Practice(s):** VCS Goal 2; Standards 1.3, 3.1, 3.2, 3.5, 4.2, 5.2, 5.5

2. Walk to Intervention is implemented in each grade level based on the academic and curriculum needs of individual students of sub-populations. Grade levels are given autonomy to determine the scope and duration of systematic intervention.

**Best Practice(s):** VCS Goal 2; Standards 3.1, 3.2, 3.5
3. Pride's co-teaching model exemplifies the effort to create equitable and challenging learning experiences for diverse sub-populations across grade levels.

Best Practice(s): VCS Goal 2; Standard 3.1

B. Recommendation(s)/Best Practices

1. Recommendation: A growth opportunity exists for teachers to take additional ownership of the overall PLC process and outcomes.

Rationale: The school's existing PLC structure is often driven by district mandates and school level requirements; however, teacher autonomy over PLC would more directly benefit classroom instruction.

Best Practice(s): VCS Goal 2; Standards 1.3, 3.1, 3.2, 3.5, 4.2, 5.2, 5.5

2. Recommendation: It is recommended that a portion of each faculty meeting include a teacher-directed professional development focus.

Rationale: This is recommended in order to align with established best practices in VSET and VSEL.

Best Practice(s): VCS Goal 4; Standard 1.3

PART III: PRIORITIZE IDENTIFIED NEEDS

- Use of Focus Questions
- Interviews with parents, community members, teachers and staff

AdvancED Standards:

Purpose and Direction, 1.2 The school 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.
Governance and Leadership, 2.4 Leadership and staff foster a culture consistent with the school’s purpose and direction.

Teaching and Learning, 3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations; 3.4 School leaders monitor and support the improvement of instructional practices of teachers to ensure student success; 3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the school’s values and beliefs about teaching and learning; 3.12 The school provides and coordinates learning support services to meet the unique learning needs of students.

Using Results for Continuous Improvement

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment system; 5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data; 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.

A. Commendation(s)/Best Practices

1. The school provides after school tutoring Tuesday's and Thursday's during the fall and FCAT camp during the spring to meet the learning needs of students.

Best Practice(s): VCS Goal 2; Standards 3.3, 3.12

2. The school is to be commended on disaggregating discipline data and applying information to targeted student interventions through a variety of weekly guidance groups.

Best Practice(s): VCS Goal 2; Standard 3.2

B. Recommendation(s)/Best Practices

1. Recommendation: It is recommended that the teachers be given the opportunity to team with the grade levels above and below to foster a common language and to identify strengths and weaknesses within teaching practices (vertical articulations).

Rationale: Vertical teaming will allow teachers the opportunity to share responsibility and accountability of each student’s learning and it will ensure a more unified focus throughout the grade levels.

Best Practice(s): VCS Goal 2; Standard 5.4
PART IV: EVALUATION OF THE IMPLEMENTATION OF THE ACTION PLAN FOR SCHOOL IMPROVEMENT

School Improvement Process/Plan
- Performance Levels (Data) / Anticipated Barrier
- Strategies / Process Used to Determine Effectiveness
- Evaluation Tool / Professional Development

AdvancED Standards:
- **Governance and Leadership, Indicator 2.3** The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively; **2.5** Leadership engages stakeholders effectively in support of the school’s purpose and direction; **2.6** Leadership and staff supervision and evaluation processes result in improved professional practice and student success.
- **Teaching and Assessing for Learning, 3.6** Teachers implement the school’s instructional process in support of student learning; **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; **3.11** All staff members participate in a continuous program of professional learning.
- **Resources and Support Systems, 4.4** Students and school personnel use a range of media and information resources to support the school’s educational programs; **4.6** The school provides support services to meet the physical, social, and emotional needs of the student population being served; **4.7** The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.
- **Using Results for Continuous Improvement, 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.

B. Commendation(s)/Best Practices

1. The entire faculty is Kagan trained and has begun implementation of Kagan strategies school-wide.

**Best Practice(s):** VCS Goal 4; Standard 3.11

2. Clickers have been purchased for every classroom. Initial and follow-up training for the teachers has taken place.

**Best Practice(s):** VCS Goal 4; Standards 3.11, 4.4
B. Recommendation(s)/Best Practices

1. **Recommendation:** It is recommended that Pride research the possibility of a more structured and scheduled classroom recess/physical activity time.

**Rationale:** There is a state mandated 120 minutes physical activity time for elementary students each week and it is arguably a best practice to engage students in physical activity on a regular basis.

**Best Practice(s):** VCS Goal 3; Standard 4.6

2. **Recommendation:** Pride is recommended to research the possibility of expanding the number of books purchased to support literature-based student book clubs as part of the literacy block.

**Rationale:** The opportunity to have a wide range of literary materials will enhance the teacher's instructional process to support student learning.

**Best Practice(s):** VCS Goal 1; Standard 3.6

**PART V: EVIDENCE OF IMPLEMENTATION**

**Observable Implementation of the Strategic Plan**
- Interviews
- On-site Observations
- Documentation

**AdvancED Standards:**
- **Governance and Leadership, 2.1** The governing body establishes policies and supports practices that ensure effective administration of the school; 2.2 The governing body operates responsibly and functions effectively.
- **Teaching and Assessing for Learning, 3.6** Teachers implement the school’s instructional process in support of student learning; 3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children’s learning progress; 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.
Resources and Support Systems, 4.3 *The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff; 4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.*

Using Results for Continuous Improvement, 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.*

C. Commendation(s)/Best Practices

1. The school provides regularly scheduled activities for families, such as Reading Night, Math Night, Parent Education Night, Candy Bar Bingo, and Winterfest.

**Best Practice(s):** VCS Goal 5; Standard 3.8

2. The school is equipped with technology to support student learning such as Clickers, HP laptops, IPADs, Promethean Boards, and Waterford computers.

**Best Practice(s):** VCS Goal 2; Standard 4.5

3. Leadership monitors and communicates with PTO, SAC, and other stakeholders.

**Best Practice(s):** VCS Goal 5; Standard 5.5

4. The security practices at Pride Elementary School are consistent, effective, detailed and are the result of collaborative practices that address the needs of all stakeholders.

**Best Practice(s):** VCS Goal 3; Standard 4.3

B. Recommendation(s)/Best Practices

1. **Recommendation:** It is recommended for administration to plan and implement meetings with support staff regarding the academic programs and policies unique to Pride Elementary School.
**Rationale:** By gaining a greater understanding of academic programs and policies of Pride, support staff members become both ambassadors within the community and valued team members that can provide feedback.

**Best Practice(s):** VCS Goal 5; Standard 5.5

| 2. **Recommendation:** It is recommended that Pride research the possibilities of becoming a BYOT school to support teaching and learning needs of students. |

| **Rationale:** The school currently has a wealth of technology that can be applied to support and enrich the use of student electronic devices on campus. |

| **Best Practice(s):** VCS Goal 2; Standard 4.5 |

**PART VI**

**SUMMARY STATEMENT:**

The Best Practices/Quality Assurance Peer Review Team found **Pride Elementary** school to be a well managed and academically focused institution where student safety and achievement are the primary goals. Faculty and parents have opportunities to collaborate with school administration to create and enhance all manner of scheduling and policy making decisions. In addition, procedures are established to assist instructional staff through the multiple changes in curriculum and technology that are taking place in education in general and this school in particular. It is evident that all stakeholders are proud of their school, and are driven to ensure that a quality learning environment is created and maintained.