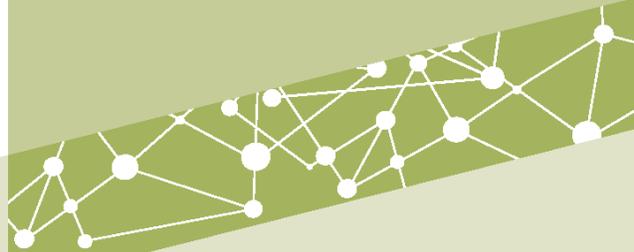


March 11-13, 2018

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# AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

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### Results for:

Manvel Public Schools  
801 Oldham Avenue,  
Manvel, ND 58256

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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.

Stakeholder Groups	Number
Leadership	2
School Board	3
Parents	8
Students 3-5	6
Students 6-8	8
Teachers	17
Support Staff	8
<b>Total</b>	

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
<b>Red</b>	Needs Improvement	Identifies key areas that need more focused improvement efforts
<b>Yellow</b>	Emerging	Represents areas to enhance and extend current improvement efforts
<b>Green</b>	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.	Emerging
Implications from the analysis of data have been identified and used for the development of key strategic goals.	Emerging
The institution demonstrates the capacity to implement their continuous improvement journey.	Needs Improvement

### Continuous Improvement Journey Narrative

Manvel Public School is a rural K-8 school with approximately 175 students. The school is new to the AdvancED Continuous Improvement process. Manvel Public School recently had their superintendent retire after forty years of working for the school district. MPS currently has a superintendent that has been there for two years and a principal that is in her first year as principal.

During the review, it was evident to the Engagement Review Team that student learning and safety of the students, both physically and social-emotionally, were priorities. That being stated, the team did not find evidence of a formal continuous improvement plan that is driven by the collection and analysis of data, though informal elements of school improvement were in place. Student assessment data being collected regularly through AimsWeb which guides the school’s RtI process assuring student growth.

The leadership team at Manvel Public Schools received this feedback and indicated they would begin the process of developing a continuous improvement plan. They are in the process of the review of the school’s mission and are including a variety of stakeholder to provide input in that process.

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

### Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services, and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Emerging

Learning Capacity Standards		Rating
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Emerging
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Meets Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Emerging
2.9	The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Emerging
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Emerging
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Meets Expectations

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so that the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Emerging
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Emerging
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Needs Improvement
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Needs Improvement

Resource Capacity Standards		Rating
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Needs Improvement
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Emerging
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Needs Improvement
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Emerging

## 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. 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	
<b>Total Number of eleot® Observations</b>	<b>16</b>
<b>Environments</b>	<b>Rating</b>
<b>Equitable Learning Environment</b>	2.39
Learners engage in differentiated learning opportunities and/or activities that meet their needs	1.56
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.31
Learners are treated in a fair, clear and consistent manner	3.25
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	1.44
<b>High Expectations Environment</b>	2.79
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.69
Learners engage in activities and learning that are challenging but attainable	3.31
Learners demonstrate and/or are able to describe high quality work	2.19
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.88
Learners take responsibility for and are self-directed in their learning	2.88
<b>Supportive Learning Environment</b>	3.19
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.25
Learners take risks in learning (without fear of negative feedback)	2.63
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.50

eleot® Observations	
<b>Total Number of eleot® Observations</b>	<b>16</b>
<b>Environments</b>	<b>Rating</b>
Learners demonstrate a congenial and supportive relationship with their teacher	3.38
<b>Active Learning Environment</b>	2.64
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.94
Learners make connections from content to real-life experiences	1.75
Learners are actively engaged in the learning activities	3.56
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.31
<b>Progress Monitoring and Feedback Environment</b>	2.50
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	1.94
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.0
Learners demonstrate and/or verbalize understanding of the lesson/content	3.0
Learners understand and/or are able to explain how their work is assessed	2.06
<b>Well-Managed Learning Environment</b>	3.25
Learners speak and interact respectfully with teacher(s) and each other	3.44
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.19
Learners transition smoothly and efficiently from one activity to another	3.25
Learners use class time purposefully with minimal wasted time or disruptions	3.13
<b>Digital Learning Environment</b>	1.77
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.06
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	1.56
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.69

## eleot® Narrative

The engagement review team conducted 16 classroom observations for a minimum of twenty-minutes each. Each teacher for Manvel Public School had a classroom observation conducted in their room. The overall score was a 2.68 on a four-point scale.

The highest rate learning environment was Well-Managed Learning (3.25) and Supportive Learning (3.19). The lowest areas were Digital Learning (1.77) and Equitable Learning (2.39).

The Well-Managed Learning environment was the highest rated environment and the Engagement Review Team observed this both in the classrooms and through observations and interview throughout the school. The learners spoke and interacted with both teachers and other students in a respectful manner. Learners also demonstrated they understood the expectations in the classrooms as they transitioned from one task to another smoothly to maximize classroom work and instruction time.

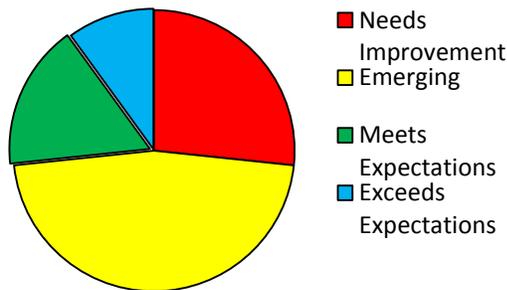
The Supportive Learning Environment was also rated as a higher learning environment. In classroom observation and confirmed in interviews with students and teachers, there is a strong sense of community that is revealed in supportive relationships and support to complete tasks successfully. Although this learning environment did score high, observations revealed that Manvel could improve in the area of learners taking risks in their learning without fear of negative feedback.

The lowest rated environment was the Digital Learning Environment. Manvel Public School has Chrome books for each student in grades 6 through 8 that they may take home and additional carts of Chrome books for the other grades to use at school. The team did see the Chrome books as well as technology in the classrooms, however, the team did not see students using the devices nor did they see many examples of teachers using technology. During interviews with teachers and students, they indicated that the interactive boards in the rooms were mostly used for projections and many teachers used them as white boards. The interviews also indicated that in most cases the primary use of technology was as a tool to gather information to support learning versus as a learning tool.

Equitable Learning Environment also was a lower rated learning environment observed by the engagement team. The team did not observe differentiation of instruction during classroom observation. Further interviews with staff, students and leadership revealed limited differentiation of lessons. It revealed that teachers analyze student data on standardized tests and will provide additional support but did not indicated differentiating learning opportunities or activities to meet the needs of students. The engagement review team also did not observe or gather from interviews evidence for students to develop empathy and respect for cultures and backgrounds

## Findings

The chart below provides an overview of the institution ratings across the three Domains.



Rating	Number of Standards
Needs Improvement	8
Emerging	14
Meets Expectations	5
Exceeds Expectations	3

## 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 Manvel Public School leaders engage stakeholders to support the achievement of their purpose and direction.**

**Primary Standard: 1.8**

**Evidence:** During the leadership interview, school board members stated that the community is a reliable support for the school in terms of, financial support as well as supporting events that take place at the school. There is a strong feeling throughout the community to support the school and students by doing whatever it takes. There is a parent and teacher organization that conducts school activities and events throughout the school year that engages staff, parents and community members. Through presentation and interview, it was found that the school engages stakeholders through the use of email, surveys, survey monkey, Facebook and newsletters. Parents stated at their interview that two way communication takes place through email, calling and

survey monkey. Students stated in their interview that learning is a priority at Manvel. Teachers, administration and students themselves have high expectations for learning and behavior. Teachers stated in their interview that they review student data every three weeks and implement interventions based on both formative and summative assessment data.

**Powerful Practice #2** Manvel Public School excels in utilizing a curriculum with high expectations that also monitor student learning and provide interventions for support.

**Primary Standard:** 2.9 (Additional Standards 2.5)

**Evidence:** Interviews with teachers indicated student data through AIMSWeb is reviewed every 3 weeks. Results were used by teachers to identify students in need of additional academic support and interventions. Leadership interviews revealed that special education teachers are a part of these collaborative meetings to help provide intervention strategies and also identify students that need to be referred for special services. Student interviews of grades 3-5 and 6-8 revealed students feel challenged by their teachers but supported if they have questions. Students knew how to find help from the teacher or classmates. Both teachers and students shared that they learn in order to be prepared for either the next grade level or for future jobs. Leadership also shared they are focused on ensuring students are prepared for the transition to high school and track how students perform academically. Teachers and leadership use the data to evaluate the rigor of their curriculum.

## 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** Manvel Public Schools must document a formalized comprehensive plan to develop a systematic, data-driven continuous improvement plan.

**Primary Standard:** 1.3 (Additional Standards 1.1, 1.6, 2.12)

**Evidence:** In discussions with various stakeholder groups it became clear that a formal and comprehensive continuous improvement plan has not been developed. The Manvel Public School has not systematically reviewed its policies, data, and goals in order to implement a process that would ensure clear direction for the future of the school. No evidence of a formal process to evaluate current practices was found. The mission statement was chosen with input from a variety of stakeholders, however it does not address student learning or beliefs about effective teaching.

**Improvement Priority #2** Manvel Public School Board must develop a code of ethics, procedures and policies. They may utilize existing current policies available from the North Dakota School Board Association.

**Primary Standard:** 1.4, (Additional Standards 1.5)

**Evidence:** A policy manual was provided to the Engagement Team, but the dates in the policies make reference

to outdate laws such as IDEA 1991 and some of the policies mentioned Century Codes that have been repealed. During the interviews with the school board, no mention of policy or procedures was stated as a guiding factor of what they follow in their meetings. During the interviews with the superintendent, he mentioned updating policies and procedures and that he kept the updated policies on his hard drive after the school board had approved the policy as there was not a procedure to follow. The code of ethics that was provided to the team had not been updated in for the past fifteen years.

**Improvement Priority #3** Manvel Public School should create and document a long-range plan tied to the institution’s purpose and direction that includes the following: strategic resource management, formalized mentor/induction program and professional development through outside resources such as conferences.

**Primary Standard:** 3.7 (Additional Standards 3.3, 3.4,)

**Evidence:** Lack of evidence and discussions with various stakeholder groups revealed that a formal and comprehensive long-range plan has not been developed. The Manvel Public School has not systematically reviewed its policies, data, and goals in order to implement a process that would ensure clear direction for the future of the school. While Manvel does not have a high turnover a staff, there is no formal or informal plan to retain teachers. MPS did not provide evidence of providing a mentorship program or professional development plan to develop their teachers or leadership. The engagement team did not find any evidence either written or through interviews to indicate how resources are allocated and educational priorities are organized.

## 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.

<b>Institution IEQ</b>	258.90
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## Conclusion Narrative

After the Engagement Review team concluded a review a evidence and artifacts provided by the school, interviews with leadership, staff, students, board and parents, and classroom observations, the team determined that Manvel Public Schools has a built a strong community that supports students both academically and social-emotionally. Each stakeholder group expressed the sense of family that Manvel Public School and the community have built. The staff made intentional actions to ensure that all students have an adult that care about them and is there to

help them and students expressed this understanding. Manvel Public Schools has extended the sense of family to include all staff. The leadership has included support staff in all communication and decision making. The support staff are included in the book studies they use for professional development. MPS has also built in a regular meeting to review data in order to provide additional support for those students not at benchmark.

Building positive relationships and incorporating a review of data are essential components to a school. A strong culture built on placing students at the center includes a plan for continuous improvement and a long range plan. The Engagement Team provided interrelated improvement goals that center on the creation of a continuous improvement plan, a long range plan and the development of policies for the school board to follow. Manvel Public Schools has not embedded organization improvement goals with a formalized and systematic continuous improvement plan. It is through this plan that all stakeholders set goals to constantly improve for tomorrow. Formal goals, based on multiple sources of data will keep the organization evaluating themselves for areas of need and area to base professional development on.

The school has invested in technology for the students. However, it was not evident that professional development has occurred to support the use of technology as a learning tool. The team noted that additional professional development for both technology to create an engaging learning experience and to learn about new instructional strategies must be a part of the continuous improvement plan in order to continue to reach new goals.

In conjunction with the development of a formalized continuous improvement plan, Manvel Public Schools needs to create a long-range plan to help support the goals of the school and the students. The long range plan would allow the school to have a systematic way to prioritize its needs with multiple stakeholder input as well as build the capacity of leadership, learning and resources. In creating this plan, the school board must have an active role in developing procedures and a code of ethics to support institutional effectiveness.

By addressing the Improvement Priorities in this report, Manvel Public Schools will take strides towards becoming a higher functioning school. The implementation of the priorities will be the foundation for growth and development of the school and stakeholders. It is encouraged that all stakeholders from staff to the school board work collaboratively to address improvement priorities.

## 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
<b>Sarah Crary</b>	Sarah Crary has been the principal of Shanley High School in Fargo, ND for four years. She is completing her doctorate May 2018 in PK-12 Educational Leadership. She previously earned a Master’s Degree in Educational Leadership and bachelor’s degree in Secondary Education Social Studies. She taught AP/Dual Credit Psychology, AP/Dual Credit US History and Modern US History at South High School in Fargo, ND for 7 years. She previously taught Social Studies Education at Lincoln High School in Stockton, CA.
<b>Kristine Dale</b>	Kristine Dale is currently the elementary principal at Midway Public School. She has taught grades preschool through 8 <sup>th</sup> grade, Title I and EL. She has been in education since 1994 and have taught in a one-room schoolhouse in Montana, Bullhead City, Arizona, and Grafton Elementary in Grafton, ND in addition to being at Midway Public School.
<b>Angela Brandt</b>	Angela Brandt is the Elementary Principal at Warwick Public School in Warwick, ND. She is a co-chair for our school leadership team as well as chair of the teacher evaluation committee. Before becoming a principal, Angela was a Pre-K teacher for eight years at Warwick and was an Instructional Coach for a year at Warwick. This is her twentieth year in education.
<b>Rachel Hoeckle</b>	While currently serving as a schoolwide Title coordinator, Rachel wears many other hats. She is an instructional coach, teacher mentor, on the school leadership team, and sneaks in an hour of classroom instruction each day. Her passion is teaching life skills to students through restorative practices, positive behavior supports, and social coaching. Rachel was a founding member of a thriving program, Bulldog Basics, which supplies food, clothing, and other basic needs to students and families in her largely poverty stricken district. This program also offers coaching to parents in areas of finance, parenting, and utilizing available community resources to build a better future. Prior to coming to Emerado Public School, Rachel was a classroom teacher, first year teacher mentor, and school improvement team member.



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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.

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