ACS WASC/GDOE
Focus on Learning

2019–2020
Schools
ACS WASC
“We Are Student Centered”

Serving 5,000 Schools in the US, Asia, Pacific Islands, Africa, Middle East, and Europe

18 affiliations (e.g., WASC/CDE, WASC/HIDOE, WASC/WCEA, CIS/ACS WASC, China and Thailand Ministries)

Worldwide
Hague Apostille, 1961

32-member Commission

ACS WASC Accreditation Cycle of Quality

Focus on Learning
Accrediting Commission for Schools
Western Association of Schools and Colleges

ACS WASC accredits K-12 schools and not-for-profit, non-degree granting postsecondary institutions.

Getting Started
Learn how schools can begin the ACS WASC accreditation process.

Schools
ACS WASC accreditation is an ongoing cycle of quality.

Visiting Committees
ACS WASC accreditation relies on a peer-review process.
Agenda

Checking Up

Getting organized

Task 1: Developing/refining the Student/Community Profile

Task 2: Summarizing Progress

Task 2: Developing/refining the Student/Community Profile

Task 3: Summary of Progress and Data—Critical Learner Needs

Moving Forward

Task 4: Continuing evaluation of program in relation to GDOE/ACS WASC Criteria—emphasis on identified student learner needs

Task 5: Revising the Plan
Focus on Learning Self-Study Process

What is the ideal based upon?

So What currently exists and how effective is it?

Now What will we modify in our schoolwide plan?
Reflection and Sharing...

How is the self-study progressing at your school?

What are the areas that you would like to address today?
WHAT DOES ACCREDITATION MEAN?

ACS WASC Focus on Learning
What does ACCREDITATION mean?

- Self-Renewal and Reflection
- Self-Evaluation of Programs: Effective Structures and Habits/Impact on Students
- Student-Focused
- Schoolwide Collaborative Work

- Inspection
- Report
- Teacher-Focused
- Individual/Small Group work only
Connect – Extend – Challenge

• How do these critical aspects of accreditation connect with my ideas and experience?

• How do these relate to my responsibilities as a school leader in accreditation?

• Based on these, what challenges do I see in my work as a school leader in accreditation?
Accreditation: A Value-Added Evaluation

Schools add value by...
Increasing what students know
Increasing what students can do
Improving how students feel about themselves
about others
about learning
How well are our students achieving?

Are we doing everything possible to support high achievement for all students?
Accreditation Cycle of Quality

- Assess
- Self-Study
- Visit
- Focus on Learning
- Implement
- Reassess

Follow-up

ACSWASC © 2013
Accreditation 6-Year Cycle

Focus on Learning
# ACS WASC Accreditation Cycle

<table>
<thead>
<tr>
<th>Year</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 &amp; Year 2</td>
<td><strong>Review Progress; Update Key Data; Update Plan; Keep Notes</strong></td>
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<tr>
<td>Year 3</td>
<td><strong>Review Progress; Update Key Data; Update Plan; Keep Notes; Submit Midcycle Report – Visit?</strong></td>
</tr>
<tr>
<td>Year 4</td>
<td><strong>Attend Training; Get Organized; Update Key Data; Update Plan; Keep Notes</strong></td>
</tr>
<tr>
<td>Year 5</td>
<td><strong>Attend Training; Stay Organized; Update Key Data; Update Plan; Keep Notes</strong></td>
</tr>
<tr>
<td>Year 6</td>
<td><strong>Complete Self-Study; Host Visit</strong></td>
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WASC Guiding Principles
(Enable a school to demonstrate)

- Accomplishment of its vision, mission, and schoolwide learner outcomes
- High achievement of all students related to academic standards and schoolwide learner outcomes
- Use of multiple ways to analyze data
- Evaluation of program effectiveness
- Alignment of prioritized findings to a schoolwide action plan focusing on student achievement
- Ongoing improvement responsibility
- Total involvement and collaboration of all stakeholders
- Culture that supports the well-being of all students
Where is the school now?
Where’s it going?
Does it have a good roadmap?
One Schoolwide Action Plan
(GDOE school’s plan aligned with Guam State Strategic Plan)
WASC/GDOE Focus on Learning 2016 Edition

1. Preface
2. Chapter I Data
3. Chapter II Progress
4. Chapter III Conclusions
5. Chapter IV Organization
6. Chapter IV Curriculum
7. Chapter IV Instruction
8. Chapter IV Assessment
9. Chapter IV Culture/Support
10. Chapter V Action Plan
11. Appendices
Preface

Chapter I  
Student-Community Profile

Chapter II  
Progress Report

Chapter III  
Student/Community Profile  
Overall Summary

Chapter IV  
Self-Study Findings

Chapter V  
Schoolwide Action Plan
It all starts with planning!
## Model Timeline: Flow of Activities

### November-February

**Task 1:** Analyze and reflect upon schoolwide progress and the impact on student learning since the previous full self-study
- **Participants:** Leadership Team, All Stakeholders
- **Product in Self-Study:** Chapter I: Progress Report on schoolwide action plan, including integrated critical areas for follow-up

**Task 2:** Refine the student/community profile based on the analyzed and disaggregated data; clarify the schoolwide learner outcomes and major student learner needs
- **Participants:** Leadership Team, All Stakeholders
- **Product in Self-Study:** Chapter II: Student/Community Profile

### February-June

**Task 3:** Analyze the quality of the school program in relation to the ACS WASC/CDE criteria with emphasis on the identified major student learner needs and related schoolwide learner outcomes
- **Participants:** Focus Groups, Home Groups
- **Product in Self-Study:** Chapter III: Self-Study Findings
  - Notes/evidence for informational sharing between Home Groups and Focus Groups
  - Self-Study Report, Chapter IV, “Self-Study Findings”
  - Pertinent evidence available for review by visiting committee

**Task 4:** Summary of Identified Critical Student Learning Needs based on Profile and Group Analysis and Findings
- **Participants:** Leadership Team and/or Student Profile Committee, All Stakeholders
- **Product in Self-Study:** Chapter IV: Summary of Identified Critical Student Learning Needs

**Task 5:** Revise the comprehensive schoolwide action plan
- **Participants:** Leadership Team, All Stakeholders via Home and Focus Groups
- **Product in Self-Study:** Self-Study Report, Chapter V, “Schoolwide Action Plan”

### February-April

**February-April Ongoing Activities**
- **Participants:** School/Visiting Committee, School
- **Product in Self-Study:** VC report, Updated action plan

  - The visit
  - The visit submit an updated action plan to ACS WASC incorporating critical areas for follow-up left by the visiting committee

  - Implement and monitor the schoolwide action plan and its impact on student learning

- **Product in Self-Study:** Ongoing progress reports for school and district
Will the self-study be ready to be sent 6 weeks prior to visit?

Has the maximum time been allotted for home and focus group work—maximizing regular meeting time?
Doing the work

Focus Groups Criteria

Profile Team
Leadership Team Plans & Guides

Home Groups
Data, Observations, Interviews, Student Work, & Criteria
Organization

Discuss criteria category

Concentrate on assigned criteria with Indicators and Prompts

Respond to Indicators and Prompts for Chapter IV
Organization

PLCs
Grade-level clusters, Departments
Groups (i.e. students, classified staff, parents)

Gather information based on indicators and prompts

Home Groups
Data, Observations, Interviews, Student Work, & Criteria
Focus Group work that includes...

- discussion about criteria and data needed
- **analysis of effectiveness** of school based on evidence
- preparation of analytical summary of findings
- identification of strengths and growth areas with supporting evidence
- review of the revised schoolwide action plan
Timeline

Must have to chair 6 weeks ahead of visit

Scheduling and Staggering the Work
Group Norms

- All engaged
- On task
- Share within time limits
- Value the viewpoint of each person
- Use simple language
- Ice breaker/warm-up to build spirit
- Evaluate meeting — results and process
- No assumptions
- Be prepared/each to contribute with advanced analysis
How will we organize ourselves and our work?
What existing structures do we already have?

Training?

Groups? Teachers, Support Staff, Supporters, Partner’s, Parents

Group Norms?
School Self-Study Coordinator Self-Study Report Preparation Checklist

See FOL, The Self-Study: Background Information
Today’s Agenda

ACS WASC

Getting Organized for the Self-Study

Getting Started on the Self-Study
Characteristics of a Quality Self-Study

Solid Facts

Analyzed Evidence Supported by Evidence

Straight-forward Language
HOW DOES ACS WASC SUPPORT LEARNING?
Who Are We?
Task 1: Develop or Refine the Student/Community Profile based on the analyzed and disaggregated data.

Clarify: Schoolwide Learner Outcomes.

Product: Chapter I: profile with findings
Student/Community Profile

Task 1
Chapter I
Chapter I: Data within Profile

Demographic
Outcome/Achievement
Perception
Schoolwide Learner Outcomes
Who are our students?
Who compose the major subpopulations at our school?
What about different programs/paths/grade levels?
Findings from our data:

What does the data tell us?

(Using demographic and achievement data)
Sample Achievement Data

Determine 2-3 findings. Any questions raised?

Percent Students Scoring Proficient on Mandated State Tests

![Bar Chart]

- Language
- Mathematics
- Science
- Social Studies

- 2013-14
- 2014-15
- 2015-16
Findings from the Data

For the last four years _____ has demonstrated steady and consistent. Overall improvement as indicated in our API, moving from 763 to 816 (+53 pts.). All statistically significant subgroups have demonstrated growth over that same four year period. However, our Students with Disabilities (SWD) subgroup (not statistically significant) has declined over the last three years, with what could be considered an irregularity/anomaly for the two years between 2010 and 2012.

Data Irregularities and/or Anomalies:
Noticeable irregularities/anomalies exist in our Students with Disabilities subgroup, who witnessed a dramatic spike from 2010 to 2011. The presumed causes for the up and down nature of these results are the varying disabilities of the tested student population from year to year, the change of program offered by the school, and changing instructor and instructional support.

Possible Challenges Presented by Data:
Challenges include decreasing the achievement gap between our statistically significant subgroups and developing consistency of program for our SWD population.
Who are the students?  
How are the students doing?

What does the data tell us?

Not tell us?

• What questions does the data raise?
Schoolwide Learner Outcomes

Global
Interdisciplinary
All students
Assessable

ACSWASC © 2013
Sample Schoolwide Learner Outcome

Students will be: **INNOVATIVE THINKERS**

- Build on the ideas, explanations, and reasons of others
- Summarize, analyze, interpret, and evaluate information
- Define problem and use problem-solving strategies appropriate to the context
- Create original work
- Use technology to create products of high quality
GDOE Graduate Outcomes
(Schoolwide Learner Outcomes correlate with Graduate Outcomes)

GDOE students will be...

- Technologically Literate
- Effective Communicators
- Academically Successful
- Model Citizens
Sample GLO Finding (Hawaii)

During our self-study process we looked closely at student data on GLOs, student perceptions, and teacher expectations... After examination of our data, we noticed that GLO #3 on Complex Thinker had the lowest number of students being rated usually or consistently and the highest rating of sometimes...we decided this would be one of our main areas of focus.
Self-Check Questions
Task 1

- Has the leadership team gathered and analyzed all required and other pertinent data in order to identify the characteristics and trends of achievement of ALL the students?

- Has the leadership team produced a “user-friendly” profile for all stakeholders?

- Have the certificated staff members and other shareholders scheduled a time for discussion of the profile, including the vision, mission, and the schoolwide learner outcomes?

GDOE/WASC FOL, p. 19 & p. 34
Task 2: Summarize progress since previous full self-study or progress since the initial visit.

Product: Chapter II: Progress

• Significant developments
• List of schoolwide critical areas for follow-up
• Procedures to monitor/adjust plan
• Progress on school action plan sections showing integration of schoolwide critical areas for follow-up from visiting committees
• Comment on any schoolwide critical areas for follow-up not in the current plan
Self-Check Questions
Task 2: Chapter II, Self-Check Questions

Task 2

• Did the school show how the schoolwide critical areas for follow-up and recommendations identified by visiting committees since the last self-study were integrated into the schoolwide action plan?

• Did the progress include data that indicates whether school staff and students met established growth targets?

  • GDOE/WASC FOL, p. 19 & pp. 39-40
• Does the progress report show how the schoolwide action plan impacted achievement of the student learning needs and one or more of the schoolwide learner outcomes?

• Did the school show how other critical areas for follow-up were addressed that were not part of the schoolwide action plan?
Task 3: Summarize implications of profile and progress data. Identify 2-3 critical learner needs. Determine 3-4 questions for Focus Group discussions.

Product: Chapter III: Summary of data and progress
Chapter III: Conclusions

Implications of the profile and progress data

Student Learning Needs correlated to Schoolwide Learner Outcomes

Questions for study in Chapter IV
Determine Student Learning Needs
Critical Student Learning Needs

Approximately 40% of our 9th grade students are unprepared for Algebra.

Students’ academic writing generally is weak.

EL students have limited academic vocabulary in English.

Students’ motivation and/or interest
Student Learning Needs

Become part of the in-depth study in Chapter IV.

Should be evident in the Action Plan.
Sample Implications

• The ELL, Special Education, Title I and Asian/Pacific Islander subgroups did not meet proficiency in reading and math.

• Even with the focus on the statewide benchmarks for standards, there is a need to address problem-solving and critical thinking skills in reading and math.
Sample Student Learning Needs

• Reading Comprehension Skills (academic texts, critical reading skills, and memory and retention skills)
• Math (problem-solving and operational skills)
• Problem-solving and critical thinking
Sample Questions for All Stakeholders

• How do all staff members address the issues of improving the reading, math and problem-solving and critical thinking skills within all courses and programs?

• How do all staff members address the greater use of multiple sources of data effectively to address the modification of the learning and teaching to improve students’ performance within different subgroups and grade levels?
Self-Check Questions
ACS WASC Focus on Learning — IMPLEMENT

PROCESS DATA: WHAT IMPACTS STUDENTS MOST EFFECTIVELY? WHAT EVIDENCE?
Task 4: Analyze the quality of the school program in relation to the GDOE/WASC criteria with emphasis on the identified critical learner needs; determine strengths and growth needs.

Product: Chapter IV: Summary of findings for criteria in each category and supporting evidence of criteria. Identified strengths and prioritized growth areas.
Organization
Curriculum, Instruction & Assessment
Support for Student Personal and Academic Growth
Resource Management & Development
WASC/GDOE Criteria

- Organization
- Curriculum
- Instruction
- Assessment
- Support
# Chapter IV: Self-Study Findings

<table>
<thead>
<tr>
<th>Criteria Findings</th>
<th>Supporting Evidence</th>
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</thead>
<tbody>
<tr>
<td>Critical Learner Needs</td>
<td>How effective?</td>
</tr>
</tbody>
</table>
Focus Groups
Criteria

Home Groups
Data, Observations, Interviews, Student Work, & Criteria

Profile Team

Leadership Team Plans & Guides
Task 4: Program Analysis – Chapter IV

**Process**
- Home Groups
- Leadership Team
- Focus Groups

**Product**
- Analytical response to criteria
- Evidence
- Strengths
- Key areas for follow-up

Professional knowledge
- Data
- Observations
- Surveys/interviews
- Student work
- Documents
C2. Instruction: Criterion and Sample Indicator/Prompt

C2. All teachers provide students with a variety of activities and assignments that are engaging (e.g., technology-enhanced and experiences beyond the textbook) and call for higher order thinking.

Current Knowledge

- **C2.1. Indicator**: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

- **C2.1. Prompt**: Evaluate the extent to which teachers are current in the instructional content and effectively use multimedia and other technology in the delivery of the curriculum.

Findings

Evidence
GDOE/ACS WASC Category C. Instruction: Summary, Strengths, and Growth Areas (pilot criteria category-equivalent to category B in FOL)

- Review all the findings and supporting evidence and summarize the degree to which the criteria in Category C are being met.

- Include comments about the degree to which these criteria impact the school’s ability to address one or more of the identified student learning needs (Chapter III).

- Summary (including comments about the student learning needs):

- Prioritize the strengths and areas of growth for Category C.

- Category C: Instruction: Areas of Strength

- Category C: Instruction: Areas of Growth
Focus Groups

- Discuss all 5 categories of criteria
- Concentrate on assigned criteria and indicators
- Use prompts

What data, information, and evidence are needed to determine what currently exists and its effectiveness?
Task 4: Focus Groups

What currently exists?

What data, information, and evidence do we need?

How effective is this?
The So What Question?
C1. To what extent is there differentiated, high-quality instruction that provides access, challenge, and support for all students to achieve the academic standards and the schoolwide learner outcomes?
C1: Instruction: Student Access to Learning Indicators and Prompts

Differentiation of Instruction

C1.1. Indicator: The school’s instructional staff members differentiate instruction by varying content, processes, products, and/or learning environment to ensure that all students achieve the academic standards and the schoolwide learner outcomes.

C1.1. Prompt: How effectively do instructional staff members differentiate instruction to ensure that all students achieve academic standards and schoolwide learner outcomes?

Findings Supporting Evidence
How Students Learn: (equivalent to B2, FOL)

Examples of areas to analyze

• Classroom observations to determine the extent to which differentiation of instruction is occurring and its impact on student learning

• Observations/interviews/surveys to determine the extent to which students know beforehand the learning targets and standards/expected performance levels for each area of study
How might we go about the work?

Criteria concepts?
How will we know? Evidence?
Critical student learning needs?
Assessing effectiveness?
Focus Group Dialogue:
Sample Questions

What do we know already, including the supporting evidence? Are we sure?

What is already in the profile?

What evidence is needed from the home groups?

What particular evidence is needed from the home groups related to the identified student learner needs, e.g., how can we all support the English learners? Writing?
**Task 4: Home/Focus Groups—WASC/GDOE Criteria**

<table>
<thead>
<tr>
<th>What are the criteria concepts?</th>
<th>What evidence is needed for analysis?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicators/Prompts</td>
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**Gathering and Analyzing Data/Information by Home and Focus Groups**
Instruction Criteria and Indicators

• What does the indicator mean?

• Brainstorm **types of evidence** that might be used for this indicator?

Jigsaw Learning: Expert Group
Jigsaw: Cooperative Group

Expert groups

Cooperative Groups

Share what your indicator means and what evidence your group considered

Others might add on ideas and/or clarify meaning
Thank Group and Return to Table

Share new learnings or insights
Chapter IV: Self-Study Findings

<table>
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<th>Supporting Evidence</th>
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How Effective?
Chapter IV: Program Quality Analysis

• **To what extent** does this contribute to the students’ success?

• What have we learned about our **student learner needs**?

• How will the **prioritized growth areas** strengthen students’ success in reaching school goals?

• How might we build on our **areas of strength**?

• Are the strengths and growth areas **appropriate** to the findings?
Observable Evidence

Includes analyzing:

What the students are doing and producing

Student interviews

Other interviews, observations, etc.
“The process of looking at student work in a collaborative manner helps teachers take a closer look at how they teach.”


Nature
Quality
Frequency
Growth over time
Student Work: Probing Questions

What did you notice as you examined this work?

What evidence do you see of students' research skills here? Of the application of math skills? Of critical thinking?

How can we support students to become reflective problem solvers?

What are the learning benefits of writing in math?

How was...different from...?
**Evidence:**

**Examining Student Work**

**Examples of types of work** *(especially related to student learner needs):*

- Typical work, such as writing or solving math problems
- Projects, such as senior project
- Research Paper
- Same performance tasks or assignments
- Portfolios
- Case studies
What’s our purpose in looking at this student work.

What was the task designed to assess? How effective is it?

What are patterns or trends across the samples?

What are the misunderstandings and understandings?

What are implications for instruction and curriculum?
Observations

Strategies
- Data-in-a-Day
- Roving teacher substitutes
- Teacher journals
- Shadowing students

Ground rules
Capturing data
Learning Snapshot

What are the students doing?

___ listening   ____ calculating   ___ working in a group
___ watching   ____ taking notes   ___ working alone
___ writing   ____ completing worksheet
___ reading   ____ using technology

Which student learner needs were observed?

___ reading   ____ critical thinking
___ writing   ____ computing

What General Learner Outcomes were observed?

___ Citizen   ___ Life/Career   ___ Leadership
Questions to answer about observing...

How can your school implement staff observations as a regular practice?

What ground rules will ensure a “safe” environment and obtain staff buy-in?

What kind of “cue sheet” will the school develop?

How will the observation results be used in the FOL process?
Interviews and Surveys

Interviews

• Teacher to students
• Student to student

Surveys

• Short
• Focused
• Understandable
Evidence: Interviewing

1) Individually, generate a few sample student questions.
2) Find a partner and share these questions.
3) Debrief, for example
   • Open-ended questions
   • Non-biased
   • Concrete
   • Simple language
Task 4: Program Analysis — Chapter IV

Schoolwide Focus Groups

Home Groups
Share:
One important point about evidence is....
Another important point to remember is ...
Something that is still not clear to me is ...
Schoolwide Focus Groups

What are their characteristics?

What are their responsibilities?
How will we consider the student learner needs during our analysis of the current program using the WASC criteria?

How will we use the questions raised around the student learner needs in Chapter III?
Self-Check Questions
Critiquing Chapter IV

Do the findings respond to what is being asked by the criteria guide question(s) and the supporting indicators/prompts?

Are the findings analytical/evaluative rather than descriptive?

What insight has been gained about how learning is being supported (or not), related to the critical learner needs?
Are identified and prioritized growth needs aligned to the findings?

Are identified strengths aligned to the findings? How might these strengthen the action plan?

How does the evidence support the findings?
Plan and re-plan the work of Home and Focus Groups
TIPS FOR WRITING THE REPORT
Self-Study Process: The “So What” Question?
What currently exists? How effective?
Descriptive vs. Evaluative

- What?
- When?
- Who?
- Where?

- So what?
- What next?
- What if?
Lions

Lions are sandy brown in colour and have a large mane that surrounds their face. Lions have three types of teeth: incisors, canines and carnassials.
Lions – Descriptive

Lions are sandy brown in colour and have a large mane that surrounds their face.
Lions have three types of teeth: incisors, canines and carnassials.

Lions – Evaluative

Lions are sandy brown in colour

So what?
Lions – Descriptive

Lions are sandy brown in colour and have a large mane that surrounds their face. Lions have three types of teeth: incisors, canines and carnassials.

Lions – Evaluative

Lions are sandy brown in colour, allowing them to blend into the grasses where they live and hunt. This provides them with an advantage as a predator.
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Lions – Evaluative
Lions are sandy brown in colour, allowing them to blend into the grasses where they live and hunt. This provides them with an advantage as a predator. As well their large mane that surrounds their face makes them appear larger, and therefore more threatening to other animals. **Lions have three types of teeth.** Incisors are used for gripping, canines for ripping skin and tearing away meat, and the carnassials act like a pair of scissors and cut the meat. These teeth suggest the ferocity of a lion. I wouldn’t want to be caught by one!
Classroom

ABC School has a 1:1 laptop program. All teachers are required to use Google Classroom. Our student grades are kept on SchoolBase which also houses other student information such as class by class attendance. Parents are provided access and training on both Google Classroom and SchoolBase.
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Alignment:
Findings, Strengths, Growth Areas, Action Plan
Task 5: Revise the schoolwide action plan (GDOE schools aligned to the GDOE State Strategic Plan). Establish an ongoing follow-up process.

Product: Chapter V: Updated Schoolwide Action Plan and Description of Follow-up Process
Who owns the action plan?
Road to the Action Plan

- Schoolwide Learner Outcomes
- Data
- Critical Learner Needs
- Criteria Strengths
- Criteria Growth Areas
- Action Plan
What are the critical elements that will enable your school to focus on the analysis of student achievement?