

ADEQUACY SITE VISIT



Fremont School District
Ellis Elementary School
October 4, 2016

Fremont School District Adequate Public Education Site Visit Report

Introduction

In accordance with RSA 193-E, the responses to the Adequate Public Education Input Based Accountability System (IBAS) Surveys submitted by Ellis Elementary School was reviewed.

Prior to the visit we:

- Reviewed the current status of any areas in the IBAS that require additional information;
- Noted any areas the principal or superintendent would like to have specifically reviewed;
- Identified key contacts at the school;
- Established a schedule of activities/interviews with school personnel;
- Distributed any preliminary forms or information including a list of visiting committee members.

The review of materials, as well as an on-site visit to Ellis Elementary School took place on October 4, 2016. As part of the visit we examined the following documents:

- District Policy Manual
- Employee Manual
- Staff Handbook
- Student/Parent Handbook
- Curriculum Documents
- Teacher Evaluation Documents
- Teacher Schedules
- School Schedule
- Emergency locations map
- School Map
- Staff Roster – showing Names and Positions
- Fire Inspection*
- Safety Inspection*
- Report Cards

*need to be uploaded to IBAS

Administrators were accommodating and welcoming, with materials for the site visit professionally prepared and thoughtfully presented. The school employs a secured entry

process, and the main areas of each are student centered and welcoming to community members. We conducted interviews with school administrators, school board members, teachers, student services, parents and students.

The Adequate Public Education Input Based Accountability System (IBAS) Surveys submitted by Ellis Elementary School presents fairly, in all material respects, the respective position of the schools in all areas for which they are accountable.

Commendations

- Student works are displayed throughout the building, and students express pride in their school, and feeling the sense of a small caring community.
- Parents report satisfaction with age appropriate communication around school events, and academic expectations. In addition, they say that teachers are approachable and accessible, and they too voice the sense of the positive aspects of a small, caring community.
- Teachers are appreciative of an administration that makes them feel empowered in making decisions, and they provide curriculum newsletters, communicate regularly with parents through e-mail, classroom specific newsletters, and text messages.
- Teachers also report the success of Professional Learning Communities in the school, and a supportive group of colleagues in designing and implementing curriculum, both horizontally and vertically.
- Curriculum documents that explicitly spell out in “I Can” statements, and illustrate the opportunities for home/school connections are an excellent example of education being a true partnership.
- A variety of intervention programs are available to assist students at various levels of academic need
- Teachers, students and parents all speak to the positive feeling of “family” throughout the building.

- A STEAM program that engages all 5th and 6th grade students for a full day, every fifth day of their schedule is an outstanding effort to engage students in hands on learning, and students love it!
- All groups cited the Unified Arts night as a wonderful event that was family oriented and featured student works.
- The School Boards development and use of a strategic plan to guide decision making and priority setting is commended

Recommendations

- There is much assessment data gathered through a variety of assessment mechanisms, both teachers and school board members express the need for more training in the use of, and analysis of, those data
- Continue the evolution of the Technology Plan as teachers state that they welcome more professional development and training in the use of technology so they may further advance the development of the digital artifacts for students.
- Contemplate utilizing digitally produced student artifacts as an illustration of student achievement to the greater community to expand on community outreach efforts.. This may help to address the Boards concern of how to build on community engagement.
- Keep up the good work!