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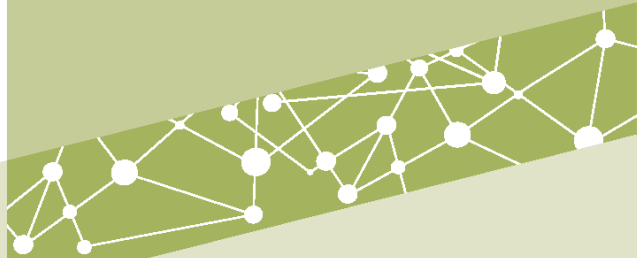
AdvancED®
Engagement
Review Report

AdvancED® Performance Accreditation

» Results for:

The School District of Palm Beach County
3300 Forest Hill Boulevard
West Palm Beach, Florida 33406

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Introduction

AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions that helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also is obtained through interviews, surveys and additional activities.

As a part of the Engagement Review, stakeholders were interviewed by members of the Engagement Review Team to gain their perspectives on topics relevant to the institution's learning environment and organizational effectiveness. The feedback gained through the stakeholder interviews was considered with other evidences and data to support the findings of the Engagement Review. The following chart depicts the numbers of persons interviewed representative of various stakeholder groups.

Stakeholders	Interviews	Poll Interviews	Total
Superintendent	1		1
System Leadership	24		24
Regional Superintendents	5		5
Instructional Superintendents	11		11
School Board		7	7
Parent/Community	127	81	208
School Leaders	133	132	265
Teachers	141	46	187
Students	230	53	283
TOTAL			991

Once all of the information is compiled and reviewed, the team develops the Engagement Review Report and presents preliminary results to the institution. Results from the Engagement Review are reported in four ratings represented by colors. These ratings provide guidance and insight into an institution's continuous improvement efforts as described below:

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards

Color	Rating	Description
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

AdvancED Continuous Improvement System

The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions. AdvancED identifies three important components of a continuous improvement process and provides feedback on the components of the journey using a rubric that identifies the three areas to guide the improvement journey. The areas are as follows:

Commitment to Continuous Improvement	Rating
The institution has collected sufficient and quality data to identify school improvement needs.	Exceeds Expectations
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Exceeds Expectations
The institution demonstrates the capacity to implement their continuous improvement journey.	Meets Expectations

Continuous Improvement Journey Narrative

The District Superintendent greeted the Engagement Review Team with a message stressing the importance of professional peer review to support continuous improvement in the School District of Palm Beach County (SDPBC). System leadership recognizes the value of feedback and offered total support to the Engagement Review process. In this narrative, a snapshot of the system continuous improvement processes is provided to support the overall conclusion of the Team that the system has implemented a powerful systemic, strategic and data-driven plan to support increased student learning. In fact, as announced during the review, district graduation rates that rose to 90% provide evidence of early success of one of its goals. This is a noteworthy accomplishment when realizing the plan is only in its second year of implementation.

The introductory message of the Superintendent profiled the continuous improvement processes which began in the system two years ago. In 2015 the Board of Education and system leaders began an intensive self-study to inform its improvement planning processes. Underlying the development of its strategic plan was a strong commitment to data collection, analysis, and application to provide a "laser-like" focus on system needs. Data sources were identified to reflect social, economic, and geographic needs of all stakeholders. All stakeholders were represented in data collections through the use of perception and experience surveys, "Learning and Listening Tours," and community advisory meetings. Educational research groups (i.e., The Educational Research Service and the Steinhart School of New York) provided research-based data related to organizational effectiveness and equity. The four district regions and each individual school conducted surveys and meetings with stakeholders to inform the data collection process. Student engagement and achievement data were compiled and disaggregated.

Through its careful selection of multiple data sources, commitment to inclusion of all stakeholders, and careful analysis of results, the system was able to move forward to carefully plan for improvement. A five-year Strategic Plan was developed to provide a clear, concise, and comprehensive direction for all system initiatives in support of its mission and vision. "Growing Strong" became the focus of its plan to provide "more of everything you want for your child" within each school.

The overall structure of the plan reflected the extensive focus on data analysis by all stakeholder groups. Four primary goals were determined to include:

- Increase reading on grade level by 3rd grade
- Ensure high school readiness
- Increase high school graduation rate
- Foster post-graduate success

To further support these goals four themes and 19 improvement initiatives were adopted with a plan for implementation and evaluation. While the comprehensive nature of the Strategic Plan is noteworthy, it is through its implementation that a *"Culture of Excellence"* has been achieved. A Strategic Initiative Management (SIM) Process was developed to provide effective oversight, transparency, and accountability of the adopted initiatives. Central to the SIM process was the development of mechanisms to provide for the systemic and systematic review of multiple relevant data sources to measure the initiatives, inform future planning, and provide student achievement information.   A unique and powerful data warehouse program known as Blender was developed to provide educational leaders with a comprehensive collection of data sources. Budget and transportation data are compiled. Student and school demographic data are available. Content area and grade level curricula, pacing guides and lesson plans are posted on Blender. Student formative and summative assessment data are compiled to provide for immediate feedback to identify and address individual student needs. Collaborative team time is planned in the schedule of each school to provide time for collaborative teams to analyze student data and make immediate instructional decisions to support student learning. Professional development opportunities are cataloged in the data warehouse. Principal dashboards are available to support student learning and instruction in each school. Dashboards are an important tool to support the supervision and evaluation processes in the system. Single School Culture Coordinators support Title I schools in data analysis and instruction. On-going stakeholder satisfaction surveys are administered to measure up-to-date accountability of implemented initiatives and informal audits are frequent and targeted to specific goals. Information gained from the administration of Interview Polls to leaders and to teachers indicate that data used to impact instruction are an expectation. Of the leaders who engaged in the Interview Poll (n=132), 76% responded that they expected quality teaching to be characterized by using data to differentiate instruction. Of the teachers interviewed (n=81), 56% indicated that they were expected to use data to differentiate and guide instruction.

AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Point values are established within the diagnostic and a percentage of the points earned by the institution for each Standard is calculated from the point values for each Standard. Results are reported within four ranges identified by the colors representing Needs Improvement (Red), Emerging (Yellow), Meets Expectations (Green), and Exceeds Expectations (Blue). The results for the three Domains are presented in the tables that follow.

Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction, the effectiveness of governance and leadership to enable the institution to realize its stated objectives, the ability to engage and involve stakeholders in meaningful and productive ways, and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The system commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.	**Meets Expectations**
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the system's purpose and desired outcomes for learners.	**Exceeds Expectations**
1.3	The system engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	**Exceeds Expectations**
1.4	The governing authority establishes and ensures adherence to policies that are designed to support system effectiveness.	**Exceeds Expectations**
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	**Exceeds Expectations**
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	**Emerging**
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.	**Meets Expectations**
1.8	Leaders engage stakeholders to support the achievement of the system's purpose and direction.	**Exceeds Expectations**
1.9	The system provides experiences that cultivate and improve leadership effectiveness.	**Exceeds Expectations**
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	**Exceeds Expectations**
1.11	Leaders implement a quality assurance process for its institutions to ensure system effectiveness and consistency.	**Meets Expectations**

Learning Capacity Domain

The impact of teaching and learning is the primary expectation of every system and its institutions. The establishment of a learning culture built on high expectations for learning, along with quality programs and services, which include an analysis of results, are all key indicators of the system's impact on teaching and learning.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the system.	**Meets Expectations**
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	**Meets Expectations**
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	**Exceeds Expectations**
2.4	The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences.	**Needs Improvement**
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	**Exceeds Expectations**
2.6	The system implements a process to ensure the curriculum is aligned to standards and best practices.	**Exceeds Expectations**
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the system's learning expectations.	**Exceeds Expectations**

Learning Capacity Standards		Rating
2.8	The system provides programs and services for learners' educational future and career planning.	**Exceeds Expectations**
2.9	The system implements processes to identify and address the specialized needs of learners.	**Exceeds Expectations**
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	**Exceeds Expectations**
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	**Exceeds Expectations**
2.12	The system implements a process to continuously assess its programs and organizational conditions to improve student learning.	**Exceeds Expectations**

Resource Capacity Domain

The use and distribution of resources align and support the needs of the system and institutions served. Systems ensure that resources are aligned with its stated purpose and direction and distributed equitably so that the needs of the system are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The system examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, and system effectiveness.

Resource Capacity Standards		Rating
3.1	The system plans and delivers professional learning to improve the learning environment, learner achievement, and the system's effectiveness.	**Meets Expectations**
3.2	The system's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	**Exceeds Expectations**
3.3	The system provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	**Meets Expectations**
3.4	The system attracts and retains qualified personnel who support the system's purpose and direction.	**Exceeds Expectations**
3.5	The system integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	**Exceeds Expectations**
3.6	The system provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the system.	**Exceeds Expectations**
3.7	The system demonstrates strategic resource management that includes long-range planning and use of resources in support of the system's purpose and direction.	**Exceeds Expectations**
3.8	The system allocates human, material, and fiscal resources in alignment with the system's identified needs and priorities to improve student performance and organizational effectiveness.	**Exceeds Expectations**

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

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Classroom observations are conducted for a minimum of 20 minutes. Results from eleot are reported on a scale of one to four based on the degree and quality of the engagement.

eleot® Observations	
Total Number of eleot® Observations	**438**
Environments	**Rating**
Equitable Learning Environment	**2.99**
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.77
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.34
Learners are treated in a fair, clear and consistent manner	3.46
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	2.39
High Expectations Environment	**3.06**
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	3.12
Learners engage in activities and learning that are challenging but attainable	3.25
Learners demonstrate and/or are able to describe high quality work	2.79
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	3.05
Learners take responsibility for and are self-directed in their learning	3.07
Supportive Learning Environment	**3.32**
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.23
Learners take risks in learning (without fear of negative feedback)	3.22
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.40
Learners demonstrate a congenial and supportive relationship with their teacher	3.42
Active Learning Environment	**2.90**
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	3.00
Learners make connections from content to real-life experiences	2.69
Learners are actively engaged in the learning activities	3.22
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.69
Progress Monitoring and Feedback Environment	**2.87**
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.70
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.21
Learners demonstrate and/or verbalize understanding of the lesson/content	3.08
Learners understand and/or are able to explain how their work is assessed	2.50
Well-Managed Learning Environment	**3.36**
Learners speak and interact respectfully with teacher(s) and each other	3.48
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.47
Learners transition smoothly and efficiently from one activity to another	3.19
Learners use class time purposefully with minimal wasted time or disruptions	3.29

eleot® Observations	
Total Number of eleot® Observations	**438**
Environments	Rating
Digital Learning Environment	**1.88**
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.17
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.86
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.61

eleot® Narrative

Over the course of the three day review, 438 classrooms were observed using the Effective Learning Environment Observation Tool (eleot®). All Team members were certified in the use of this instrument. Classroom observations were conducted with a minimum of 20 minutes dedicated to each of the classrooms visited. These efforts allowed the Engagement Review Team to observe over 146 hours of instruction across all grade levels, academic areas, and in 46 of the system's schools.

The process for selecting schools for on-site reviews was an extensive process on the part of the Lead Evaluator with support from the school system. Comments from the Superintendent and the Chief Academic Officer indicated that they felt the schools selected were highly representative of the school system. With the large number of schools from which to select, the process was clearly defined to assure that schools selected

- Reflected the diversity of the school system with respect to
    - Socioeconomic status
    - Geographical location
    - Grade structure
- Had not been selected for onsite reviews during the last Review.

Of the 46 schools selected, 12 of these were "unannounced" visits which means that they did not get notice of the specifics of the onsite reviews until just prior to Team arrival. Thirty-four schools had previous notification of their selection.

Specific scores for each of the learning environments described in the chart above are on a four-point scale. The rubric used by this process is defined as:

> 4-Very evident
> 3-Evident
> 2-Somewhat Evident
> 1-Not observed

It is to be noted that the "snapshot" approach of classroom observation used during this review is merely a picture of what was observed/not observed during the observation window.

During the course of the Engagement Review a number of Interview Polls were conducted with school and system leadership, teachers, parents, and students. Where applicable, information gained from these polls in support of the learning environments is also cited in this narrative. The data from these polls, as well as the Effective Board Governance Observation Tool data, were provided to the system leadership following the review for further study.

Following is a brief narrative for each of the seven learning environments. It is a summary of the findings of the Team based on the scores and discussions around each environment. Specific scores are reflected in the chart above to further enhance the understanding and provided the basis for these narratives.

A.   Equitable Learning Environment – 2.99

As the Team visited classrooms, learners appeared to have equal access to classroom discussions, activities, resources and support. Classrooms supported the concepts of a system rich in resources. All were print-rich, with student work displaced prominently. All students were treated respectfully and various cultures and ethnicities were respected. Students demonstrated positive behavior and were eager learners. The adults displayed genuine passion for their work and treated all learners in a fair and consistent manner.

With a few exceptions, the Team did not see differentiated learning opportunities for most students. Opportunities of differentiation were limited to certain class periods, seen most prevalent in those designated for intervention and support. Several elementary classes used small groups for instruction; however, the Team observed much of the same types of activities–rotations between similar activities involving worksheets.

One high school algebra class did have groups. As students rotated through the groups the level of rigor increased. The teacher circulated among the groups and spent most time with those students needing the most help.   In a middle school algebra class, students worked in groups and were able to select four different methods to solve a quadratic formula. Once solved, they talked about which of the methods seemed most appropriate for the problem they were solving.

Resources and manipulatives were seen to be used most in high-ability classrooms.

B.   High Expectations Learning Environment – 3.06

All classrooms had the learning expectations posted for students to be aware of their tasks. Teachers across the system appeared to be familiar with the Florida Standards and clearly communicated expectations to students. Students were actively engaged in activities and learning. The Team saw bell to bell instruction in each class observed and students demonstrated that they were aware of taking responsibility for their own learning.

Several high school classes had students that were being pushed to produce quality work. Students were self-directed and had rigorous coursework. In the high school Construction Academy, students were working with their teacher to construct a house for Habitat for Humanity. The recipients of the house are brought in to meet the students so that the construction is "personal," increasing the likelihood of producing quality work. Students in a biotechnology class were using a rubric as they researched AIDS and used the information to create a quilt. The students had the latitude to determine the subject and manner in which they creatively displayed their research.

Observations in the kindergarten classrooms revealed students taking responsibility for their own learning. Engagement was high as activities were challenging and fun. Higher order thinking was more about analyzing and attempting to apply information.

High levels of rigor were not consistently observed in all classrooms.

C.   Supportive Learning Environment – 3.32

The sense of community was evident in all schools visited. Administrators, teachers, support staff, parents and students appeared to be committed to supporting a positive, cohesive and engaged school community. Teachers at all levels seemed very supportive of learners in their classes, frequently checking in, asking questions, and providing support. Students were very comfortable in all learning environments. Students were observed taking risks and willing to provide answers or ask questions without fear of making a mistake. When working in groups, students were respectful of each other and offered support in accomplishing tasks. In a middle school television production class, students worked in teams on a project of their choice. All phases of the production were student-developed, with the teacher acting as facilitator of learning. The work products were professional and student groups took a great deal of pride in their finished results, yet could provide "next steps" to make their work better for the next project.

D.   Active Learning Environment – 2.90

High levels of student engagement were not clearly evident. In some classrooms, students engaged in collaborative learning activities, but this practice was not systemically prevalent.   The Team did not observe many students off-task. However, the linkages between the learning and real-life were limited to the examples already cited. Collaboration between and among groups in accomplishing or completing projects was more evident in some classes at the middle and high school levels. The relatively lower score in this environment provides additional support for the Improvement Priority described in this report.

In support of the need for system review, the two areas that were demonstrated at the lowest level among the four in this domain include the opportunities for learners to make connections from content to real-life experiences and the opportunities for them to collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.

E.   Progress Monitoring and Feedback Environment – 2.87

Several classrooms and schools demonstrated students responding to feedback positively and in a supportive manner. In high ability classes, students were able to verbalize understanding of lessons and had progress monitoring attached to standards mastery.

The chances for students at the elementary level to articulate their levels of understanding were not as prevalent as those at the middle and high school levels. Feedback between students and teachers was engaging; however, little was seen of students monitoring their own learning. Checklists and rubrics existed in a few classrooms, but were not evident for students to use in assessing their work. It could not be determined how or if students understood how their work was assessed.

F.   Well-Managed Learning Environment – 3.36

Students were very respectful to their teachers and to one another. Many classrooms transitioned between tasks and it was evident that students were accustomed to the process. Interactions between students, from student to teacher, and teacher to students were respectful. Whether in the classroom or the hallways, a culture of respect was apparent. One student was observed voluntarily pushing the wheelchair of another student. Double-down classes provided audio devices to make it easier for students to hear.

G.   Digital Learning Environment – 1.88

A variety of digital tools, including laptop computers, was available to students in the majority of classrooms observed. Each classroom had desktops and students had access to computer carts with laptops.   Most often, students were observed utilizing laptops or desktop computers to access educational software programs, such as i-Ready and Study Island. There was limited use of digital tools to use information for learning, working collaboratively, or conducting research.

Students in one second grade class were researching characteristics of coins and recording their findings. In high school classes students were using Quizlet for interactive learning games and Google Docs to collaborate on projects. Most CATE programs were using digital learning tools most effectively.

The system has engaged in the Google-Certified Educator program. Participating teachers receive laptop computer carts for their classrooms. Still, teachers across all grade levels were most seen using technology, as opposed to students.

Teachers (46) when asked the Interview Poll question "When would an observer most likely see students use technology in your classroom?" responded "Working on projects or presentations" (78%). Students (53) interviewed responded to this question with
- Work on projects (75%)
- Mostly to practice or make up work (47%)

- Look up something on the internet (49%).

Parents (81) interviewed with the question, "My child talks about using technology in class to…" responded
- Work on projects or presentations (75%)
- Do extra work or for help (52%).

The use of technology to support learning for all students received strong support from the Board as evidenced by the Governing Body Interview Poll results (all seven board members) for the question: "As a governing body member, I consider technology..."
- A requirement for our learners to be prepared for their next level of education or their careers (100%).

Findings

The chart below provides an overview of the institution ratings across the three Domains.
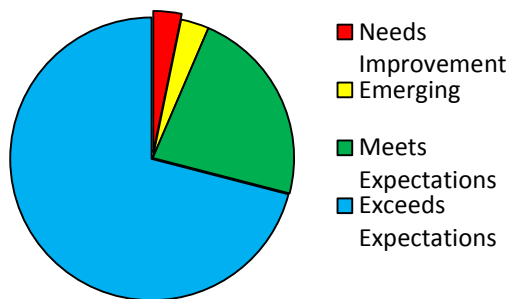
Rating	Number of Standards
Needs Improvement	1
Emerging	1
Meets Expectations	7
Exceeds Expectations	22

Powerful Practices

Powerful Practices reflect noteworthy observations and actions that have yielded clear results in student achievement or organizational effectiveness and are actions that exceed what is typically observed or expected in an institution.

Powerful Practice #1
The School District of Palm Beach County has developed and is implementing a powerful continuous improvement process that is yielding gains in student achievement, garnering strong support for the system and its initiatives and continues to support a Culture of Excellence. (Standards 1.2, 1.3, 1.7, 1.8, 1.11)

Primary Standard: 1.3

Evidence:
Information provided by the school system, validated by a review of documents, and interviews, indicate that a 90-day Entry Plan was started more than two years ago that included a series of "Listening and Learning Tours" to gather stakeholder input for a new School District Strategic Plan. During this process, more than 20,000 interactions with individuals and groups (including principals, school administrators, students, teachers, parents, employees, community members, churches and local businesses) contributed input at more than 34 public meetings. Students, parents, teachers, principals, and employees rated and prioritized issues with more than 8,000 responses to an online survey

The school system identified these four Long Term Outcomes (goals) that are further arranged around Strategic Themes. The goals are to:
- increase reading on grade level by third grade,

- ensure high school readiness,
- increase the high school graduation rate, and
- foster post-graduate success.

Strategic Themes
- Effective and Relevant Instruction to meet the needs of all students
- Positive and Supportive School Climate
- Talent Development, and
- High Performance Culture

The school system's Strategic Plan is now in its second full year of implementation. The alignment of system resources, personnel, curriculum and instruction to achieve the goals of the plan, is an ongoing process of continuous improvement implemented through an intentional system and structure. The evaluation of the effectiveness of each initiative is based on the deliverables listed in the initiative blueprints. An evaluation process was established to ensure initiative success. The school system developed a new Strategic Initiative Management (SIM) process, employing many industry best practices to drive stronger governance through focused, cross-functional oversight, greater accountability through clearly defined ownership for results, and increased transparency so all stakeholders understand the work, rationales, and expected outcomes.

The SIM process was implemented in July 2016 to ensure successful delivery of all 19 Strategic Plan initiatives throughout the duration of the plan's five-year time frame. Each Strategic Initiative has an Executive Sponsor and Owner. Each Executive Sponsor is a member of the Executive Cabinet. It is the primary responsibility of the Executive Sponsor and Owner to manage the initiative to ensure success. A detailed project plan that included work plan projections, milestone deliverables, performance indicators, proposed budget, identified interdependencies, and a stakeholder engagement plan was created by the initiative teams. The work plan drives the conversation at regular initiative team meetings, facilitated by the Owner. An oversight committee (SIM Council) provides guidance during the initiatives'

monthly reviews. Additionally, quarterly updates are presented to the School Board. The SIM Council consists of the Superintendent's Executive Cabinet, Strategic Plan Coordinator, all active Strategic Initiative Executive Sponsors and Owners. The purpose of the SIM Council is to conduct monitoring and initiative reviews ensure initiative success and system coordination. The SIM Council meeting is a required meeting that allows for a review of the identified active initiatives.

Data from the Leaders Interview Polls indicate that 95% believe that innovative practices at their institutions are encouraged as long as they align to some existing criteria.

Powerful Practice #2
The system implements processes to identify the specialized needs of learners, as well as gathers and analyzes assessment data from multiple sources to assess the learning progress of students. (Standards 2.9, 2.10 and 2.11)

Primary Standard: 2.9

Evidence:
During the interview with the academic leadership group, the system's curriculum warehouse (Blender) was presented. This instrument provided teachers with scope and sequences for all courses offered in the system, built-in formative assessments and lesson plans with hyperlinks to materials for student interventions.

Additionally, individual interviews with principals and teachers revealed a commitment from the system to provide built-in time within the schools' master schedules for professional learning communities (PLCs) to meet in order to review student assessment data and plan instruction. Master schedule reviews conducted by system personnel ensured this practice was systemic and deliberate. Further interview data revealed all principals were provided with a system developed data dashboard used to track student data from multiple sources. Stakeholder interviews also revealed all system schools, assisted by Student Assistance Teams, follow a Multi-Tiered System of Support (MTSS) Plan to identify specialized needs for learners.

In the various Interview Polls questions were posed as to how the schools or system shows that learning is a priority. Although the questions were phrased somewhat differently for each audience, the results below that gathered the highest percentage of responses are further evidence that the system has a student-centric approach.

How do your show students that learning is a priority?
Teacher Poll (46 respondents): Holding them responsible for their own learning (80%)
Leaders Poll (132 respondents): Frequently talking about student achievement (67%)

How do you know education is important at this school?
Student Poll (53 respondents): My teachers teach me to be responsible (58%)

How does the school demonstrate that student learning is a priority?
Parent Poll (81 respondents): Letting me and my child know how he/she is doing (70%).

Opportunities for Improvement

Opportunities for Improvement are those actions that will guide and direct institutions to specific areas that are worthy of additional attention.

Opportunity for Improvement #1
Implement with fidelity supervision practices, mentoring/coaching practices and professional learning opportunities that provide meaningful feedback to change teaching practice and to inform professional learning decisions. (Standards 1.6, 3.1 and 3.3)

Primary Standard: 1.6

Evidence:
Interviews with system and school leaders revealed inconsistent implementation of the teacher evaluation system across the system. System leaders reported that these processes and procedures are under review. The Engagement Review Team could not determine through interviews and evidence review that there were clear expectations as to how the results of classroom observations were being used and whether ongoing feedback and monitoring changed teaching practice.

Interviews with system leadership and school staff indicated limited feedback and structured opportunities for teachers to share their professional learning outcomes. The professional staff had a plethora of opportunities to participate in various workshops and online learning opportunities. The Team found the efforts did not appear to reflect a formal, research-based approach to these professional opportunities on a consistent and formalized level throughout all K-12 content areas and grade levels. There was a lack of a systematic approach in identifying specific professional development programs for staff and of a structured follow-up to determine the impact on student performance.

During interviews with staff, the Team learned that there is inconsistency with mentoring and coaching activities for teachers. The system has developed an online induction program for new staff members. There was no indication on the impact of the online induction program for new staff members. The Team also found that the system has not developed a formal and systematic process for coaching, mentoring, and supporting teachers. Some teachers have taken the initiative to offer assistance to new staff and some "new to the system" staff members have sought support from teachers within the school.

The intent of this Opportunity for Improvement is to explore whether program and organizational effectiveness is enhanced by clearly studying each of the initiatives to determine a positive impact on teaching and learning.

Improvement Priorities

Improvement priorities are developed to enhance the capacity of the institution to reach a higher level of performance and reflect the areas identified by the Engagement Review Team to have the greatest impact on improving student performance and organizational effectiveness.

Improvement Priority #1
Ensure that students have the opportunity to develop skills in innovation, collaboration and problem-solving through instructional strategies that are engaging and differentiated according to student need with an additional focus on the use of technology in support of learning. (Standard 2.2)

Primary Standard: 2.2

Evidence:
Classroom observations across the system indicated inconsistency in instructional strategies that engage students in meaningful activities. In some settings, students were highly engaged in problem-solving, collaboration and project-based activities. In some settings, students were given worksheets or spent the instructional period at their desks in fully teacher-directed lessons. Results from eleot® observations indicate that the Active Learning Environment scored slightly lower than most of the others. Although Standard 2.2 was rated as "Meets Expectations," this is a relatively low score compared to the number of Exceeds Expectations. Students interviewed with the Student Poll indicate that they "have worksheets to complete" (36%).

Students across the school system have access to a variety of computers and tools to improve their opportunities for learning. The Digital Learning Environment received a score of 1.88 which indicates the need for students to have more opportunities to use technology to gather, evaluate and use information for learning, to conduct research, solve problems, to create original works of learning, and to communicate and work collaboratively for learning. Student Interview Polls indicate that 47% of students said they used technology to practice or make up work.

The instructional climate of the school system and its focus on a Culture of Excellence indicate that the focus on instructional strategies as defined in this Improvement Priority will be welcomed and well-received. During the review, the Team talked with over 187 teachers in the schools. Of these 187, 46 teachers completed an Interview Poll. The data from this poll indicate that the teachers feel that the administration encourages the implementation of new instructional strategies (39%) and that doing so "keeps them excited about teaching" (67%).

Improvement Priority #2
Establish and implement a formalized and documented process that will ensure all learners develop positive relationships with an adult/peer on a regularly scheduled basis throughout their educational experiences. (Standard 2.4)

Primary Standard: 2.4

Evidence:
During interviews with system and school-based personnel and parents, a solid review of the schools' and system's Quality Factor (SQF) reports and a review of artifacts provided in the SQF, the Engagement Review Team was not able to verify a systemic process that ensures all learners have the opportunity to develop a positive relationship with an adult to support their educational experiences. In some of the schools with specific groups of students, programs of matching adults up with students are being implemented but it is not a system-wide initiative.

Students interviewed indicated that their teacher "cares about me" (42%), "knows my personal strengths and weaknesses in learning" (45%) and "helps me monitor my learning progress" (38%). There is a compelling family atmosphere across the system and it truly "feels small." The expectations for Standard 2.4 (The system has a formal structure to ensure learners develop positive relationships with and have adults/peers that support their educational experiences) is that this be a formalized system that is characterized by consistent implementation, a comprehensive regular evaluation of its effectiveness, availability for all learners and clearly documented.

Early Learning Engagement Reviews (66)

Prior to the onsite Engagement Review of January 28-31, 2018, Early Learning Reviews were conducted in each of the system's early learning campuses. A total of 66 such Reviews took place under the leadership of certified Early Learning Lead Reviewers. Teams visited each of the campuses and conducted classroom and environmental observations using the Environmental Rating for Early Learning (erel™) as well as reviewed and evaluated each of the 378 criteria that make up the Early Learning Protocol. Individual reports were crafted and have been provided to the institutions individually. Summary sheets of the findings of these reviews as well as the percent of criteria being met were provided to the Lead Evaluator for this Engagement Review. Team Members who were assigned to visit these schools as a part of the Engagement Review process had access to these individual reports to provide additional information about the schools visited and the context of their Early Learning programs in their light of their full academic program.

All institutions visited as a part of this Early Learning Review met/exceeded the requisite criteria for full Early Learning Accreditation through AdvancED. The school is recommended for accreditation if:

- All nine Required Criteria are rated as "Met,"
- At least 80% of the total Criteria are rated as "Met," and
- At least 80% of the age-specific Criteria are rated as "Met" for Infants, Infants and Toddlers, and Kindergarten.

In the School District of Palm Beach County, all institutions met the criteria for Early Learning Accreditation. The chart below summarizes this information.
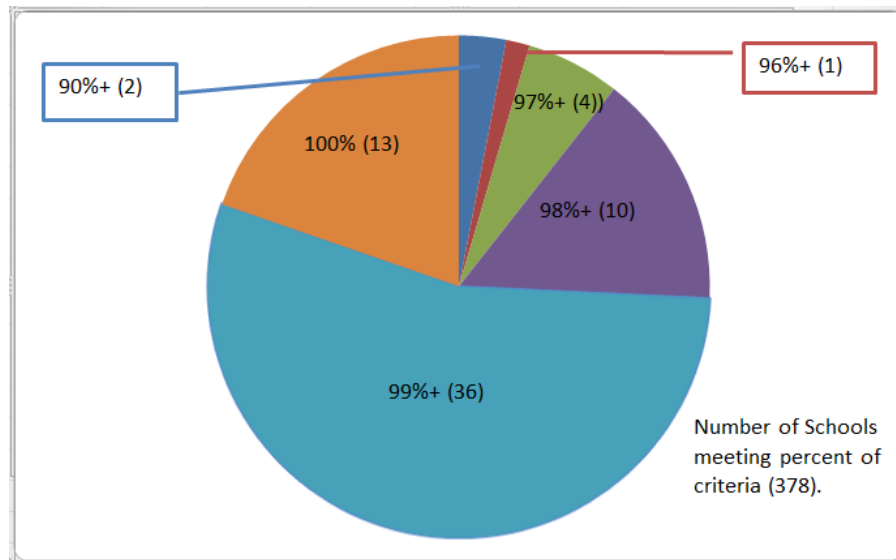
Results of Early Learning Reviews

School District of Palm Beach County School w/Early Learning Program Review (system review scheduled for Jan. 28-31,2018	Date of Review	Criteria Met	Percentage
Acreage Pines Elementary	10/2/2017	375/378	99.21%
Banyan Creek Elementary	11/14/2017	377/378	99.74%
Barton Elementary	11/13/2017	375/378	99.21%
Belle Glade Elementary	11/13/2017	369/378	97.62%
Belvedere Elementary	10/24/2017	375/378	99.21%
Benoist Farms Elementary	10/4/2017	373/378	98.68%
Berkshire Elementary	10/25/2017	377/378	99.74%
Boynton Beach High School	10/25/2017	378/378	100%
Cholee Lake Elementary	10/2/2017	373/378	98.68%
Citrus Cove Elementary	10/3/2017	376/378	99.47%
Clifford O Taylor/Kirklane Elementary	11/14/2017	378/378	100%
Coral Reef Elementary	10/25/2017	372/378	98.41%
Coral Sunset Elementary	10/24/2017	376/378	99.47%
Crosspointe Elementary	11/15/2017	377/378	99.74%
Crystal Lakes Elementary	10/23/2017	377/378	99.74%
Diamond View Elementary	10/25/2017	377/378	99.74%
Dr. Mary McLeod Bethune Elementary	10/24/2017	376/378	99.47%
Dwight D. Eisenhower	10/2/2017	377/378	99.74%
Elbridge Gale Elementary	11/13/2017	376/378	99.47%
Equestrian Trails Elementary	10/3/2017	378/378	100%
Forest Hill Elementary	11/15/2017	378/378	100%
Forest Park Elementary	10/4/2017	377/378	99.74%
Freedom Shores Elementary	11/15/2017	377/378	99.74%
Galaxy E3 Elementary	10/24/2017	378/378	100%
Glade View Elementary	11/13/2017	377/378	99.74%
Gove Elementary	10/24/2017	372/378	98.41%
Grassy Waters Elementary	11/14/2017	376/378	99.47%
Greenacres Elementary	11/13/2017	378/378	100%
Grove Park Elementary	10/25/2017	364/378	96.30%
H. L. Johnson Elementary	10/3/2017	375/378	99.21%
Hagen Road Elementary	10/23/2017	376/378	99.47%
Highland Elementary	10/23/2017	373/378	98.68%
Hope Centennial Elementary	10/3/2017	378/378	100%
Indian Pines Elementary	10/24/2017	377/378	99.74%
John I. Leonard High School	10/25/2017	378/378	100%
Kathryn E Cunningham/Canal Point Elementary	11/15/2017	375/378	99.21%
Lake Park Elementary	11/15/2017	342/378	90.48%

Lantana Elementary	11/13/2017	377/378	99.74%
Liberty Park Elementary	11/14/2017	376/378	99.47%
Lighthouse Elementary	10/4/2017	378/378	100%
Loxahatchee Groves Elementary	11/14/2017	376/378	99.47%
Manatee Elementary	10/23/2017	370/378	97.88%
Meadow Park Elementary	11/15/2017	376/378	99.47%
Northmore Elementary	10/3/2017	377/378	99.74%
Orchard View Elementary	10/23/2017	378/378	100%
Pahokee Elementary	10/2/2017	377/378	99.74%
Palm Beach Gardens Elementary	11/15/2017	376/378	99.47%
Palm Springs Elementary	11/14/2017	373/378	98.68%
Palmetto Elementary	10/25/2017	377/378	99.74%
Panther Run Elementary	10/23/2017	368/378	97.50%
Pine Grove Elementary	10/2/2017	378/378	100%
Pioneer Park Elementary	11/13/2017	373/378	98.68%
Pleasant City Elementary	10/24/2017	375/378	99.21%
Rolling Green Elementary	10/23/2017	378/378	100%
Roosevelt Elementary	10/4/2018	377/378	99.74%
South Grade Elementary	10/4/2017	367/378	97.09%
Starlight Cove Elementary	11/14/2017	341/378	90.21%
The Conservatory School	10/4/2017	376/378	99.47%
U. B. Kinsey/Palmview Elementary	10/4/2017	375/378	99.21%
Village Academy	10/2/2017	376/378	99.47%
Washington Elementary	11/15/2017	374/378	98.94%
Wellington Elementary	10/3/2017	377/378	99.74%
West Gate Elementary	10/2/2017	378/378	100%
West Riviera Elementary	11/13/2017	373/378	98.68%
Westward Elementary	10/3/2017	377/378	99.74%
Wynnebrook Elementary	11/14/2017	374/378	98.94%

Accreditation Recommendation and Index of Educational Quality™ (IEQ™)

The Engagement Review Team recommends to the AdvancED Accreditation Commission that the institution earns the distinction of accreditation for a five-year term. AdvancED will review the results of the Engagement Review to make a final determination, including the appropriate next steps for the institution in response to these findings.

AdvancED provides the Index of Education Quality™ (IEQ™) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity and the results of eleot classroom observations. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria.

Institution IEQ	360.66

Conclusion Narrative

The Engagement Review planning processes yielded quality opportunities for the Engagement Review Team to engage with all stakeholders in the system. Of the 170+ schools, 46 received an onsite visit by Team Members. Individual interviews were held with 40 principals from schools not visited by the Team. The total number of interviews (991), the hours spent in classroom observations (146) and the years of educational experience shared by the volunteer Team force (1,160) all should provide a high level of confidence in the findings as outlined in this Engagement Review Report. Interviews took the form of either personal/small group or individually administered Interview Polls. These Interview Polls allowed the Team to gather information around consistent and specific themes associated with continuous improvement and quality programs. The data derived from these Interview Polls have been shared with the Superintendent as well as the observation information gained using the Effective Board Governance Observation Tool to observe the system's recorded board meetings for August, September, October, and November, 2017.

The Team found significant information to support powerful findings in the areas of continuous improvement as described in the Commitment to Continuous Improvement Narrative and as defined as a Powerful Practice.

The impact of the two-year implementation of its Strategic Plan is reason for recognition. As it moves into the third year of implementation the system will want to consider strategies to further support its instructional improvement initiatives. The Team found areas of further study to include:
- Not all schools challenge each student to achieve the same high level of expectations and engagement. Differentiated instruction, student collaboration and problem solving were not found consistently system-wide. An Improvement Priority has been provided to address this area.
- Targeted professional development opportunities to focus on student engagement and differentiation will further support the existing focus on meet the needs of individual students.
- Expanded use by students of informational technology will support college and career ready and differentiated instruction initiatives.
- System teacher supervision and evaluation programs did not consistently result in increased student learning and improved instruction. An Opportunity for Improvement has been noted.
- Informal student advocacy programs were found; however, formalized student support structures were not in place to guarantee support for each student. An Improvement Priority has been outlined in this area.
- Additional emphasis on progress monitoring and program evaluation would further ensure that strategic goals, themes, and initiatives were implemented at optimal levels.

In a brief two-year timespan, the system has made great strides to gather its data, plan improvement initiatives, and strategically begin the implementation process. Through active stakeholder participation, an extensive array of relevant data sources and a shared commitment for excellence, a Culture of Excellence characterizes the continuous improvement processes in the system.

With a focus on each student, the system has successfully developed a "Feel Small" atmosphere where individual importance is emphasized within a large system. Student Interview Polls (n=53) indicated that 62% of the students feel like they have everything they need to learn and 53% chose as their response, "Every day is a good day." The system has made commendable strides, but, for the system, the journey to excellence continues. The Team wishes the system well as it continues its journey toward excellence.

Next Steps

The results of the Engagement Review provide the next step to guide the improvement journey of the institution in their efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on their current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:
- Review and share the findings with stakeholders.
- Develop plans to address the Improvement Priorities identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue your Improvement Journey

Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and eleot® certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
Dr. W. Darrell Barringer, Lead Evaluator	Dr. Barringer's educational career spans 42+ years. On June 30th, 2012, he retired from Lexington School District One in Lexington, SC after working there for 34 years. During that time, he served as an elementary principal for 29 years and had the privilege of opening two new schools. He has taught grades 2, 3, 4, 5, and 6, served as an Assistant Principal in addition to the Principal role. He has also served with SACS (AdvancED) since 1983 having chaired teams in a number of countries. His service has included schools, systems, digital learning institutions, corporations and Department of Defense Education Activity (DoDEA) schools. Dr. Barringer's BA is in Biblical Education from Columbia International University, MA (Elementary Education), his Ed.S. (Administration) and PhD (Elementary Education) are from the University of South Carolina. Dr. Barringer joined the AdvancED family officially on July 1st of 2012 as Director for AdvancED South Carolina. On July 1, 2017, Dr. Barringer became the Vice President for Engagement Services.
Dr. Dennis Holt, Associate Lead Evaluator	Dr. Holt has served as Supervisor of Secondary Social Studies and Driver Education for the School District of Hillsborough County, Florida, from September 2002 to present. He is responsible for teacher professional development and curriculum improvement for the 8th largest school district in the United States. Additional duties include coordination of AdvancED/Southern Association of Colleges and Schools (SACS) accreditation for the district, as well as responsibility for a wide range of district and community initiatives. Dr. Holt also teaches as an adjunct instructor at the University of South Florida.
Dr. Catherine Barnes	Dr. Catherine Barnes has worked with AdvancED for over 15 years. She has served as a Team Member and/or Lead Evaluator for Schools, Systems, Corporations, Early Learning Programs and Consortiums throughout the United States. Dr. Barnes has served the students and families of Duval County and Alachua County for over 25 years and currently serves as Executive Director of Schools supervising 30 district and charter schools as well as the early learning programs in Gainesville, Florida.

Team Member Name	Brief Biography
Jill Bramlet	Jill Bramlet is a retired elementary principal from Wheatland, WY where she served for 17 years. She received her Bachelor of Science degree in Elementary and Special Education from Black Hills University and her Master's degree in Education Leadership from the University of Wyoming. In addition to serving as an elementary principal, she has served as an Executive Coach and Project Coordinator for the Wyoming Center for Educational, Executive Director for the Wyoming P-16 Education Council, District Special Education Director, kindergarten teacher, and elementary special education teacher. Ms. Bramlet has served as a Lead Evaluator and team member on several system and school Engagement Review Teams throughout the United States. In addition, she has served as a School Lead and team member on numerous Department of Defense Engagement Reviews world-wide.
Lisa Brookins	Lisa Brookins has been in the education field for over 15 years. After achieving her Bachelors in Elementary Education she worked as an Elementary School teacher for several years before moving to the upper levels. At that time she decided to pursue a Master's degree in Educational Leadership. Since obtaining her Master's degree she has been the Assistant Director for Special Education and is currently the Assistant Principal at LaBelle High School in Hendry County Florida. She has served on four AdvancED Engagement Reviews.
Michael Bugenski	Mike Bugenski is a Lead Evaluator with AdvancED, a former teacher, central office administrator, ESA administrator, adjunct university professor and former AdvancED State Director in Michigan. He has worked as a consultant and instructional coach to schools and has served as the Associate Director for the Michigan School Administrator Association and directed a state-wide professional development program training prospective superintendents and principals across Michigan. He is completing his 50th year as an educator with degrees from Michigan State University and Eastern Michigan University. He has lead reviews for AdvancED in the Middle East, Europe and 12 states in the U. S.
Dr. Charles B. Dailey	Dr. Charles B. Dailey is a 30-year retired educator from the Lee County School District. He has served in various capacities that include Dean Of Students, Principal of Elem/Middle, Alternative High/Middle Schools, Community School, Coordinator of Desegregation and Director of Adult and Community School. He has been selected as Middle and High School Principal of the year and in 2012 he was selected as Administrator of the Year for the State of Florida from the Department of Education Adult and Community Education. Dr. Dailey has served with AdvancED for over 20 years as a Team Member, Lead Evaluator and Co-Lead Evaluator for District and School Reviews.
Larry Davis	Mr. Davis is a retired educator with over 38 years of experience. He has served as a teacher, coordinator of magnet schools, coordinator of vocational education, school administrator and 21 years as a principal before his retirement. He has served on Governor Bush's education task force for analyzing school grades, contributing author in Education World and received many awards and recognition for successful education experience. Currently, he is the principal of Seamark Ranch school for foster children in Clay County Florida. He has served in AdvancED for 23 years and has had the privilege of participating in over 45 visits to various schools/districts throughout the south.

Team Member Name	Brief Biography
Fatme Faraj	Fatme Faraj's academic preparation includes a Bachelor's Degree, Master's Degree in Bilingual/Bicultural Education from Wayne State University, Master's Degree in Educational Leadership from the University of Michigan-Dearborn, and a Reading Recovery Specialty from Western Michigan University. Fatme's educational career began in Dearborn in 1994. Her assignments entailed working closely with staff, students, families, and the community. She has served as a classroom teacher, reading recovery specialist, interventionist, coach, assistant principal, and principal. Fatme is currently the director of School Improvement and Leadership Coaching in Dearborn Public Schools. Her experience included serving as a co-chair for the AdvancED process in a K-8 school, hosting an external review visit for one of three Dearborn schools during the district accreditation in 2012, and presenting at the Michigan AdvancED conference in 2012 and 2017.
Milagros Fornell	Milagros Fornell is an educator who has had a powerful impact on her community, students, parents, and peers since her first day as a mathematics teacher in 1978. Throughout her 36-year career with Miami-Dade County Public Schools, she has served as school-site administrator, regional curriculum director, regional superintendent, Associate Superintendent/Chief Academic Officer and Chief of Staff. During her six years as Chief Academic Officer the district eliminated all F rated high schools, student performance increased on both state and national measures, participation in and performance on AP exams increased, graduation rates improved, and the district was awarded the Broad prize. Ms. Fornell earned a Bachelor's of Science degree in Mathematics Education and a Master's degree in Mathematics Education from Florida International University.
David Frankel	David retired in August, 2010 as a Technology Consultant from Wayne RESA (Regional Educational Service Agency located near Detroit, MI) which included working closely with local school district teachers and administrators in developing district wide technology plans and professional development programs. He is currently working with faculty at two local universities in the greater Detroit area teaching and designing online courses. He has been a classroom teacher, project coordinator, and currently reviews grants for the U.S. Department of Education, National Science Foundation, Fulbright Scholars, and Michigan Department of Education. He continues to learn different software programs and apps available for educators and students. Being retired, he has worked with school districts and organizations to design professional development programs and assist in the implementation of the Common Core.
Alisa Grace	Alisa L. Grace is a high school Assistant Principal in Seminole County Public Schools. She lives in Sanford, FL and attended Seminole County Public Schools. She holds a Bachelor of Arts Degree in Music (Rollins College), Master's Degree in Educational Leadership (Concordia University), and Specialist Degree in Curriculum and Instruction (Liberty University) and she is currently enrolled at Grand Canyon University in their Doctor of Education Organizational Development program. She is certified in Elementary Ed K-6, Exception Student Education K-12, Reading Endorsed K-12 and Educational Leadership K-12. She has taught Music K-5th, ESE Varying Exceptionalities (self-contained and full inclusion), and Reading Classes in the Orange County Public School System. She has served on AdvancED SACS-CASI review teams since 2010. Her favorite quote is "No One Rises to Low Expectations!" Teacher of the year 2013-2014.

Team Member Name	Brief Biography
Dr. Jennifer Horvath	Dr. Jennifer Horvath is the AdvancED Indiana Director. Previously she held the position of Associate Director for seven years. In those positions, she coordinated the accreditation and continuous improvement efforts for schools and systems in Indiana. She has provided professional learning for schools and school systems within Indiana and at various AdvancED conferences within the United States. In her position with AdvancED, she was engaged in the Training Development Team, and served as a Lead Evaluator for Schools and Systems throughout the country. Dr. Horvath has over 20 years of experience as a teacher, instructional coach, and administrator. She holds two Master's Degrees and a Doctorate in Leadership.
Hilda Irani	Hilda Irani has over 22 years of teaching experience within the Dearborn Public School System. She is currently an Instructional Coach for School Improvement and the Dearborn Teacher University. Her work for the Dearborn Teacher University provides professional development for all new hires to the district as well as oversees the district and state requirements for all new instructional staff. The other half of her position focuses on supporting school leadership teams as they work through the School Improvement Process. Before coming to central office, she was a middle school classroom teacher working with English Language students and as an elementary English Language Developmental Specialist. Hilda has completed a B.A. in Education from the University of Michigan-Dearborn, an M.A. in Bilingual Bicultural Studies from Wayne State University and is in the process of obtaining her K-12 Administrator Certification.
Dr. Peggy Johnson	Peggy Johnson is retired after 35 years in education. Dr. Johnson holds an EdD in Administration and Curriculum from Walden University. She also has her MA and BA in Education and Language Arts and is a National Board-Certified Teacher. Serving as Gifted Coordinator was a school leadership position that made a difference. Dr. Johnson has experience as an Advanced Placement teacher and college level English teacher and has served as a teacher leader and mentor for peers and university students. She has served on AdvancED Engagement Reviews as a Lead Evaluator and Team Member for many years, as well as serving on several local school review teams.
Peggy Kring	Peggy Kring is an experienced educator whose priority has been the improvement of teaching and learning leading to student success. She has held positions as principal, assistant principal, curriculum writer, reading specialist, and teacher at the elementary, secondary and junior college levels in Florida. As a school improvement specialist for the Florida Dept. of Education, Peggy supported school districts in northeast Florida in the areas of professional development, leadership, curriculum, instruction, assessment and systems. She has presented at local, state, and national conferences in the areas of reading, assessment, year-round school scheduling and autism. Peggy holds a B.A. degree in English from Boston College and a M.A. degree in Reading from the University of South Florida. For over 20 years, she has been a review team member for AdvancED and other accreditation organizations.

Team Member Name	Brief Biography
Dr. Dana Kriznar	Dr. Dana Kriznar is the Chief of Staff for Duval County Public Schools in Jacksonville, FL. Since beginning her career with Duval County in 1986, Dr. Kriznar has served as a secondary math teacher, assistant and vice principal, and principal at the elementary and secondary level, as well as starting the district's first virtual school. At the district level, Dr. Kriznar has served as both Executive Director and Assistant Superintendent prior to assuming her current role in the district. Dr. Kriznar holds a Bachelor's Degree in Mathematics from Iowa State University, a Master's Degree in Educational Administration and Supervision from the University of North Florida, and a Ph.D. in Educational Administration and Policy from the University of Florida. Dr. Kriznar has worked with AdvancED and previous accrediting organizations as a Team Member and/or Lead Evaluator for over 20 years.
Kathryn Leeper	Kathryn Leeper is an Assistant Principal in Pasco County, Florida in the 55th largest school district in our Nation for the last eight years. She is a leader in dropout prevention and school reform. She is currently an Assistant Principal at Land O' Lakes High School which was named one of America's Best High Schools by the Washington Post. While at Land O' Lakes High School, Kathryn has led the school in developing and implementing a Positive Behavior Support program that received national recognition in ASDC SmartBrief in November 2013. Kathryn began her career in Pasco County Schools in 1994 as a teacher, she taught head start, exceptional education, elementary, middle and high school students. In 2006, Kathryn became an Assistant Principal where she led the Graduation Enhancement and Guidance teams at three different high schools and increased graduation rates by 10%. Kathryn has served AdvancED as a team member and a lead evaluator at both the school and system level since 2006.
Dr. Catherine McDaniel	Dr. Catherine McDaniel is currently an adjunct professor for several universities in educational leadership, curriculum and instruction and has served as a Lead Evaluator and Field Consultant for AdvancED. She has 36 years in education with 20 years as a building level administrator. She began her educational career as a high school math and social studies teacher. She has also taught social studies at the 7th and 8th grade level. Her administrative background includes serving as an assistant principal at the middle and high school level as well as a building level middle school principal.
Dr. Cort McKee	Dr. McKee is retired, after working over 35 years in the field of education. His international experience includes work in Venezuela, France, and Spain, where he served as headmaster of the American School of Barcelona. US experience has been in Collier County Public Schools (Florida). Dr. McKee has worked as a bilingual classroom teacher, middle school teacher of the gifted, coordinator of Special Education programs, technology specialist and coordinator of professional development and school improvement. Upon retirement, Dr. McKee managed a Department of Education grant for three years. Additionally, he has worked as an educational consultant delivering training on facilitating effective meetings. Dr. McKee has many years of work with SACS, CITA, and AdvancED, serving as a team member and Lead Facilitator in the southern part of the United States, the Middle East, Latin America, Eastern Europe, and Asia. He was the 2010 AdvancED/SACS recipient of the Excellence in Education award for the State of Florida.

Team Member Name	Brief Biography
Christine McGuinn	Christine McGuinn serves as the Director of Education Projects & Quality Assurance for Academica, an Education Support/Services Provider to over a dozen charter school networks and including over 100 charter schools nationwide. Ms. McGuinn has worked in this role for the past 10 years. Ms. McGuinn served as charter school administrator, in the capacity of Principal, Mater Performing Arts & Entertainment Academy, a 400-student station, school-within-a-school; and prior to that as Vice Principal, initially Assistant Principal, of Mater Academy Middle and High Charter Schools, a secondary charter school campus, with approximately 3,600 student stations in a low-income, predominantly Hispanic neighborhood. Prior to working in charter school administration, she taught in inner city private and public schools for five years; worked at the School District Offices of Miami-Dade County Public Schools (M-DCPS) for more than eight years as an Educational Specialist in the Schools of Choice Office; and also, served as an Aide to the then M-DCPS School Board Chair. Mrs. McGuinn earned a Bachelor of Science Degree in Elementary Education, a Master of Science Degree in Reading K-12, and completed Specialist Degree Coursework in Educational Leadership, all from Florida International University. Ms. McGuinn maintains State of Florida Educator Certifications in Educational Leadership, Reading K-12 and Elementary Education 1-6. Over a span of 15 years, Ms. McGuinn has served on several AdvancED Engagement Reviews for many individual schools, several school districts and a variety of corporations.
Dr. Tina Mondale	Tina Mondale is currently an Ambassador for AdvancED in the Pacific US region as well as a Lead Evaluator for Digital Learning, School and Corporate Systems. She received her BS in Elementary Education, Master's in Curriculum and Instruction and EdD in Educational Leadership. Dr. Mondale served as a classroom teacher in the elementary and secondary levels before receiving her administrative credential. She created and delivered professional development for teachers and administrators in her role as Instructional Technology Specialist at Southern Oregon Education Service District. As part of a 13-district team, she developed and served as the first principal of Oregon Online, a regional 9-12 online program. Most recently, Dr. Mondale served for 12 years as a School Improvement Director in Southern Oregon overseeing curriculum, professional development, federal programs and school and district improvement. Dr. Mondale also works with districts across the state as a systems improvement coach. She has served as a team member and lead evaluator for NW Accreditation/AdvancED for 12 years.

Team Member Name	Brief Biography
Carmen Pough Banks	Carmen Pough Banks is an educator who has taught on the secondary and post-secondary levels and has now retired from the SC Department of Education. Carmen has served as a secondary teacher as well as a post-secondary adjunct professor. Mrs. Banks has a Master's in Education degree and has strong curriculum development experience and is noted for her successful work with adult learners. As a career educator and seasoned presenter, she continues to provide staff development and coaching for selected schools within the state. Her experiences have included developing and monitoring a system of external review audits for schools designated as below average; monitoring statewide teams performing on-site visits and reviews of schools designated as unsatisfactory; conducting training for teams performing external and internal audits using three focus areas (leadership and governance, curriculum and instruction and professional development); and working with federal and state legislation and translating this into operational procedures. She has been an accreditation specialist for AdvancED for 10 years, serving as a team member, team lead and is now certified as an Early Learning Lead Evaluator.
Donna Richardson	Donna Richardson currently serves as the School Quality Specialist, AdvancED North Carolina. She previously served as a high school and middle school principal with Cumberland County Schools, Fayetteville, NC. Prior to becoming an administrator she taught high school mathematics and computer programming as well as online courses. In January of 2011 Donna retired from the public school system of North Carolina and later joined the staff of AdvancED. Donna holds a Bachelor's Degree in Mathematics with an add-on certification in Computer Programming and a Master's Degree in Educational Administration. Donna has served as both a team member and Lead Evaluator for schools, preschools, distance learning institutions, and districts. The majority of her time is spent serving the schools and districts in the eastern part of North Carolina as well as working with review teams across the state.
Maureen Ryff	Mrs. Maureen Ryff is a retired secondary school social studies instructor and administrator. Mrs. Ryff holds a Bachelor of Arts degree in American History and French and a Master's Degree in Political Science from the University of Wyoming. Her administrative endorsements include principal for grades K-12 and curriculum director. Mrs. Ryff taught social studies and French for 30 years at the middle and high school levels and served as a high school principal for 10 years. She earned several awards for excellence in education. She serves on the board for the Wyoming Academic Decathlon. She is a member of the Wyoming AdvancED State Council and serves as a Lead Evaluator for AdvancED. She has served on numerous school and system Engagement Review Teams in the United States and overseas.
Angie Schexnaider	Ms. Angie Schexnaider is the President/Business Co-Owner of The Goddard School of Ashburn @ Belmont Greene in Virginia. Previously she was employed with the Fairfax County Public Schools and retired with over 30 years of service in Fairfax County, Virginia and other public and private schools in the States. Part of her teaching experience was teaching in American schools abroad. She earned her degree in education and continues to work with families, teachers, and children in improving early childhood learning at her school and working with AdvancED as a team member.

Team Member Name	Brief Biography
Dr. Maria Sells	Dr. Maria Sells is the Vice President of Improvement Services for AdvancED. In this role, her primary responsibility is to lead, manage, monitor, support, and ensure the quality of the implementation of current and future education improvement work conducted under state, district, local education agency and other contracts. Another key function is providing leadership, working with AdvancED's regional and state offices, for all intensive support and improvement services (e.g., Diagnostic Reviews, Leadership Assessments, Early Intervention Services, Focused Engagement Reviews, Progress Monitoring Reviews, Board Governance support). She completed her Ph.D. in Education Administration at Indiana State University and holds administrative licensure for Superintendent, Elementary Supervision, Secondary Supervision, and Director of Special Education. In addition, Dr. Sells has experience as an adjunct professor in the School of Education Leadership at Indiana Wesleyan University. In this role, she teaches online and hybrid courses covering curriculum development, action research, school culture, resource management, and principal preparation internships.
Dr. Agnes Smith	Dr. Agnes E. Smith recently retired as an associate professor in the Department of Leadership and Teacher Education at the University of South Alabama. She taught graduate courses in instructional leadership, mentoring, and curriculum development. Prior to her work at USA, Dr. Smith was principal of a Grades K-8 school in Baldwin County, Alabama. She is the author of numerous articles related to instructional leadership, and she is co-author of a case studies book entitled *"Case studies in 21st century school administration: Addressing challenges for educational leaders."* Dr. Smith's research centered on factors that sustain effective local school leadership.
Toni Stivender	Mrs. Toni Stivender is a retired teacher and administrator who spent 45 years in education. She is currently contracting with the School Board of Highlands County to work with beginning teachers during their first year and plans to continue her work with AdvancED. Her work with AdvancED began in the late 90's and she has seen many changes in the process over the years. It has been a rewarding experience for her and the best hands-on professional development she has experienced. During her work as an educator, she worked at elementary, middle, high school levels as well as an adjunct instructor at the community college. She was a teacher at all levels and an administrator at the middle and high school levels. Mrs. Stivender earned her Bachelor's Degree from FSU and her Master's Degree from USF.
Rhonda Vickers	Rhonda Vickers has been involved in education for 22 years having served as an elementary classroom teacher for 5 years, a middle school classroom teacher for 5 years and a high school teacher for 10 years. She has also served as a coordinator for Adult Education in Lee County. She served on her first review for AdvancED in 2007. Currently she is a push-in teacher at Cypress Lake High School in Lee County, Florida. She holds a Bachelor of Science degree in Physical Education and a Master's degree in Educational Leadership.

Team Member Name	Brief Biography
Dr. Tessy Visiedo Villaverde	Dr. Tessy Visiedo Villaverde is a retired administrator from the Miami-Dade County Public Schools where she served the MDCPS for over 20 years as an educational leader and administrator. She was also principal for several private schools. During her tenure as principal of the Shelton Academy, she was instrumental in the AdvancED and AISF accreditation process. Dr. Villaverde was also the founder and principal of InterAmerican Military Academy, a private school located in the Miami area. She founded and developed Academia Militar del Caribe located in Santo Domingo, Dominican Republic and has served as a curriculum and accreditation consultant for several organizations. She has served as Accountability and Accreditation Specialist for the Roig Academy and Villa Preparatory Academy, both located in Miami-Dade County. Dr. Villaverde was instrumental in the Roig Academy acquisition of full accreditation under the AdvancED requirements. She also assisted with the establishment of curriculum expectations for a private academy located in Punta Cana, Dominican Republic.
Lesley Wangberg	Lesley Wangberg currently serves as the Lead Educational Advisor for the Wyoming Stewardship Project for Wyoming students in grades 2-5. She earned her B.S. in Elementary Education at Texas Tech University, with specialization in Early Childhood and Reading. Her graduate level work was done at University of Wyoming. She has served in a variety of educational roles at the local, state, national and international level for more than 40 years. Her most recent role was Managing Associate with edCount, LLC where she supported state departments of education, school districts and educators around the country in the implementation of federal and state statutes. Ms. Wangberg served as Interim Director, Standards and Assessment Division and State Director of Assessment at Wyoming Department of Education. Students in her classes have ranged from the pre-k through university level. She has served as a Lead Evaluator and as a team member on numerous AdvancED Engagement Reviews.
Gregory Watchinski	Mr. Gregory Watchinski is currently the Principal at Carolina Springs Elementary in Lexington, SC. Prior to that, he served as Assistant Principal at Carolina Springs, Student Services Coordinator at Spring Brook Elementary in Naperville, IL and as a classroom teacher for eight years teaching 2nd grade, 3rd grade, and 5th grade. He holds a Bachelor's Degree in Elementary Education, a Master's Degree in Curriculum and Instruction and a Master's Degree in Education Administration. He has worked with AdvancED for 11 years, serving on his first team in 2007 and has had the opportunity to serve on teams in multiple states as well as internationally.
Dr. Teresa Wright	Teresa Wright has 31 years of professional experience in education and is currently a director in the Elementary Leading and Learning Division of the School Board of Brevard County, Florida. In that position, she supervises 11 elementary school principals and is responsible for administering the school district Title I program. Dr. Wright holds a Doctorate in Educational Leadership and a Master's degree in Primary Education. Prior to her current position, she served as the Director of Early Childhood and Title I Programs (10 years), a school level administrator (10 years) and a classroom teacher (10 years). She has served on five AdvancED review teams and serves as the AdvancED primary contact for School Board of Brevard County. Dr. Wright is the co-author of an article published in the May, 2015 issue of *Young Children*, a peer-reviewed professional journal.

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About AdvancED

AdvancED is a non-profit, non-partisan organization serving the largest community of education

professionals in the world. Founded on more than 100 years of work in continuous improvement,

AdvancED combines the knowledge and expertise of a research institute, the skills of a management

consulting firm and the passion of a grassroots movement for educational change to empower

Pre-K-12 schools and school systems to ensure that all learners realize their full potential.