



# **Accreditation Report**

**Kendale Lakes Elementary**

**Miami-Dade County Public Schools**

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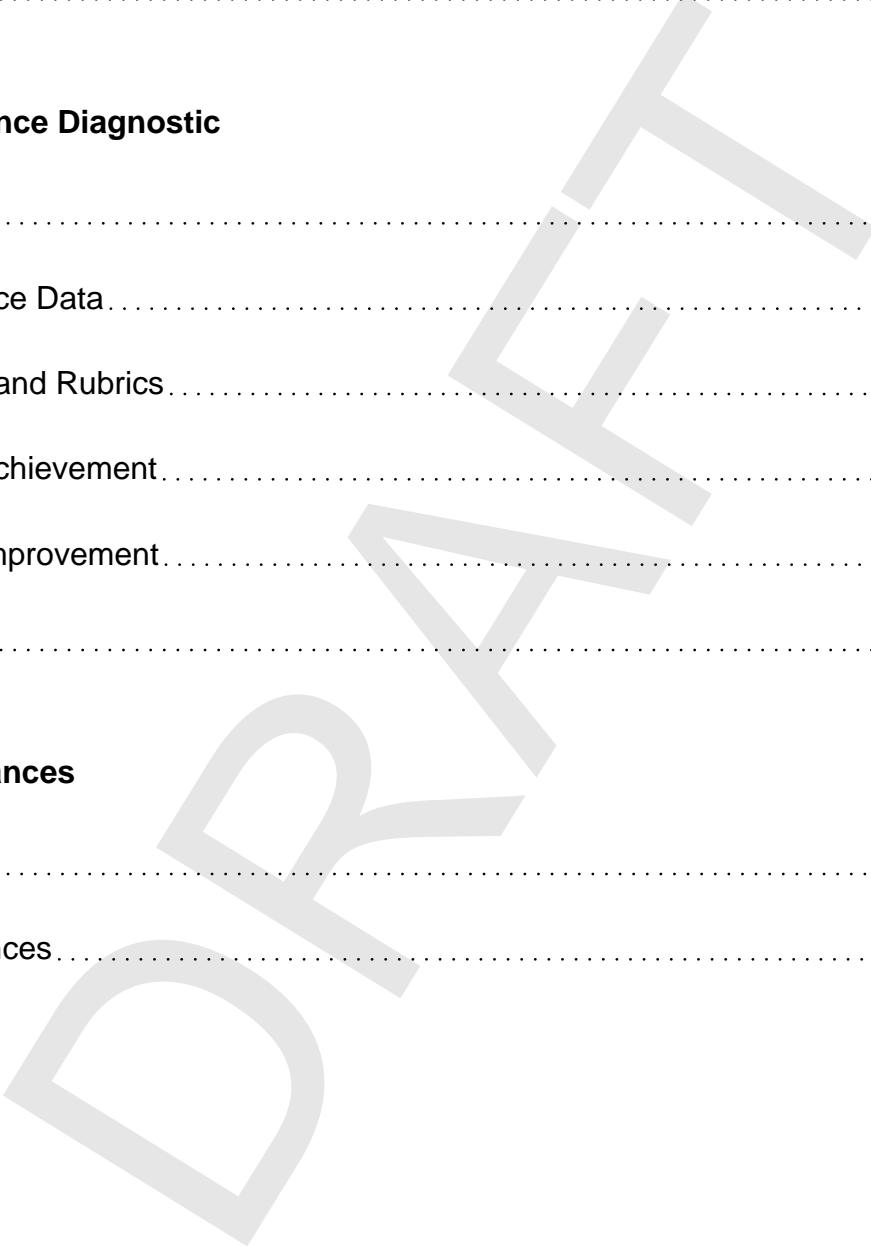
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# Executive Summary

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## 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. <br><br> 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.

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## 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?**

Kendale Lakes Elementary (KLE) is located in Southwest Miami-Dade County, Florida, was erected in 1974, and currently serves approximately 755 students in Pre-Kindergarten through 5th grade. The school first opened its doors in 1975 under District Superintendent Dr. E. L. Whigham as a school serving students in Kindergarten through sixth grade. KLE is part of the Sunset Senior High School Feeder Pattern. Students transition to Hammocks, Bowman Ashe/Doolin K-8 Academy, and Howard D. McMillian for the middle grades. Other students are accepted into various outstanding magnet schools throughout Miami-Dade County Public Schools. The ethnic/racial make-up of the student population is 87% Hispanic, 22 % white, non-specific, 1% Black, and 1% other. There are 52 classrooms and 4 portables on the school site, with the addition of two prefabricated buildings which are utilized for the 3rd-5th grade classrooms and Spanish rooms. Our students come from the surrounding neighborhood, and others attend with approved Out-of-Area Transfers or McKay scholarships in Pre-Kindergarten through 5th grade. Students' eligibilities for assessment and instructional classifications include: standard curriculum, Students with Disabilities, Gifted, English Language Learners (ELL) and economically disadvantaged. Our population includes: standard curriculum students (55%), Students with Disabilities (17%), Gifted students (19%), English Language Learners (ELL) (40%) and economically disadvantaged (75%). We offer several class configurations including a range from self-contained through inclusion classes as deemed appropriate. We receive valuable support from the state and the district to apply scientifically based reading research to ensure that all children learn to read and are academically successful.

It is our sincere desire to provide our families a welcoming, caring, innovative and motivational learning environment. KLE is a Title 1 school with an allocated Reading Coach. KLE employs 75 full-time staff members and 25 part-time, and 2 itinerant staff members. The staff consists of two administrators: one Principal and one Assistant Principal. There are 53 classroom/special area teachers: 29 general education teachers, 7 teachers of the gifted, 7 special education teachers, 3 behavioral therapists/personnel; one school counselor. The ethnic/racial make-up of the staff is 90% Hispanic, 9% non-Hispanic and 1% other. The instructional staff are degreed personnel; 30% hold Advanced Degrees and 12% are National Board Certified. We pride ourselves in our Highly Qualified personnel with diverse areas of certification to provide exceptional service to our students.

One of the greatest challenges being faced at this time at KLE is the launch of the T.I.G.E.R.S. (Technology & Innovation Generates Excellence in Rigorous Studies) Academy and schoolwide STEAM (Science, Technology, Engineering, Art, and Mathematics) initiatives. Due to our consistent, increased school performance and significant technology improvements, we are receiving several new students and infusing this valuable resource to positively impact all subjects and all learners. In an effort to provide a quality educational program, Kendale Lakes' teachers will be coordinating various hands-on learning experiences and multi-subject projects to provide learners with special activities throughout the year. Our teams are designing science lab classrooms to facilitate many specialized learning activities and our STEAM rotation days. Investments are being made towards the purchase of valuable resource workbooks, visuals, and software programs that support the curriculum and enhance the learning environment. This emphasis has greatly contributed to our past success and continues to set Kendale Lakes Elementary apart from other schools. We are excited about this initiative, the transition to Common CORE, how it will increase academic rigor, build upon our teachers' abilities and strengths, and ultimately enhance our students' overall learning experiences.

## 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.**

Kendale Lakes Elementary takes tremendous pride in providing an excellent education in a loving, caring, family atmosphere. Through the cooperation and teamwork of our students, staff, parents, and the community, we strive for excellence in all that we do within the various programs we provide. Close cooperation between the home and school is essential to providing a quality educational and engaging extra-curricular program. In order to accomplish this, we encourage parents to be a partner in their child's education. Kendale Lakes strives to work collaboratively with all of our stakeholders in preparing our students and providing them with the educational foundation needed to excel in our society and beyond. As part of a collaborative effort the staff, faculty, team members, and community work together in conjunction with the school's vision, mission, and core values to address all members of the learning community.

### - VISION

K.L.E.'s vision is to provide organizational strategies that reflect quality leadership, commitment to excellence, and self-actualization for all stakeholders.

### - MISSION

K.L.E.'s mission is to provide a productive, secure, learning environment whereby students will acquire a sense of accomplishment that encourages constant growth, pride, and the desire to reach full potential.

### - CORE VALUES

Collaboration, Consensus, No-fault, and Team building

We strongly prioritize our mission of preparing each child to reach their full potential so that they may experience success at the elementary level and beyond. It is our sincere desire to provide our families a welcoming, caring, innovative and motivational learning environment. Working together we are committed to a tradition of excellence that addresses the academic, social, technological and developmental needs of all students, instituting a strong core values program, reinforcing how to set goals and face challenges, cope with peer pressure/friendship problems, and fortifying organizational skills required of a 21st century learner, in addition to district mandated awareness curriculums. We currently have enrichment opportunities in TEAM classes in K-5th grade and 7 self-contained gifted classes in 1st-5th grade as part of our Advanced Academic Program. The school offers an Extended Foreign Language Program in KG-2nd grade which is a relatively new District initiative, but very popular among our requested programs. Services provided under the SPED umbrella are as follows, Pre-K ESE, Varying Exceptionalities, Gifted, Emotional/ Behavioral Disability, Speech and/or Language Impaired, and Other Health Impaired. Intervention programs are also available for qualified students during the day or after school through Title I school funds or ELL grant funds when awarded. Intervention programs are implemented with fidelity and have been a consistent asset towards improved student achievement.

The enriched learning opportunities/clubs for students are: Art Club, Chorus/Instrumentals, Safety Patrols, and Future Florida Educators of America.

## 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.**

During the last three years, Kendale Lakes Elementary School has undergone several important and notable improvements. The school has been recognized as a three-time Florida Department of Education Five Star School Award recipient, and has maintained its "A" rating despite increased standards for proficiency. Among the most dramatic improvements, Kendale Lakes, through grants and fundraising, has immensely improved technology at the school. The school has designed an informative and visual stimulating website to communicate with our stakeholders.

Plans are underway so that this year, 100% of our homeroom classrooms have SMARTBoards, MimioTeach™ interactive whiteboard systems, or NowBoard systems. With this increased technology, professional development trainings have been provided to the staff. Besides the dramatic improvements in technology, there has also been a significant improvement to the building and grounds. With the help of community partners and school staff, beautification of landscaping and building facades has greatly improved to provide a warm and welcoming atmosphere to staff, students, and family.

As great as these accomplishments are, Kendale Lakes Elementary is continually evolving, improving, and growing to meet the needs the student population. The next few years will bring continued growth and improvement through the Bond Referendum that was recently passed. Technology will continue to be a priority and plans are underway to bring even more technology resources to the campus. KLE will continue to make efforts to attract/maintain students and faculty via high standards in achievement and excellence.



## Additional Information

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

Throughout the year, the Kendale Lakes Elementary School family participates in various activities to expand upon the learning process, recognize an important event, or simply to have fun! Whenever possible, we educate our students as well as have students take part in hands-on experiences, in shows and performances, digital learning from outstanding e-resources, oral presentations, reports/authentic learning projects, and/or creative dress-up activities to further expand the lessons that were shared. Examples of these events and activities include, but are not limited to the following:

- After School Clubs
- Instructional Fieldtrips
- STEAM Rotation Days throughout the year
- Themed School Dances
- United Way Campaign-Special daily activities for fun!
- Hispanic Heritage Program
- Character Parade
- Veteran's Day- Patriot Day - Red, White & Blue Day
- Say No to Drugs Campaign
- Book Fairs
- Community Food and Clothing Drives
- 100th Day of School Program
- Holiday Extravaganza
- Spelling Bee Competitions
- Science Camps
- Math Camps
- Technology Competitions
- African American History Program
- School Spirit Days- Special daily activities for fun!
- Field Day
- Jump Rope for Heart
- Zumba Dance and Exercise Days
- Earth Day
- "Take Your Child to Work Day"
- Career Day & Truck Day
- Spring Musicale/Arts Festival & Music and Art District Competitions

## Self Assessment with Early Learning

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## **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.

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## 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: 3.67

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"> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Annually at key meetings with school stakeholders the mission, vision, and values are reviewed. As a priority, the school mission is posted at the school, on our website via the entry area, handbook, and throughout the classrooms/offices. A special DVD is shared during our Title 1 Parent Annual Meeting with key school information/initiatives. Decisions are focused on whether or not items reflect our ability to use supplies, equipment, etc. to enable each child to reach their "full potential".</li> </ul>	Level 3

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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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•All school personnel hold themselves and our teams accountable for personal and student commitment to excellence. A "commitment to excellence" is fortified through our District values and our staff and student recognition programs. Stakeholder communications involve prioritizing innovative programs to establish high standards; brochure, article - TIGERS Academy Ongoing communications with stakeholders highlight school data, rankings, accomplishments, successes, and opportunities for improvement.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders 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"> <li>•Survey results</li> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The school continuous improvement plan</li> <li>•School stakeholders were trained in the Plan-Do-Study-Act continuous improvement process by the Principal, and it is implemented throughout the school improvement process as well. Instructional and operational decisions are made with this process in mind, inclusive of valuable stakeholder input/feedback. Personnel conversations during data chats, school performance reviews, evaluation meetings, etc. prioritize reflective activities to reinforce strengths at the individual and school level.</li> </ul>	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.**

Overall, the five indicators from this standard generated our second most favorable response ratings averages. This was our second strongest cumulative standard with all indicators at 4.53 or higher through 4.87. Indicator #1, aligned to "our school's purpose being clearly focused on student success," was our best item. This was closely followed by indicator #5, which emphasizes "our school's focus on a continuous improvement process based on data, goals, actions,..." at 4.84. A reflection of our best practices and school wide initiatives to ensure support for these items includes a priority on three key performance areas #1 - Student Achievement driven by our School Improvement Plan and its academic/operational goals; #2 - a Dedicated and High Performing Workforce driven by our employee training, formal and informal observations, evaluations, data chats and feedback sessions; and #3 - Effective and Efficient Operational Systems driven by stakeholder feedback, audit findings, and overall accomplishments by our KLE family. We proudly cite meeting critical state criteria as a repeated Florida Department of Education Five Star School Award recipient.

**STRENGTH** - It is our collective desire to empower our employees and students to enable all of us to live our mission of "reaching our full potential" through outlined goals and objectives as specified in our School Improvement Plan and personal evaluation information. We all hold each other to a high level of performance, and when appropriate address individual opportunities for improvement/deficits in a constructive and positive environment.

**ACTIONS** - A great majority of our school is performing based upon data driven decision making processes, established criteria due to explicit communication of expectations. Additional information aligned to our performance includes: letters of acknowledgement received,

awards won, positive audit findings, school/employee expertise, increased performance expectations, critical training and mentoring opportunities to improve skills, individual initiative and creativity. In order to optimize the implementation of our mission statement, detailed informal and formal feedback is provided to school personnel throughout the year to optimize performance. Essential strength actions that will be continuously utilized and fortified include: Implementation of Data Chats with personnel regarding student achievement and successes/frustrations to ideally fortify/eliminate strengths/opportunities for improvement or deficits, Department Leadership Team Meetings to monitor SIP strategies and initiatives driven by our grade or department teams, ongoing feedback on various data reports generated to focus on continuous academic improvement, annual Completion of Florida Department of Education's Five Star School Award Program criteria for Effective School Organizations, Individualized Professional Development Plans (IPDP) and IPEGS Observational Feedback provided to teachers, audit findings shared, stakeholder survey data reviewed, and social media comments received from internal and external stakeholder groups. Additional examples of these actions can be seen through posted data, awards/praise strategies, email, Connect-Ed Scripts, parent communication tools, our School-wide Master Calendar of dates and activities for action.

Although this was a very strong scoring standard for us, we are looking to fortify indicator #2 within this section, "formally reviewing and revising our purpose with involvement from stakeholders," at 4.53. Ultimately we do not have a formal process in place to edit/continue our school mission statement (purpose), because we feel it genuinely encompasses our purpose at Kendale Lakes Elementary. We annually share our commitment to this purpose with all our stakeholders, and interpret this section more to include how we accomplish our purpose organizationally and instructionally to reach our school family. Based upon this premise, we have stated our improvement efforts below. Additionally, we will incorporate a more formal plan of action to annually recommit to our existing mission statement, or revise it, with all stakeholder groups no later than the second month of each new school year. Our biggest frustration in this standard is the response from selective families that we feel do not work to support our school mission, and as a result, these students do not necessarily reach their full potential; despite our comprehensive efforts at the school level.

**IMPROVEMENT** - Based upon our school mission, we are working together to continuously improve the comfort and proficiency levels as it relates to standards for accountability, as we transition to unknown state criteria (numerous changes over the years), newly adopted Common Core Standards, new curriculum materials, and evolving technologies. We need to continue working with selective families that are not as involved with their children as necessary to optimize student performance/improvement. An example of this would be to continue the implementation of Parent Training opportunities, Parent Referral Meetings, our FCAT Parent Night, One-to-One Trainings on the portal, Communication Letters, Connect-Ed Scripts and Detention Logs to name a few key actions.

**ACTIONS** - We intend to provide increased PD opportunities for teachers, allocated one faculty meeting per month for team planning/preparation purposes, peer sharing opportunities, small group meetings to personalize instruction, reinforcement of data management systems to monitor progress and plan for continuous improvement. Student detentions, parent conferences, increased access to school technology in the mornings, evenings, and tutoring opportunities for targeted students have been implemented in an effort to compensate for a lack of parental involvement.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.83

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"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Data analysis training and systematic monitoring cycles are built in to the School Improvement Plan and PDSA process. Data chat schedules are implemented to ensure innovative/challenging programs are in place to address the diverse needs of our students. Professional development opportunities that are meaningful as well as self-selected are available to support personnel. Policies governing operational and financial requirements are adhered to; audit findings are shared with school personnel.</li> </ul>	Level 4



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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Policies and procedures to address these key areas are embedded into annual employee orientations. Employee certifications are reviewed annually. Ongoing school reviews and audit findings are communicated with school employees to maximize individual and overall school performance. As deemed necessary, professional development and training/mentoring opportunities are implemented to optimize compliance.</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•District, region, and school level leadership support ongoing school initiatives, and do so based upon a proven history of meeting and exceeding existing performance standards. The School Improvement Plan collectively states key initiatives, strategies, and financial investments to support input/feedback of personnel based upon effective instructional and operational practices. School climate survey and other stakeholder survey data is reviewed to monitor the functions of the governing body.</li> </ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff 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"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> <li>•The school has an established Department Leadership Team (DLT), Educational Excellence School Advisory Council (EESAC), an active Parent and Teacher Organization (PTO) to ensure input/feedback from important instructional and parental forces. The annual Title 1 survey, School Climate Survey, and now AdvancEd Survey gather valuable feedback for ongoing decision making to support operational and instructional improvements and effective continuation of proven initiatives. EXAMPLE - TIGERS Academy</li> </ul>	Level 4

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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"><li>•Minutes from meetings with stakeholders</li><li>•Copies of surveys or screen shots from online surveys</li><li>•Survey responses</li><li>•Involvement of stakeholders in a school improvement plan</li><li>•Effective communication with stakeholders is a priority to optimize the success of our mission. Various stakeholder groups such as the EESAC, PTO, and faculty meet throughout the year to solicit input and gather feedback from our representatives/employees . Our school utilizes the Connect-Ed system, our website, calendars, bulletin boards, trainings for teachers/parents, surveys and personal meetings to promote positive school/family engagement activities and support services.</li></ul>	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The 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"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> <li>•An emphasis on implementing proven "Best Practices" is key to our collective success. Job specific criteria is primarily a foundation from which we aspire to excel and grow, continuously building upon our skills. Supervision and evaluation feedback is specific and aimed at providing explicit highlights, strengths, as well as opportunities for improvement as deemed appropriate. Reflective practices by school personnel is also prioritized to conduct personal PDSA exercises on a voluntary basis.</li> </ul>	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.**

Overall, these ten indicators also generated strong response ratings for our school with ranges from 4.5 to 4.89. The highest indicator #9, at 4.89, was related to "school leaders expecting staff members to hold all students to high standards," which was closely followed by "school leaders holding staff members accountable for student learning," indicator #11, at 4.87. A reflection of our efforts and actions truly support this result. Key to this standard being so strong is our constant communication of expectations, goals, progress (or lack there of), with school stakeholders. This standard highlights our emphasis on key performance area #2 - a Dedicated and High Performing Workforce which impacts key performance area #1 Student Achievement. Each year is initiated with an opening of schools meeting to highlight where we've been, where we are, and where we expect to be. Teacher performance has been thrust into the spotlight with a new evaluation system as well. Employee performance is now a publicly published score which further impacts this area. We prioritize individual, class, grade and overall performance as all are interwoven for the public perception of our school. Annual improvement to our teachers' performance and school's rankings is indicative of our success, especially with our work as a Title 1 school, a school with a high ELL population, and a Special Education receiving school.

STRENGTH - Supervision and evaluation feedback is specific and aimed at providing explicit highlights, strengths, as well as opportunities

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for improvement as deemed appropriate. Specialized recognitions/acknowledgements are built in to motivate learners and employees. Some examples would be: Personalized notes, Special Recognitions, and Awards presented/received, emails, certificates, etc.

**ACTIONS** - Continue scheduled employee observations, data analysis/chats, evaluation feedback, and employee reflections on consistent basis. Inform stakeholders with posted performance information and sharing of our performance at school gatherings, special events, and scheduled parent meetings.

Although this too was a strong scoring standard, our lowest indicator, #14, involved "school leaders engaging effectively with all stakeholders about the school's purpose and direction." This area was rated at 4.5. We feel reflecting upon this that this is an area tied to our performance, as well as at times an impact from our parent subgroup of stakeholders where a percentage of our families are very overwhelmed, lack knowledge of the English language, lack technology resources or a stable home life, and do not actively support their children based upon their immediate needs. At our school, this impacts approximately 20% of our student body, so in essence we feel they do not positively reflect the school's purpose and we are unable to engage them "effectively" despite our numerous attempts. We try our best to improve these findings as well as improve home-school relationships whenever possible, but we also realize some factors are beyond our control. With this said, we focus on what we can do while the student is under our care.

**IMPROVEMENT** - We aim to continuously improve individual/school performance in our Payroll and ELL audit findings, despite being in the top 3% of all Title 1 schools statewide, and the 13th ranked MDCPS school. Additionally, we focus on continuously reaching out to assist parents/families in need to the extent possible; many times in personal conferences when students serve detentions with the administration. At times engagement of our stakeholders exists, but the outcome is not effective due to challenges with an unstable family life, divorce, single-family households, inconsistent supervision schedules due to adult lives, etc. Sadly annual referrals to DCF are a reality. We persevere to make a positive impact as best we can.

**ACTIONS** - Post key information in the school entry as well as on the school website. Continue to send home important information via letters, the monthly calendar, flyers, Connect Ed phone calls and email. Continue to inform staff and stakeholders of procedures and findings, hold conversations with selected employees as necessary for corrective needs; schedule trainings regarding revised or new procedures. Example: Audit feedback and data analysis for class, grade level, and school rankings. Referrals to support students are in place for in school tutoring, after school tutoring, special work with their teachers, open access for our Media Center two days/nights a week, meetings/trainings for parents/guardians, provision of counseling/medical services whenever possible, attendance/punctuality referrals, detentions, etc. Communications are seen via ConnectEd phone calls and emails, meeting notifications, bulletin boards, posted information near doorways.

### 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: 2.92

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. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Representative samples of student work across courses</li> <li>•Course schedules</li> <li>•Course descriptions</li> <li>•Descriptions of instructional techniques</li> <li>•The school provides a variety of classes (ELL, SPED, Inclusion, TEAM, Gifted) to meet the diverse needs of the student population. Intervention services and enrichment opportunities support targetted students at a variety of times to focus on continued improvement for all. All instructional personnel review data collectively to ensure optimal improvement of student achievement goals related to the School Improvement Plan process and State Grading Criteria process. Data Binders and Charts.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"><li>•Curriculum guides</li><li>•Common assessments</li><li>•Surveys results</li><li>•Curriculum writing process</li><li>•Products – scope and sequence, curriculum maps</li><li>•Lesson plans aligned to the curriculum</li><li>•School personnel review student achievement data to systematically plan for optimal instructional impact of services provided; Data Binders and Charts. Ongoing reflective practice of new data collected enables school personnel to work together to maximize strategies in place, materials/supplies needed to implement services, and adjustments to curriculum implementation so that each student is on target to demonstrate growth. All teachers have been trained in data analysis; Teacher Charts.</li></ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

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 sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes 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"> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Interdisciplinary projects</li> <li>•Instructional personnel have worked to expand upon the utilization of teaching strategies/techniques aimed at developing critical thinking skills, increased student collaboration, and personal reflection activities such as students charting their personal performance through training. Teachers are also acquiring training and practice to expand upon how best to address the group - individual learning needs of students, especially due to the extreme diversity of our population.</li> </ul>	Level 2

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**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Supervision and evaluation procedures</li><li>•Peer or mentoring opportunities and interactions</li><li>•Recognition of teachers with regard to these practices</li><li>•Examples of improvements to instructional practices resulting from the evaluation process</li><li>•Administrative classroom observation protocols and logs</li><li>•Administrative team members and the Reading Coach prioritize informal and formal classroom observations to monitor instructional personnel and their implementation of instructional "Best Practices". Individualized/Grade/Department Meetings are conducted with instructional personnel to share valuable information, collect critical input, provide ongoing feedback, and plan for successful deployment of "Best Practices". Mentoring opportunities and recognition of our top employees is also done.</li></ul>	Level 3

# Accreditation Report

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•All members of the school staff benefit from the utilization of formal and informal collaborative learning communities. Co-teaching and mentoring opportunities have contributed to the professional growth of personnel and the increased performance of our students, especially our ELL and SPED subgroups. Department Leadership Team members serve as key personnel in the improvement of instructional strategies and communication of "Best Practices".</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Teachers communicate learning expectations and standards of performance throughout the year with Open House and three-eight, formal assessment periods. The use of exemplars to guide students is expanding; journals and hands-on work too. Use of multiple performance measures to monitor ongoing performance - visible in teacher data charts. A majority of teachers conduct personal data chats with students and have taught students to chart their performance to maximize understanding; Student Charts.</li> </ul>	Level 2

**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"><li>•Records of meetings and walk thrus/feedback sessions</li><li>•Professional learning calendar with activities for instructional support of new staff</li><li>•Instructional personnel are grouped to maximize peer, mentor-mentee, and co-teaching programs that contribute to enhancing our teaching skills and are established in support of the school's mission. Ongoing communication regarding student and school performance expectations are shared at key intervals. Personalized, detailed feedback is included in spoken and written teacher observations and evaluations to focus upon high measures of performance.</li></ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

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"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> <li>•Through our school's program, an annual Compact is distributed to each student's family outlining key information regarding our school's diverse offerings and evaluation dates, contact information, etc. Specialized dates are established to promote positive home-school relationships aimed at student success: "Meet &amp; Greet Night", Title 1 Orientation and Open House Night, Parent Academy Sessions, Website Information, Monthly Calendars, Volunteer Program, and Family Engagement Events to name a few.</li> </ul>	Level 4

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# Accreditation Report

Kendale Lakes Elementary

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"> <li>•List of students matched to adult advocate</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•The Master Schedule with the needs of students and teacher certifications as key determining factors. Due to the diversity of our student population, specialized programs are delivered through technically trained personnel equipped to meet the needs of students and they serve as their school advocate; some personnel repeat for more than one year. As deemed appropriate, some students are overseen by more than one adult employee due to the nature of their academic, behavioral, or social needs.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Reporting cycles are communicated via the Compact and calendar, and all grading input is available for stakeholder viewing through the Internet and secured log in procedures. Course coding is regulated by state requirements, and certified personnel deliver instructional and/or therapeutic services as deemed necessary for each student based upon established criteria. Grading and reporting information is available via the Student - Parent Handbook.</li> </ul>	Level 3

# Accreditation Report

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Evaluation tools for professional learning</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•Professional Development Logs. It is our desire to provide or enable employees with critical training to support their needs as aligned to the school's mission and instructional goals. Training is provided at KLE, in whole or small group sessions, or at times, employees attend course offerings at other locations. Staff members are able to request attendance at Professional Development sessions, and we encourage sharing of information.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Training and professional learning related to research on unique characteristics of learning</li> <li>•Data used to identify unique learning needs of students</li> <li>•All instructional personnel are comfortable utilizing data to monitor student progress inclusive of various measurable instruments incorporated throughout the year. Data charts are generated and expanded to provide cumulative information so that each student, regardless of their learning needs or classification, can be taught within the whole and small group setting in a manner that optimizes their improvement. Using File Download Manager, teachers have been taught to collect this information.</li> </ul>	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 scoring for this standard produced extremely positive results and we were thrilled because of the unified plans and actions we have purposely put in place over the past five years. Ratings in this standard produced four indicators at a top score of 4.62. These included indicator #27, "related learning support services are provided for all students based on their needs"- #28, "a formal structure exists so that each student is well known by at least one adult advocate..." - #32, "all staff members participate in continuous professional learning based on school needs" and #35, "all stakeholders are informed of policies, processes, and procedures related to grading and reporting". Overall, all indicators were beyond a 4 rating, and the lowest area was a high of 4.11 regarding "a formal process is in place to support new employees in their professional practice" which is indicator #31. We were especially proud of our scores considering the various indicators being rated in this crucial standard, and ideally we will focus on continuous improvement regardless of our high scores.

**STRENGTH** - At KLE, we take pride in cultivating a positive school environment as well as equity for all students in the development of academic, social/emotional, behavioral experiences, and the acquisition of life skills, as appropriate, through quality instruction. Additionally, we utilize intervention or enrichment/challenging programs as our priority to optimize each student's performance. This is especially relevant given the older building we are refining and the diverse student population we serve, along with our designation as a Title 1 School. Our diverse employee subgroups work diligently to be of excellent service to our customers. To balance the educational environment with our services, annually through our school's Title 1/Open House Night, an annual Compact is distributed to each student's family outlining key information regarding our school's diverse offerings and grading/evaluation dates, contact information, etc. to emphasize our teamwork in preparing our students for success. Specialized dates are established to promote positive home-school relationships aimed at student success: "Meet & Greet Night", Title 1 Orientation and Open House Night, Parent Academy Sessions, Website Information, Monthly Calendars, Volunteer Program, and Family Engagement Events to name a few.

**ACTIONS** - Alignment of our school mission in designing, development, staffing, and funding our instructional and operational systems inclusive of stakeholder input. Another example is our TIGERS Academy and school-wide Technology Plan that has been implemented from PK-5th grade with much success and praise. There has been a surge in promoting an inspiring learning environment in addition to an increase in special programs offered that greatly support our learners (Examples - expansion of TEAM/enrichment classes to include KG, 4th and 5th grade, inclusion program for the SPED subgroup in multiple grades, an increase in McKay SPED transfers to our school to name a few). Statistically, KLE is in the top 3% of all Title 1 schools statewide (top 18% of all elementary schools statewide), and this ranking does not include the almost 20% of our SPED population's performance which also impacts our overall proficiency and learning gains levels. Additionally, we are currently the #1 MDCPS school for FCAT Science proficiency, a significant accomplishment based upon a commitment to continuously improving Standard 3 criteria. We are extremely proud of our commitment to the improvement of all our students, and as we receive new students transferring in to KLE because they have heard of our solid reputation in the community, we know we are doing well in the achievement of our mission for "all learners" to reach their "maximum potential."

Although we continue to perform well within the total standard, our lowest scoring indicators involved staff members providing peer coaching to teachers, #30 at 4.22, and #31 at 4.11, which includes our school having a formal process to support new staff members in their professional practice. As educators, we know it is hypocritical to expect our students to learn and perform better each year, if we as their instructional leaders are not willing to do so as well. There is no expiration date for learning, and as such, we strive to improve individually, as a team, and as a school each year. Proudly we have made our way up the school rankings and we are currently the 13th ranked elementary school (up from 17th last year) in our district. Five years ago we didn't make the top 25, and no schools within this top section have the diversity of students found at KLE.

**IMPROVEMENT** - Establishing a formal process to support new staff members or provide peer coaching in their working/learning



environment as well as their professional practice to support instructional and operational effectiveness is an area demanding constant improvement. This is especially relevant given the emphasis on the educational evolution we are currently experiencing in the transition to 21st century classroom settings, Common Core Standards, increased inclusion programs, and eliminating the achievement gap in schools with high ELL and SPED subgroups. At KLE, employee turnover is rare to non-existent, and with most personnel having over 15 years of experience predominantly at this school, we can understand this indicator's rating. The majority of new personnel are here in place of personnel on leave (medical or maternity), and as applicable, new part-time hires.

ACTIONS - We have made a proactive decision to annually invest in a Reading Coach as a critical full-time instructional position through Title 1 funds and stakeholder input. This master teacher works diligently in a mentoring and support role along with the administrative team. Additionally, we work to pair teachers or assign mentors as needed while also encouraging personnel to participate in ongoing professional development opportunities. Team meeting days are essential to share information and new ideas learned, and with the transition to so much "new" curriculum/materials we have forgone a second faculty meeting each month to enable teams to meet and network strategically to positively impact learning. With regards to our school facility, we have worked wholeheartedly to beautify our own school through our own funds and incredible PAT and EESAC support whenever district support is not possible. Additionally, we work to expand upon our instructional services, inclusion program, and pair teachers to serve in co-teaching capacities so that collegial mentoring and instructional support are provided to the full extent possible. New personnel are also assigned mentors whenever possible, or provided with role modeling, or small group learning experiences to build upon a commitment to continuous improvement. Whenever part-time personnel are hired as full-time personnel, this is optimal, and as such, this is prioritized through succession/promotion planning efforts whenever possible. We have been fortunate this year to actually implement this process with a few employees. "Best Practices" are regularly shared at faculty meetings or designated PD activities conducted throughout the year, and select "master" teachers, high performing school leaders, or company representatives provide training and leadership to our faculty too. Example: Reading Coach leadership/mentoring, team support for new employees when permanent staff members go on leave and technology support from our Media Specialist/Technology Department Chairperson. Another example includes Grade 5 programmatic assignments and departmentalization with designated instructional personnel who led training on our February PD Day, co-teaching assignments in KG, 4th and 5th grade, new assignments as necessary for teachers, paraprofessionals, and after school care employees.

## 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: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Beyond the School Based Staffing and Budget System, the school utilizes valuable Title 1 Federal funds to provide the hiring of a Reading Coach, 2 Interventionists, Hourly Teachers, and valuable technology equipment to support and enhance the learning environment. Decisions made towards technology and innovative software purchases, have ultimately given our school a great return on our investment. Annual expansion of these investments are reviewed with stakeholder groups for consensus.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

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"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Staff/Stakeholder requests for resources are always incorporated to enhance the instructional program. Key personnel serve as school curriculum leaders providing input on resources to be purchased utilizing grant and specialized funds such as Title 1. Summary of acquired technology resources, essential maintenance work completed, and electrical improvements. Expansion of support provided by the KLE Parent Teacher Organization. Example: Fundraiser - Technology Walk-a-Thon; Exxon Mobil Grant.</li> </ul>	Level 4

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**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•School personnel work collaboratively as a team to incorporate proven practices to maximize classroom cleanliness. Example: collections of tennis balls to protect flooring surfaces so that the utilized wax product could provide us with the best return on our investment; therefore, enabling funds to be better invested elsewhere. Safety procedures/ideas are shared at faculty meetings. Example: the placement of First Aid equipment in key designated areas (Art Room and PE Office) based upon input.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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"><li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> <li>•The school website highlights key instructional media available to students/families. Technology Tuesdays and Thursdays expand student use of equipment in the mornings and evenings. Sign-In Sheets are maintained by each employee hired to work in this capacity due to the fact that several families require the use of our media/technology equipment in order to access valuable resources. Parent Academy sessions are conducted to train parents/guardians in resources available to them/their children.</li></ul>	Level 4

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**Accreditation Report**

Kendale Lakes Elementary

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"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> <li>•All classrooms have access to valuable instructional technology based upon a five year Technology Implementation Plan (Computer Centers, SmartBoards/Mimios, LCD Projectors, Plus 1 SmartTable and 3 Computer Labs, etc.) to support academic achievement of all students. Annual expansions are planned and coordinated with stakeholder feedback aligned to school/student needs. Map of classrooms with key equipment listed; Technology Surveys by the NIST employee, Mr. Jeffrey Swanson.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

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 clearly defined 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•KLE serves as a District SPED Center school and receives students for our Emotional/Behavioral Disabilities Program from a designated area. Several SPED students also attend KLE on a McKay Scholarship Program based upon our proven success rate in providing exceptional service to our students eligible for SPED services. Growth to our SPED services provided with the addition of a new Pre-K SPED classroom for the 2013-2014 school year.</li> </ul>	Level 4

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# Accreditation Report

Kendale Lakes Elementary

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 clearly defined, systematic 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Important Code of Student Conduct Meetings/Annual Orientations are held with all classes to reiterate the District and KLE mission, visions, and values. Referrals are initiated to provide essential support services. Example: We have a partnership with the University of Miami that enables us to provide Mobile Medical Health Services and assistance to our stakeholders, many of which qualify for these important service needs for their children; Monthly calendar for this since 2012.</li> </ul>	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.**

Overall this standard had twenty indicators, and comprehensively assessed all factors impacting learning. Ratings for this section were from a high of 4.7, where "our school maintains facilities to support student learning," indicator #45; and two other indicators #36, "our school provides qualified staff members to support learning," and #41, "our school provides a plan for the acquisition and support of technology to support student learning," were rated closely at 4.68. As a school family, we collectively have an enormous amount of pride in our school facility's appearance. Although we are housed in a building originally established in 1974, we work diligently to cultivate an inspiring and stimulating setting for all who enter our doors and learning spaces. With two more modern smaller buildings added later on beginning in 1995, we work to balance the old with the new as best we can. Of significant emphasis, customer service at exceptional rating levels is prioritized for everyone, and ideally we want to provide/project a school image of service excellence that you "see and feel" - it's beyond a rating. Because of our diversity, we provide various services to many people, and we try to build upon our solid reputation in all aspects of our work ethic. Most notably, we relish in the positive feedback we receive in person, through surveys, and as posted through social media avenues.

**STRENGTH** - At KLE, our school family works collaboratively to provide a plan for the acquisition and support of technology to support student learning for all students and employees. Staff/Stakeholders



gather input/requests for resources, and team/department/faculty meetings are always incorporated to enhance the instructional program. Key personnel serve as school curriculum leaders providing input on resources to be purchased utilizing grant and specialized funds such as Title 1. Additionally, we have collaborated to beautify our school through employee initiatives, grants from Home Depot and A Healthier Generation (for physical fitness), and ultimately our love for our work and school family. Acquired technology resources, essential maintenance work completed, and electrical improvements have positively impacted our ability to successfully honor our mission. Expansion of support provided by the KLE Parent Teacher Organization has also been paramount to our success. Some examples of fundraisers are Technology Walk-a-Thon; Exxon Mobil Grant, teacher mini grants won, district Title III awards for tutoring assistance and software purchases to reach out to our ELL population.

ACTIONS - For example, we are extremely grateful for the inspiring beautification efforts adopted by teachers and employees. Additionally, for the past 5 years, our school family has made a collaborative commitment to invest valuable funds towards the purchase of Smart Boards, LCD projectors, Speaker Systems, and Computers to fulfill our goal of equipping all classes with instructional technology for optimally creating true 21st century classrooms. Some examples of these classroom environments throughout the facility are posted on our website. We also have three Computer Labs, a TIGERS Academy initiative (TIGERS stands for Technology & Innovation Generate Excellence in Rigorous Studies) to infuse S.T.E.A.M. - Science, Technology, Engineering, Arts, and Mathematics hands-on experiences throughout the year. We were fortunate to have a lovely article on KLE published in the Kendall Gazette, and school flyers/brochures which highlight our school's programs and facility strengths. Teacher and parent trainings have benefitted our home-school partnership as well.

An area we are continuously working to improve was indicator #37, "our school provides instructional time and resources to support our school's goals and priorities," and indicator #39, "our school provides protected instructional time," both rated at 4.43 which was our lowest score in this standard of eleven indicators. Because we have grown so quickly in the acquisition of technology resources and equipment, we feel the valuable support services to optimize a strong technology infrastructure and additional new computers are immensely needed, but not available to us at this time.

IMPROVEMENT - Our school provides protected instructional time and opportunities for students to participate in activities that interest them is a constant challenge given the various activities incorporated into an entire year. With ongoing assessments to guide instruction, there is a balancing act between testing and instructional time. Equipment is purchased annually to enhance instruction; however, we desperately need new computers for our youngest students who have been the recipients of the older models moved out of our intermediate classes. Our Instructional Technology Support person (NIST) is here only part-time, and because we have so much, we would love to have him here more often.

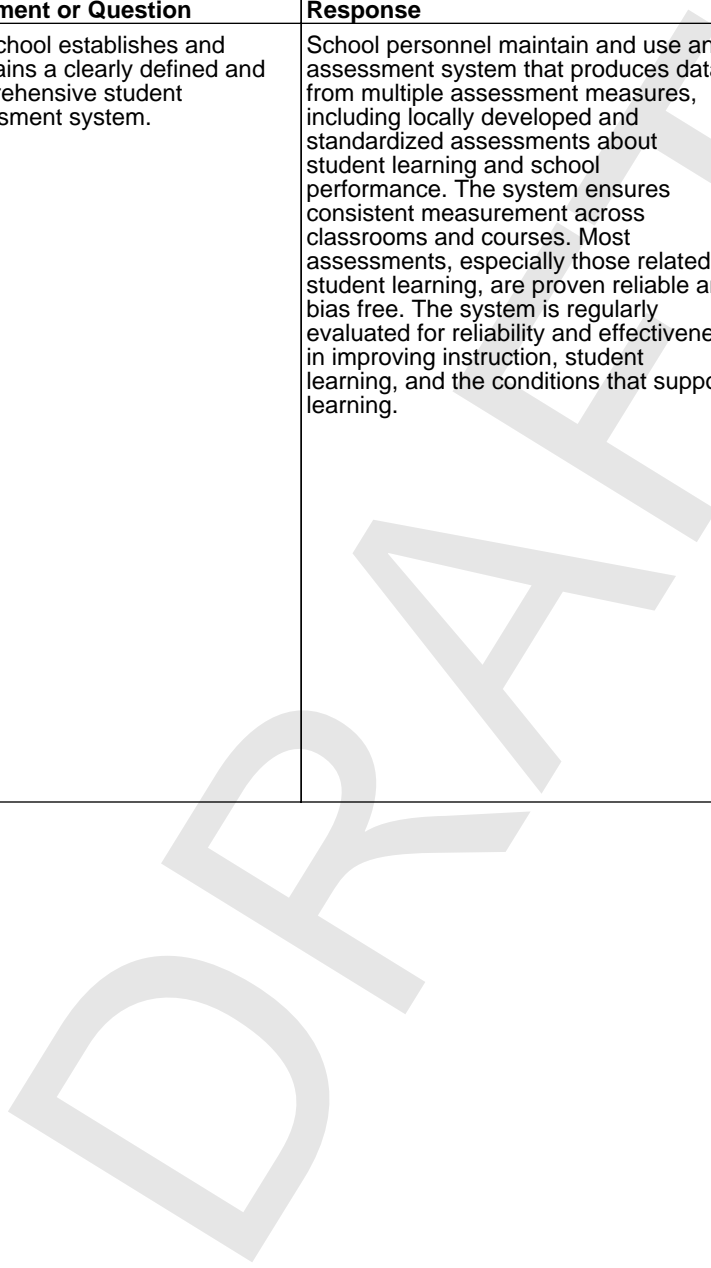
ACTIONS - These pros and cons are interwoven to the best of our ability, and we try to focus on working smarter (and harder) as best we can! Instructional personnel have made every effort to infuse creativity, hands-on experiences, technology time, and authentic learning into the curriculum. For example funds have been set aside to purchase technology hardware and software, valuable resource workbooks, art supplies, science equipment, instructional visual aids, etc. to motivate and excite learners while enhancing the overall learning environment within each classroom space. Hourly teachers were hired to help with tutoring services and in-class support for our fragile learners. Data analysis training for teachers has also helped them plan more strategically for their instruction/intervention/enrichment based upon ongoing performance. We truly prioritize being "strategic" in all we do, and ultimately do our best with the resources and personnel we have.

## Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Teacher Managed Data Binders collect and document student progress monitoring throughout the year aligned to various performance measures. Individualized Professional Development Plans (IPDP) generated by Instructional personnel aligned to the SIP and Employee Evaluations as appropriate. Data Chat Schedules. Student Data Charts maintained at the classroom level.</li> </ul>	Level 3



# Accreditation Report

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> <li>•Written protocols and procedures for data collection and analysis</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Meeting and Data Chat Schedules utilized by the administration to meet with personnel to plan for continuous improvement. Data Binders managed by teachers collect critical progress monitoring results/information. Several teachers also incorporate personalized charts completed by students to document understanding of performance expectations. The use of parent generated letters from some of the assessment programs such as STAR or FAIR to communicate performance levels to parents.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Documentation of attendance and training related to data use</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Teacher Data Binders and Summary Charts maintained at the classroom level. Excel Training for personnel and the design of charts with summative information.</li> </ul>	Level 3

**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Agendas, minutes of meetings related to analysis of data</li><li>•Examples of use of results to evaluate continuous improvement action plans</li><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li><li>•Evidence of student success at the next level</li><li>•Data Binders maintained by instructional personnel; inclusive of various measurable assessments; growth targets. Intervention and enrichment groups overseen by either teachers and/or interventionists. Lists and Schedules for Tutoring and Clubs that support instructional growth.</li></ul>	Level 3

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# Accreditation Report

Kendale Lakes Elementary

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"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li><li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li><li>•Conferences conducted with parents/guardians to maximize student achievement; notes maintained. Connect-Ed Scripts regarding this Standard. Samples of posted information for stakeholders to read such as our Title 1 School Ranking.</li></ul>	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.**

Overall, the seven indicators from this standard generated our most favorable response ratings averages. This was our strongest cumulative standard with all indicators at 4.62 or higher through 4.81. Our highest indicator was #53, school leaders monitor data related to school continuous improvement goals; followed closely by indicator #52, school leaders monitor data related to student achievement which was rated at 4.78. Data analysis and training in this capacity have been a priority for the past five years to strategically focus on School Improvement Plan goals along with stakeholder needs. The transition to this priority has taken time, but we are proud of our growth as an organization.

**STRENGTH** - Supervision and evaluation of data is critical and provides explicit information on student achievement strengths, as well as opportunities for improvement. Specialized recognitions and acknowledgements are built in to motivate learners and employees. Some examples are Personalized Certificates (Writers of the Month and Technology Student of the Month), Special Recognitions on WKLE, Do the Right Thing, and various awards presented to staff during faculty meetings, classroom visits, and at our school closing breakfast.

**ACTIONS** - Teachers and administrators have ongoing data analysis chats, feedback during meetings, and student reflections/charting of progress, conferences with parents/guardians to maximize student achievement is also prioritized. Administration consistently communicates with various stakeholders through parent meetings, posted information, Connect-Ed Scripts, and PTO/EESAC Meetings.

## Accreditation Report

Kendale Lakes Elementary

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The lowest rated indicator in this standard was #50, our school ensures all staff members are trained in the evaluation, interpretation, and use of data, which was scored at 4.62. Considering our strong focus in this area over the past five years, we feel having no "Disagree" and "Strongly Disagree" responses is more of a validation of our effort and work. Because of our school's diversity, we ultimately have to be very thorough in our filtering of student performance in order to excel in data analysis. Our efforts to improve and our subsequent actions prioritize this item as it applies to our student subgroups.

IMPROVEMENT - Our theme from last year that is carried over is to "AIM for Success" = Analyze, Innovate and Motivate. This applies to our personnel and their training/comfort level with data analysis as well as how the administration motivates the team to excel. With regards to student achievement, we must primarily improve SPED and ELL subgroup results. We aim to continuously improve individual/school performance in our student achievement findings, despite being in the top 3% of all Title 1 schools statewide, and the 13th ranked MDCPS school.

ACTIONS - We will continue training personnel in this capacity. Additionally, we will further build upon communications of student achievement results, conversations with students and selected parents/guardians as necessary. We are also expanding our FCAT Parent Night to 3rd-5th grade as opposed to prioritizing 3rd grade. Example: Meetings/Trainings for personnel and parents/guardians, Awards Charts with feedback, Special School Bulletin Boards, and School Rankings.

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## 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: 3.09

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Policies that require relevant and related trainings</li> <li>•School budgets for the last three years</li> <li>•Staff License/certification/qualifications</li> <li>•Assessments of staff needs</li> <li>•Professional and support staff/child ratios</li> <li>•At KLE we have requested an additional Pre-K classroom to help us serve the needs of our community, and this year we were fortunate to receive a new unit, specifically a SPED Pre-K unit. Growth in program offerings has helped us maintain personnel and also bring on board excellent teachers and paraprofessionals to service these fragile populations.</li> </ul>	Level 3

# Accreditation Report

Kendale Lakes Elementary

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"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> <li>•As a result of succession plans, we have been able to retain and recruit outstanding personnel in this capacity for new units recently opened at the school. This includes a self-contained ASD unit and Pre-K Special Education unit.</li> </ul>	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. 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"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Policies that require relevant and related trainings</li> <li>•Incentives/recognition program/system</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> <li>•As new teachers or paraprofessionals are brought into our school family, peer support and mentoring assignments become a valuable tool in promoting a dedicated and high performing workforce. Fortunately, at KLE several teachers are Nationally Board Certified and/or are rated at a "Highly Effective" ranking. VAM school "Learner Progress" generated 43.75 points out of a total of 50 maximum points.</li> </ul>	Level 3



# Accreditation Report

Kendale Lakes Elementary

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

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"> <li>•Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff</li> <li>•Staff to student ratio records</li> <li>•Class Size requirements; Class Rosters.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Equipment purchasing and maintenance</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Budget for authorized expenses and activities</li> <li>•Funding overview-public and private funders</li> <li>•Itemed/audited budget</li> <li>•School Based Budget System documents. Purchase Orders as applicable for primary programs/classrooms; Examples - Teacher "Wish List" Items - SmartBoards, Kidney/Rainbow Tables, Internet Drops for Classroom Computer Centers, New Teacher Work Stations, and a SmartTable. Dade Partner Donation - \$1,000.00 T. Y. LIN International for our Technology Walk-a-Thon Program specifically to fund the purchase of Internet Drops for the Main Building's KG and 1st grade classes. Master Calendar.</li> </ul>	Level 3

**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building inspections record</li> <li>•CPR/1st Aid Certification/ health safety trainings</li> <li>•Updated health records</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> <li>•Administrative and Plant Operations feedback; Special project work schedule. Custodial Overtime account to pay internal personnel who work exceptionally well to manage key areas such as landscaping. Pressure Cleaning support by personnel and volunteers.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

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"> <li>•Records of depreciation of equipment</li> <li>•Stakeholder results</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> <li>•Classroom assignments have these specifications in mind. A joint partnership with West Kendall Baptist Hospital provides trainings for our students on a "Hand Washing Campaign" given at the beginning of the year.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Stakeholder results</li> <li>•Facilities and equipment maintenance records and schedules</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> <li>•Opening of Schools Meeting with instructional personnel to share expectations, emphasis on learning environment, centers, and small group instruction - Powerpoint Presentation shared. Daily classroom visitations are made to monitor site and student safety. Comments shared informally at meetings and formally on teacher evaluation forms documenting excellence or needs improvement in this area as deemed appropriate. Meetings by the administration and selected teachers when expectations are not met.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•System for maintenance requests</li> <li>•The purchase of adjustable height kidney/rainbow and/or computer center tables to facilitate classroom centers and small group instruction. Classroom technology equipment upgrades have been made to enhance the learning environment from Pre-K to 5th grade. Pictures of classroom environments inclusive of these requirements.</li> </ul>	Level 3

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**Accreditation Report**

Kendale Lakes Elementary

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"><li>•Records of depreciation of equipment</li><li>•Documentation of compliance with local and state inspections requirements</li><li>•Lists of instructional concepts with supporting classroom materials</li><li>•Building and grounds inspections record</li><li>•Documentation of emergency procedures such as fire drills and evacuation routes</li><li>•System for maintenance requests</li><li>•Accident Report Records history of repeated accidents reviewed to address improvements and make necessary adjustments whenever possible. Conversations with selected teachers whenever excessive accidents are occurring to identify cause-effect relationships. Email requests from the administration for mulch supplies to annually maintain adequate impact material under all climbing equipment.</li></ul>	Level 3

# Accreditation Report

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.	<ul style="list-style-type: none"> <li>•System for ordering/maintaining sufficient supplies</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Ongoing classroom visitations to monitor the learning environment by key personnel, including both administrators, the Reading Coach, and Department Leadership Team members. Comments included in teacher evaluation documents which highlight excellence in this capacity or a need for improvement. Documented conversations with teachers as deemed appropriate whenever a classroom environment or key areas like our cafeteria bulletin boards do not meet expectations.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school 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"> <li>•System for ordering/maintaining sufficient supplies</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Specialized equipment such as mats are incorporated into the Pre-K program. These items are maintained in the classroom and are utilized daily by personnel. Pictures of equipment within the classroom setting.</li> </ul>	Level 3



# Accreditation Report

Kendale Lakes Elementary

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"> <li>•Technology plan</li> <li>•Assessment and evaluation of technology and media literacy</li> <li>•Survey results</li> <li>•Technology and interactive media inventory</li> <li>•Data on media and information resources available to staff and children</li> <li>•SmartBoard Lab, Media Center Computer Lab, and Media Center Schedules. Classroom technology equipment available in all primary settings.</li> </ul>	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"> <li>•Cyber-safety plan; policies and procedures</li> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Survey results</li> <li>•Hardware and software inventory</li> <li>•Policies relative to technology use</li> <li>•Teacher interviews regarding technology strengths and opportunities for improvement conducted with the principal. School Map with key equipment identified per classroom/learning space.</li> </ul>	Level 3

**Accreditation Report**

Kendale Lakes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	<ul style="list-style-type: none"> <li>•Stakeholder results</li> <li>•System for ordering/maintaining sufficient supplies</li> <li>•Curriculum standards, guides, expectations</li> <li>•Displays pictures/photos</li> <li>•EESAC funds allocated to support the utilization of creative supplies to promote authentic learning experiences; documented minutes. Cafeteria and classroom bulletin boards designated to showcase student work.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> <li>•Special classes/activities for children with disabilities</li> <li>•Examples of child assessments</li> <li>•Example of full inclusion parent-child program</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Example of home and community interventions</li> <li>•Assessment system for identifying children's needs</li> <li>•Educational advocacy plan for families</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•Lists of support services available to students</li> <li>•2013-2014 Title 1 Parental Involvement Plan and Compact Sample to support Home-School Collaboration and enable each child to reach their full potential.</li> </ul>	Level 3

# Accreditation Report

Kendale Lakes Elementary

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"> <li>•Student records indicating personal needs</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Facility/classroom design for storage space of personal items</li> <li>•Stakeholder communication forms</li> <li>•Health inspection records</li> <li>•Specialized meetings/trainings are also held to ensure student health and safety. Example: Epipen and Epipen, Jr. procedures. A personal plan for this is generated for each child.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Student records indicating personal needs</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Stakeholder communication forms</li> <li>•Health inspection records</li> <li>•"Meet and Greet Night" Sign-In Sheets which was a success in familiarizing families with their child's classroom location and Homeroom Teacher the Friday before school began. Arrival and Dismissal Procedures communicated via forms and Connect-Ed system.</li> </ul>	Level 3

# Accreditation Report

Kendale Lakes Elementary

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"> <li>•Lists of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Professional development calendar</li> <li>•Description of referral process</li> <li>•Counselor Schedule and Classroom Presentations Information. Partnership for community support implemented with the School Board Representatives' team, Mr. Carlos Curbelo, and the University of Miami's Mobile Clinic.</li> </ul>	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"> <li>•Handbooks, procedures</li> <li>•Complaints policies and procedures</li> <li>•Student records indicating personal needs</li> <li>•Parent/Staff communications procedures and expectations</li> <li>•Code of conduct</li> <li>•Written policies on positive guidance strategies</li> <li>•Stakeholder feedback results</li> <li>•Lunch Schedule and a list of personnel that eat regularly or at selective times throughout the year with their classes.</li> </ul>	Level 3

# Accreditation Report

Kendale Lakes Elementary

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"><li>•Documentation of compliance with local and state inspections requirements</li><li>•Accident records and reports</li><li>•Safety handbooks, guidelines, procedures, expectations</li><li>•Observations of student and adult behaviors concerning safety practices</li><li>•Stakeholder feedback results</li><li>•Health inspection records</li><li>•Administrative and special area teacher posts for arrival and dismissal supervision and safety procedures.</li></ul>	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.**

**STRENGTH** - The school employs qualified Administrators/Directors/Teachers/Paraprofessionals for each position to support the school's purpose, direction, and the educational program which is ultimately aligned to the success of the children participating in the regular and/or Special Education primary classroom. Current examples are Pre-K and Kindergarten assessments given prior to the beginning of the school year for Homeroom assignment; Orientations for Pre-K and Kindergarten to communicate programmatic offerings, KIIA Data, FAIR Data, VPK rating, and Teacher Evaluation Criteria.

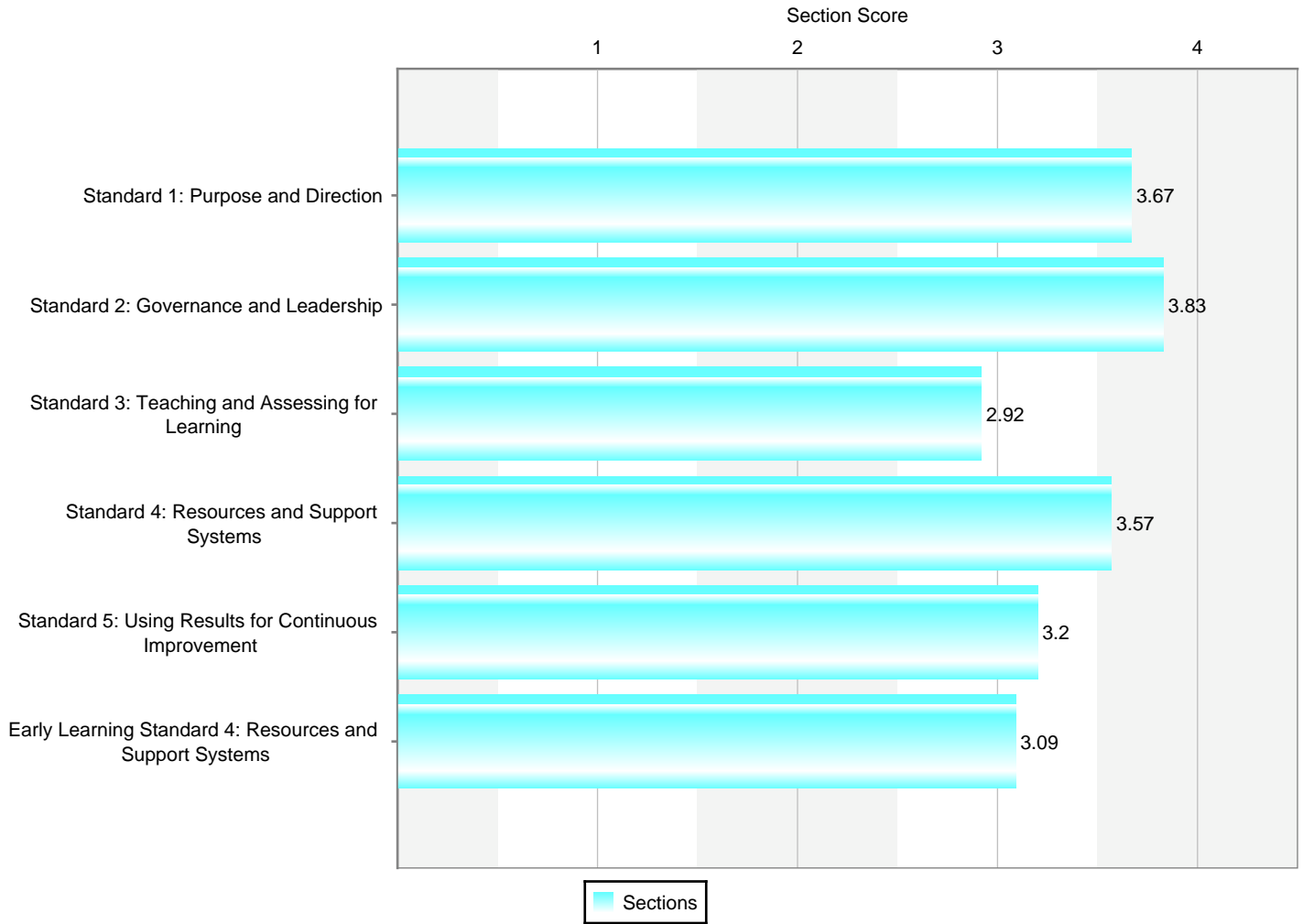
**ACTIONS** - Strategic placement of personnel and an emphasis on team success to support the diverse needs of our student population. We offer specialized classes such as KG Enrichment to best meet the needs of our young learners. We continue to implement inclusive settings and lower pupil to teacher ratios whenever possible to maximize academic success.

**IMPROVEMENT** - As a school family, we work diligently to optimize all classroom spaces; however, we are an open pod school and as a result, this poses various challenges for us. AT KLE we create and cultivate safe, motivational, and inspiring learning settings to provide students a positive place to learn and grow. Example : Inspiringly painted classrooms, technology equipment for instruction, creative learning centers, whole and small group areas, murals, visual aids, and bulletin boards throughout the school to optimize academic achievement and student engagement.

**ACTIONS** - Employee Recognition Programs are implemented to highlight excellence and a commitment to academics, cultivating a learning environment, and contributing to the success of our teams.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

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## **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.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2013-2014 Stakeholder Feedback Data Document 2651

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## Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## **Areas of Notable Achievement**

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

The areas which indicated the highest overall level of satisfaction in the Staff Survey was Standard 2 Governance and Leadership with a rating of 4.8. The Parent Survey demonstrates that Standard 1 Purpose and Direction and Standard 5 Results for Continuous Improvement received the highest ratings of 4.7. Students rated Standard 1 Purpose and Direction the highest overall rating of a level 5.

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

When comparing the item responses for the parent, teacher, and student survey, an area that shows high level of stakeholder satisfaction across all survey groups is that of Standard 1: Purpose and Direction. Another area indicating stakeholder approval is that of Standard 5 Using results for Continuous Improvement received a rating of 4.7 from both parents and staff.

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

As evidenced by stakeholder feedback of the 2011-2012 and 2012-2013 Parent Climate Surveys, parents students, and staff are satisfied with the leadership provided by administrators, and feel that students are receiving a good education.

## Areas in Need of Improvement

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

The areas which indicated the overall lowest level of satisfaction in the Staff Survey were the following:

As per the stakeholder feedback survey, parents were least satisfied with Standard 4:Resources and Support Systems, given the overall rating of 4.5.

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

All stakeholder surveys indicated an overall lowest satisfaction rate for Standard 4:Resources and Support Systems, ranging from 4.2 to 4.5.

### What are the implications for these stakeholder perceptions?

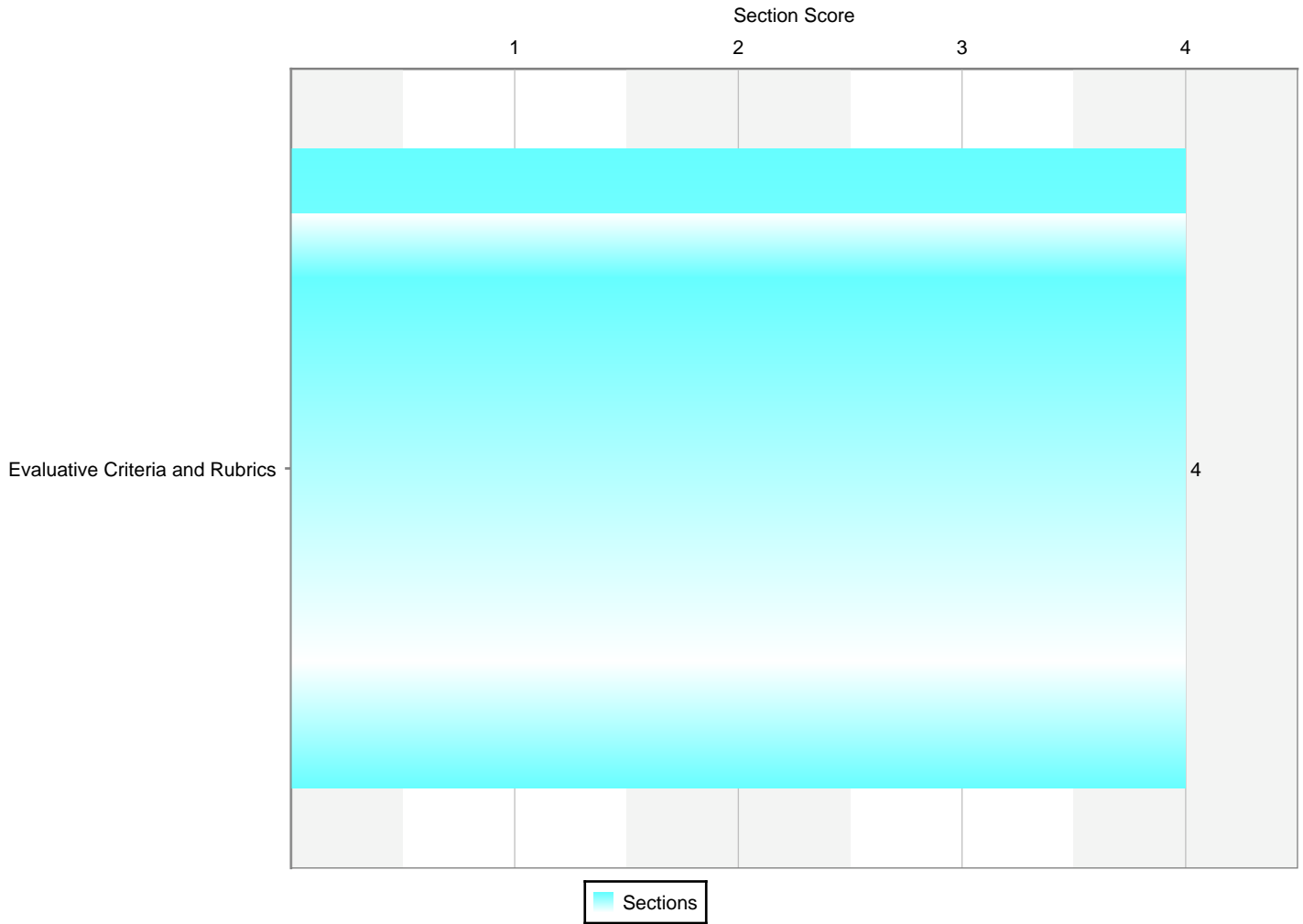
As evidenced by parent, staff, and student surveys, Resources and Support Systems is in need of improvements. We are working to have important safety measures in place; however, we are an open campus building and students must travel in outdoor spaces which greatly influences perceptions in this area. Improvements to school safety procedures have been implemented and based upon conversations with our stakeholders they are deemed positive towards improvements in this area. Additionally, the District has expanded our Security Monitor allocation for the 2013-2014 school year with a part-time position which will positively impact stakeholder perceptions in this area.

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

The need for additional educational and technological resources has been supported by parents, students and staff. The above reported findings were consistent across data sources from all stakeholders, such as the 2011-2012 and 2012-2013 School Improvement Plan and School Climate Survey.

## Report Summary

### Scores By Section



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# Student Performance Diagnostic

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## 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.

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### Student Performance Data

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

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## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 have noticeably declined.	Level 3

## Areas of Notable Achievement

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

Kendale Lakes Elementary School achieved 73% on the 2012-2013 Reading performance grade which is higher than the district's 57%. In the area of Mathematics we achieved a 74% performance grade which is higher than the district's 59%. In the area of Writing performance we achieved a 63% which is higher than the district's 58%. Additionally, we were one of the district's highest performing elementary schools in the area of Science in which we achieved a 88% which is higher than the district's 47%.

Annual Performance Target(AMO) were met in 2012 but not in 2013 in the area of Reading. Annual Performance Target(AMO) in the area of Math were met for both consecutive years 2012 and 2013.

Standford Achievement Test (SAT-10) data indicates that students in grades K-2 ranked in the 78 percentile in Reading and the 77 percentile in Math above the National Median.

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

A positive trend in performance is noted in our 5th grade Reading scores. Over the last three years, we have seen an increase of 15 percentage points, going from 64% to 79%. Our 5th grade Science scores made a substantial increase of 17 percentage points going from 71% to 88%.

A positive trend in performance is also noted in our Reading subtest in the Standford Achievement Test (SAT). Over the last three years there has been an increase of 9 percentage points going from 69% to 78% in an overall subgroup of students in grades K to 2.

### Which area(s) indicate the overall highest performance?

Our 5th grade science was our overall highest performance group scoring 88% in 2013. Our second highest was 5th grade math with 81%.

Our reading score in the SAT for students in grades K to 2nd grade was a 78%.

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

In the area of FCAT Reading our Black and White subgroups have shown a positive trend in the last three years, our Black subgroup going from 69% to 80% and the White subgroup going from 72% to 89%.

In the area of FCAT Math our Black and White subgroups have shown a positive trend in the last three years as well, Black subgroup going from 46% to 80% and the White subgroup going from 72% to 85%.

In the area of SAT Reading and SAT Math our ELL, SWD, and ED subgroups students have all shown a positive trend in the last three years.

**Between which subgroups is the achievement gap closing?**

Reading achievement gaps are closing between the white and black subgroups. There was a 26 point achievement gap from the 2011-12 school year to a 9 point gap in 2012-2013.

Math achievement gaps are closing between white and black subgroups as well. There was a 26 point achievement gap in 2010-2011 to a 5 point gap in 2012-2013.

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

Data from Interim Assessments indicate satisfactory performance in the area of reading for students in 3rd-5th grade this is consistent with results in Reading in the FCAT 2013.

Throughout the year, the ELL, SPED and ED populations show peaks and valleys; however, based upon our data on the district's "Year at a Glance Report", the majority of our students demonstrate improvement and appropriate learning gains. As trend data is concerned, our school has shown overall annual improvements for the past three years according to district ranking.

## Areas in Need of Improvement

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

Kendale Lakes Elementary School exceeds the district levels of performance in reading, math, science, and writing in the 2012-2013 FCAT 2.0 Assessments.

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

Our 3rd grade reading scores show a negative trend in performance dropping from 74% in 2011 to 63% in 2013.

### Which area(s) indicate the overall lowest performance?

Our 3rd grade FCAT Reading scores have the overall lowest performance with 63% in 2013.

Our SWD in grades K to 2nd demonstrated lowest overall performance in the area of Math.

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

Our ELL sub-group in FCAT Reading which went from 65% in 2010-2011 to 62% in 2011-2012, and 58% in 2012-2013.

All subgroups showed an increase in performance when comparing the 2012-2013 Stanford Achievement Test.

### Between which subgroups is the achievement gap becoming greater?

Our ELL sub-group in Reading which has a 7% decrease from 2010-2011 through 2012-2013. The trend data indicates that the gap between the White and Hispanic subgroups in the area of Math are becoming greater. In 2012 there was a 3 point gap between the White and Hispanic subgroup as compared to the 12 point gap in 2013.

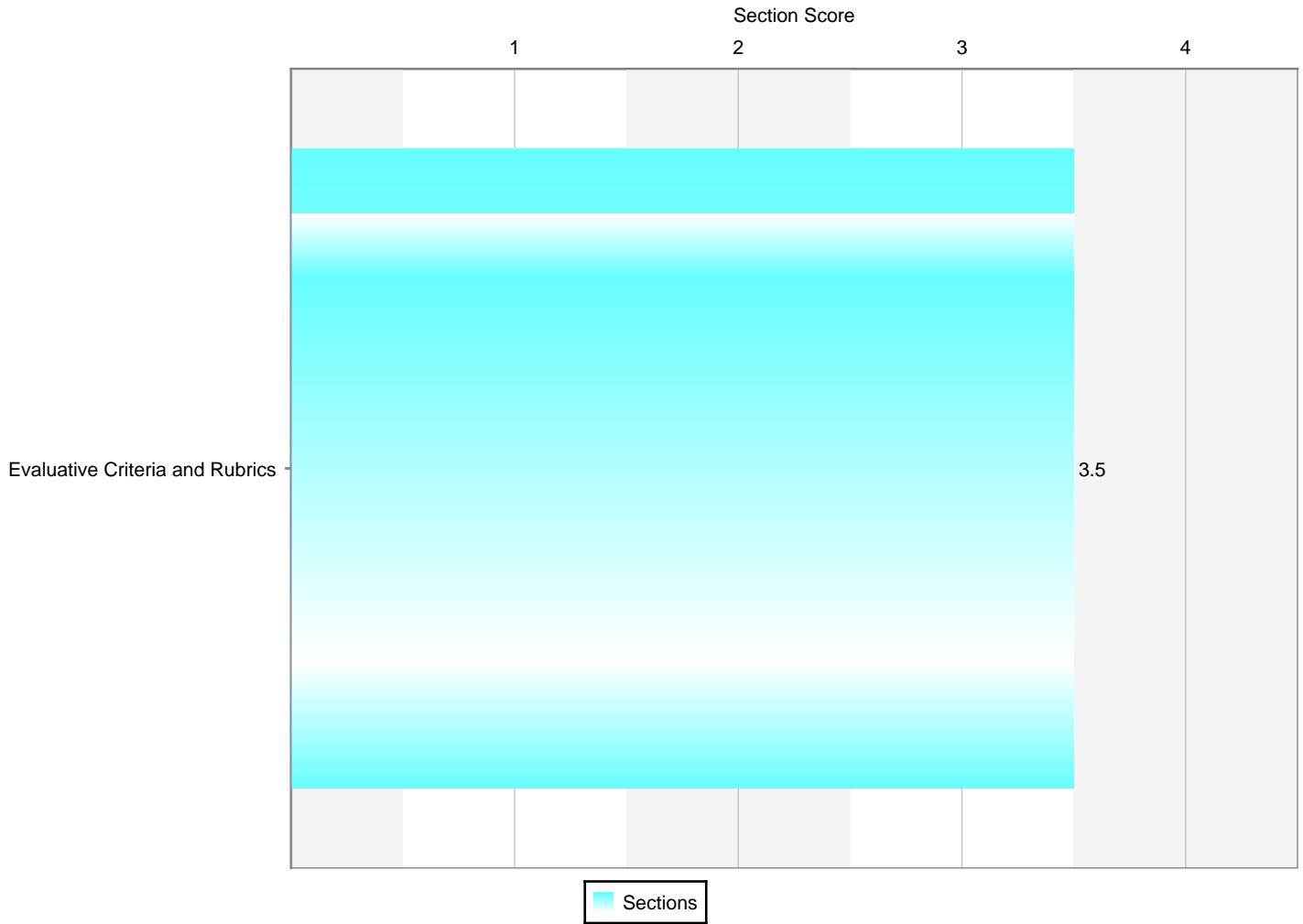
### Which of the above reported findings are consistent with findings from other data sources?

According to our "Year at a Glance Trend Report for the 2012-2013, 3rd, 4th and 5th grade interim math scores were below satisfactory. This negative trend was evident in the fall and winter interims leading up to 2013 FCAT.

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## Report Summary

### Scores By Section



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## AdvancED Assurances

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## 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.

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## 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"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- 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</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul>	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