

Commission on Schools
State Accreditation Committee

"...advancing excellence in education through the process of accreditation"

March 17, 2010

Dr. Phil Meager, Principal
Hoover Elementary School
2323 Siskiyou Boulevard
Medford, Oregon 97504

Dear Principal Meager:

On February 25, 2010, Tina Mondale, Lisa Yamashita, Pamela Zaklan and Joe Frazier visited Hoover Elementary School for the purpose of validating the accreditation process of the Northwest Association of Accredited Schools (NAAS) and fulfill the requirement of a team onsite visit once every six years.

The attached comments and observations are a result of this visit.

The team would like to thank the staff at Hoover Elementary School for making the visitation pleasant and easy to conduct. Since this visit fulfills the requirement of having a visit once every six years, another visit will not be required until 2015-16. This visit will assure continued accreditation for the next 6 years; assuming that the school submits Annual Reports and that there are no deviations without corrective action plans.

If you have any questions, please feel free to contact either Dick Darst, Executive Secretary for the Oregon NAAS, at (503) 480-7210 or myself.

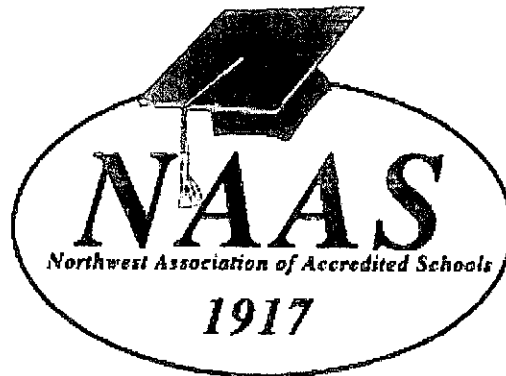
Sincerely,

A handwritten signature in black ink, which appears to read "Jerry Peacock". The signature is fluid and cursive.

Jerry Peacock, State Chair
Oregon Committee
Northwest Association of
Accredited Schools

The Northwest Association of Accredited Schools

Advancing the quality of education worldwide



The Evaluation Report for Elementary School Accreditation

Hoover Elementary School

Accreditation Review Visit

February 25, 2010

Northwest Association of Accredited Schools

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Northwest Association of Accredited Schools

The Evaluation Report for School Accreditation

Name of School: Hoover Elementary

School Administrator: Phil Meager

Mailing Address: 2323 Siskiyou Blvd, Medford, OR 97504

School Phone: 541-842-3750

School Fax: 541-842-8874

School E-mail: phil.meager@medford.k12.or.us

School Web Site: www.medford.k12.or.us

Date of Visit: 02/25/2010

Grades included in NAAS accreditation: K-6

Enrollment: 566

Grades	Boys and Girls
Grade 1	73
Grade 2	85
Grade 3	80
Grade 4	84
Grade 5	91
Grade 6	90
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
7-12 Total	

Response Team Roster

Chairperson(s)

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Team Members

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Name:
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Introduction

Purpose

Hoover Elementary School is seeking full/continued accreditation by the Northwest Association of Accredited Schools (NAAS) as a public elementary school. NAAS is one of the premier American education accrediting agencies that accredits over 1,770 public, private, and special category schools throughout the United States and internationally. NAAS offers accreditation systems to education providers around the world and is dedicated to increasing educational quality. The NAAS accreditation process establishes rigorous quality standards and validates the educational quality of schools through on-site reviews conducted by trained volunteer evaluators.

In addition to meeting rigorous standards, schools accredited by NAAS are committed to continual improvement through strategic planning and can be trusted to provide students with the educational services promised. NAAS accreditation provides worldwide recognition of each school's quality, accountability, and trustworthiness.

This document is the report of the response team conducting the visit for accreditation. The purpose of the on-site evaluation visit is to: 1) validate the completion and accuracy of the school's self-study; 2) verify that the school meets the NAAS standards; 3) facilitate development and implementation of an effective school improvement plan; and 4) provide commendations and recommendations to enhance the school's quality.

Evaluation

A response team was assembled by NAAS, which had extensive expertise in accreditation, school improvement, international education and American education. The team members have graduate degrees in education and many years of cumulative experience as educators and administrators.

The evaluation was based on NAAS standards and quality indicators. It utilized the school's mission and beliefs, as well as the quantitative and qualitative findings of the self-study. Evaluation activities and methods used included review of the self-study materials, classroom observations, and facilities. There were also individual and group interviews of teachers, administrators, parents and students. School records and documents were reviewed.

This report is prepared for the school to be used for its continuous improvement. Evaluation decisions were made by consensus, thus Likert ratings and evaluative commendations and recommendations were developed by the team and do not represent just one person's opinion. An oral report highlighting the commendations and recommendations was presented to administrators and steering committee members on the final visit day. This written report summarizes findings and offers commendations and recommendations. The school is encouraged to share the report with the school community, advisory board, and appropriate authorities.

The report provides a specific judgment on whether each indicator of each standard is met. Whereas not all quality indicators under each standard must be substantially met at the time of the review visit, the school must identify the needs and be working toward substantially meeting each indicator.

This report includes ratings and findings, as well as, commendations and recommendations. Ratings address the degree to which the school meets the standards and quality indicators. Findings are statements of fact that were observed or reported. Commendations are areas that the team identified as strengths or that exceed expectations. It is important for the school to maintain those strong points because they contribute to the overall quality. Recommendations refer to either the areas that need change or next steps for continuous improvement. Therefore, all schools receive recommendations. The number of recommendations in no way reflects the quality of the school. Sometimes the best school receives more recommendations because it is deemed capable of even higher levels of achievement.

Conclusions

The Response Team concurs with the findings of the self-study. The team's on-site evaluation confirmed that:

The self-study was appropriately conducted and well translated.

Yes No

The findings are accurate and valid.

Yes No

The planned improvement efforts are based on solid evidence.

Yes No

The improvement endeavors are worthy of devoting human and financial resources.

Yes No

The planned improvement efforts, if consistently implemented, are likely to produce improved student academic performance and enhance school quality.

Yes No

Reviewed and discussed the recommendations from last year's findings letter in regards to the Annual Report.

Yes No

In addition to review of the NAAS Standards for Accreditation the following items were explained and/or clarified:

1. The school is registered and licensed with the appropriate department of education, state, or government agency. Copies (in English) of licenses, certificates, and other documents were examined.
2. The dues structure of NAAS.
3. The due date of the annual report is October 15.
4. Site visits are required at least every six years thereafter.

Yes No

Yes No

Yes No

Yes No

THE RESPONSE TEAM RECOMMENDS FULL/CONTINUED ACCREDITATION? Yes No

Part 2 Self-Study

The response team verified the Self-Study. The team was impressed with the school's administrators' commitment to continually improve its programs and services and seek recognition of its successful programs. Schools that conduct thorough self-studies usually have accurately identified their strengths and areas needing improvement.

Dr. Meager has developed a philosophy of leadership based on what he knows to be true through his values and experiences as a principal. This is demonstrated through his leadership skills and his involvement throughout the school community to ensure staff, students and parents are engaged in the school's function and operation to support student success.

Dr. Meager's leadership skills permeate throughout Hoover School and are represented in the high level of knowledge and skills the staff demonstrates. It takes an accomplished educator to recognize, encourage and share the leadership of a school.

Hoover uses their site council to increase parent participation in educational decisions, to obtain buy in from stake holders, and obtain approval for changes in instruction to better server the needs of the students. In short, what school based teams were designed (but rarely do) to accomplish. When they have a practice that their evidence suggests is not supporting high student achievement, the principal uses his leadership and the support of his teams including site council, to make difficult decisions, secure in the knowledge that he has a critical mass of support, and when there are concerns about changes, he focuses on positive communications and opportunities for discussion.

PART 3 Comments, Commendations, and Recommendations

SPECIFIC COMMENTS IN REGARDS TO THE ANNUAL REPORT FINDINGS LETTER:

As a result of the visit, the Response Team determined that there were several commendations regarding the school and program and as well some recommendations for the school staff, administration and owners/stakeholders to consider during the next cycle of accreditation. These follow and represent both general impressions and some that are specifically related to the Standards for Accreditation. The school should make every effort to review each commendation and recommendation and put into place plans for celebration and/or prioritization for school improvement. The school is expected to report annually on its progress toward achieving those recommendations in the annual report in addition to being prioritized in the school's improvement plan.

GENERAL COMMENDATIONS:

Hoover Elementary School is to be commended for:

The site visit team listened to a wide range of school leaders over the course of the day. Teams from instructional improvement, library, technology, PBS, parent and student groups spoke about their roles and responsibilities as part of the Hoover community. These leaders spoke with a common vision and clear message about their work. The leadership teams at Hoover Elementary are to be commended for encouraging and growing an environment of shared leadership around the work of their school. It is clear that the focus is on helping all students reach their potential.

GENERAL RECOMMENDATIONS:

Hoover Elementary School needs to focus on the following:

Maintaining a balance of sustaining the comprehensive network of communication and support without overwhelming the staff and administration. In a climate of dwindling resources and growing needs, the leadership teams at Hoover should continue to monitor the demands placed on staff and carefully consider priorities in setting goals and action plans.

Part 4 The Standards

INDICATOR RATINGS BY THE EVALUATION TEAM

Rubric Language

Met: Evidence is clear, substantiated and available for review by school staff and others, including peer reviewers during an on-site evaluation process.

Substantially Met: Evidence is currently incomplete or not available for review. A reasonable explanation plus a plan to accomplish the indicator exists and is available for discussion by school staff and others, including peers reviewers during an on-site evaluation process.

Partially Met: Appropriate evidence is not currently available for review. A reasonable explanation for the rating exists. A process for planning to improve the indicator is identified and available for discussion by school staff and others, including peer reviewers during an on-site evaluation process.

Not Presently Met: No compliance with this indicator is evident, nor is evidence of planning to bring it into partial or substantial compliance available for review and discussion by school staff or others, including peer reviewers during an on-site evaluation process.

INDICATOR RATINGS BY THE EVALUATION TEAM

The following represents the Response Team's renderings on the Standards for Accreditation and whether in their collective judgment each respective indicator is being met.

CONSENSUS SELF-STUDY RESULTS

TEACHING AND LEARNING STANDARD

Guiding Principle: The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING

- 1.1 The school's mission statement and expectations for student learning are developed by the school community and are approved and supported by the professional staff, the school board, and any other school-wide governing organization.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 1.2 The school's mission statement represents the school community's fundamental values and beliefs about student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 1.5 The school uses indicators to assess the school's progress in achieving school-wide civic and social expectations.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 1.6 The school's mission statement, beliefs, and the school's expectations for student learning guide the procedures, policies, and decisions of the school and is evident in the culture of the school.
 Met **Substantially Met** **Partially Met** **Not Presently Met**

Commendations:

Hoover Elementary is to be commended for the high level of detail and coherence throughout the culture/mission statement/core values. Clear and common language was used throughout school community to describe Hoover's mission and core beliefs.

Hoover School's focus on student achievement and school-wide expectations are represented in the shared vision to; "Focus on what it takes to make every child that walks in our doors a success." This is demonstrated through the staff's involvement in Positive Behavior Support, teaching school wide procedures to all students, acknowledging students with positive behavior rewards and student recognition assemblies by Dr. Meager and the student council. Hoover is to be commended for their monthly PBS assemblies which acknowledge positive student achievements and focus on areas of growth for safety.

Hoover staff are to be commended for the wide spread communication of vision, goals and expectations to their school community. Students are informed of school rules, procedures and expectations via a student/parent handbook. Not only are the school's rules included in this manual, but the bus company and district related procedures and policies are included as well. All parents receive a handbook at the beginning of the school year. Hoover's website is exceptional and provides another source of information for parents to learn about the school's activities. The website has proven to be an attraction for parents new to the area.

TEACHING AND LEARNING STANDARD

Guiding Principle: The curriculum including coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the commitment and involvement of the professional staff to a comprehensive, ongoing review of the curriculum.

2. CURRICULUM

- 2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.2 The curriculum is aligned with the school-wide academic expectations and ensures that all students have sufficient opportunity to achieve each of those expectations.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.3 The written curriculum:
- a. prescribes content;
 Met **Substantially Met** **Partially Met** **Not Presently Met**
 - b. integrates relevant school-wide learning expectations;
 Met **Substantially Met** **Partially Met** **Not Presently Met**
 - c. includes subject-specific learning goals;
 Met **Substantially Met** **Partially Met** **Not Presently Met**
 - d. suggests instructional strategies;
 Met **Substantially Met** **Partially Met** **Not Presently Met**
 - e. suggests assessment techniques including the use of school-wide expectations for student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.4 The curriculum engages all students in inquiry, problem-solving, and higher order thinking as well as providing opportunities for the authentic application of knowledge and skills.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.6 The school provides opportunities for all students to extend learning beyond the established curriculum and the school campus.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.7 There is effective curricular coordination and articulation between and among all academic areas within the school, and if applicable with other schools in the district.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.8 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the effective implementation of the curriculum.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.9 The professional staff is actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and subject-specific learning goals.
 Met **Substantially Met** **Partially Met** **Not Presently Met**

- 2.10 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.11 Professional development activities support the development and implementation of the curriculum.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.12 The program of studies meets the requirements of the state, ministry, or governing organization, as applicable.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.13 A record that documents the results of all students' performance is maintained.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.14 The school has a written policy statement concerning the selection of educational materials.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.15 The instructional materials are selected to support the specific objectives of the individual subjects as well as the school's overall mission and goals.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.16 The materials provided to the student are adequate to meet the subject goals.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.17 The reading level of the materials is appropriate to the reading-level competence of the students.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.18 The materials are up-to-date.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.19 Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.20 Lessons and examinations are graded promptly and the results communicated to the students and their parents/guardians.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 2.21 Student (parent/guardian) inquiries are answered promptly and satisfactorily.
 Met **Substantially Met** **Partially Met** **Not Presently Met**

Commendations:

Hoover Elementary is to be commended for creating a culture and climate of continual progress. Their intent is clear, "help every student to succeed at the highest level possible." Their teams are focused on and dedicated to making this happen. They clearly analyze their data frequently and are constantly looking for areas of highest need. They take these areas to parent groups and get feedback from all stakeholders. They then begin the process of looking for the best curriculum to meet those needs. In many areas they have succeeded and within the last 8 years has become an "exceptional" school.

Recommendations:

It is recommended that Hoover teacher teams continue their work on curriculum alignment across grade levels and disciplines.

TEACHING AND LEARNING STANDARD

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

3.1 Instructional strategies are consistent with the school's mission statement and expectations for student learning.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.2 Teachers use a variety of instructional strategies to:

a. personalize instruction;

Met **Substantially Met** **Partially Met** **Not Presently Met**

b. make connections across disciplines;

Met **Substantially Met** **Partially Met** **Not Presently Met**

c. engage students as active learners;

Met **Substantially Met** **Partially Met** **Not Presently Met**

d. engage students as self-directed learners;

Met **Substantially Met** **Partially Met** **Not Presently Met**

e. involve students in higher order thinking strategies;

Met **Substantially Met** **Partially Met** **Not Presently Met**

f. provide opportunities for students to apply knowledge or skills;

Met **Substantially Met** **Partially Met** **Not Presently Met**

g. promote student self-assessment and self-reflection;

Met **Substantially Met** **Partially Met** **Not Presently Met**

h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.6 Technology is integrated into and supportive of teaching and learning.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.7 Library information services are available to students and faculty and utilized to improve teaching and learning.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.8 The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.

Met **Substantially Met** **Partially Met** **Not Presently Met**

3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.
Met Substantially Met Partially Met Not Presently Met

Commendations:

Instruction as evidenced at Hoover Elementary School is not a static part of the school but an ever changing and dynamic standard, that requires finesse and constant communication as well as buy in with stakeholders. The principal of this school is to be commended on his understanding of the need support a common vision for instruction and to be inclusive of the decision making process when and where possible.

School staff are to be commended for their focused collegial work in grade level teams on academic achievement as well as student performance and behavioral concerns. The staff also works as a School Leadership Team of specialists to focus on student achievement, instructional improvement and to align resources and materials to support student growth.

Recommendations:

The overwhelming recommendation from the site visit team is to continue the processes put in place to support student achievement. Current practices have proven successful and involve a large range of stakeholders. While it can be easy to let some things fall off the plate, the leaders at Hoover are challenged to continue working toward their vision for all students.

TEACHING AND LEARNING STANDARD

Guiding Principle: Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning as well as course-specific learning goals. Assessment results must be continually analyzed to improve curriculum and instruction.

4. ASSESSMENT

- 4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the success of the school in achieving its civic and social expectations.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.3 The school regularly reviews its mission statement, beliefs, and expectations for student learning using a variety of data to ensure that these reflect student needs, community expectations, the district mission, and state and national standards.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.4 For each learning activity, teachers clarify for students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.5 Teachers base classroom assessment of student learning on school-wide and subject-specific indicators.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.6 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.7 Teachers meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.8 The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.9 The school's professional staff communicates individual student progress in achieving school-wide academic goals to students and their families.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.10 The school's professional staff communicates the school's progress achieving all school-wide goals to the school community.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 4.11 Technology in the classroom is available and increases student performance.
 Met **Substantially Met** **Partially Met** **Not Presently Met**

4.12 A record that documents the results of all student performance is maintained.

Met **Substantially Met** **Partially Met** **Not Presently Met**

4.13 Results and analysis of assessment are used to drive curriculum and instruction.

Met **Substantially Met** **Partially Met** **Not Presently Met**

Commendations:

In listening to the various groups that presented, especially the Reading teams, PBS teams, Sped teams, one is struck by the enthusiasm and focus on working together. The staff is to be commended on how well they are working together to set goals and expectations and then implement across the whole school. One of the most difficult aspects of making change is getting all stakeholders to buy in to initiatives and yet, team after team reported a process that was inclusive and ended with the result of all staff implementing the initiatives with fidelity. This is not say there haven't been bumps in the road, but through the principal's leadership and delegation, this school has overcome many obstacles, and is in many ways an exemplar of the change process in education.

The school staff is to be commended on their grade level focused work on academic achievement as well as student performance and behavioral concerns. The staff also works as a School Leadership Team of specialists to focus on school wide student achievement and to align resources and materials to support student growth.

Recommendations:

SUPPORT STANDARD

Guiding Principle: The way that a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices that supports student learning and well-being.

5. LEADERSHIP AND ORGANIZATION

- 5.1 The principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission, beliefs, and expectations for student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.2 The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.3 The student to administrator ratio does not exceed 550 students to each qualified administrator or prorated fraction thereof.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.4 Staff members as well as administrators other than the principal provide leadership essential to the improvement of the school.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.5 Staff turnover does not impact school effectiveness.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.6 The organization of the school and its educational programs allows for the achievement of the school's mission, beliefs, and expectations for student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.7 Student grouping patterns reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission, beliefs, and expectations for student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.8 The schedule is driven by the school's mission, beliefs, and expectations for student learning and supports the effective implementation of the curriculum, instruction, and assessment.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.9 Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.10 There is a formal system through which each student has an adult staff member who knows the student well and assists the student in achieving the school-wide expectations for student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for all students.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.12 All school staff is involved in promoting the well-being and learning of students.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 5.13 Student success is regularly acknowledged, celebrated, and displayed.
 Met **Substantially Met** **Partially Met** **Not Presently Met**

- 5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership.
Met Substantially Met Partially Met Not Presently Met
- 5.15 The school engages in practices that promotes safety and has established a plan that includes preventions, interventions, crisis management and post-crisis recovery.
Met Substantially Met Partially Met Not Presently Met
- 5.16 The school has a written code of student conduct that was cooperatively designed by members of the school community including students, staff, administration, and patrons.
Met Substantially Met Partially Met Not Presently Met
- 5.17 The administration is significantly involved in the selection, assignment, and retention of personnel.
Met Substantially Met Partially Met Not Presently Met
- 5.18 The school employs adequate staff, both professional and non-certificated, to support student enrollment and to realize its stated purposes.
Met Substantially Met Partially Met Not Presently Met
- 5.19 The school meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption.
Met Substantially Met Partially Met Not Presently Met

Commendations:

Site councils can be an overwhelming chore that turns into a ritual unrelated to school improvement. Hoover has used their site council to increase parent participation in educational decisions, to obtain buy in from stake holders, and obtain approval for changes in instruction to better server the needs of the students. In short, what school based teams were designed (but rarely do) to accomplish. When they had a practice that their evidence suggested was not supporting high student achievement, the principal used his leadership and the support of his teams including site council, to make an unpopular decision, secure in the knowledge that he had a critical mass of support, and when there were concerns about this change, he focused on positive communications and opportunities for discussion. Hoover Elementary's widespread use and utilization of parents is another area for commendation. Their ability to take the positive of parent involvement and deflect the negative is another example of building upon strengths. Their ability to communicate with so many parents and stakeholders regularly as illustrated with every other weekly newsletters and an informative website is another area that is to be commended.

Hoover School experienced a turnover in teaching staff last year due to budget reductions; however the school's leadership values remained intact.

Hoover staff is to be commended for the organization and scheduling of students to promote high achievement. Student grouping patterns align with the guiding principles of the school, "Investing in student growth and helping all students reach their potential." This is also evident in the organization of the staff as a learning and teaching community to benefit all students. The school's academic schedule represents the leadership core values in differentiated instruction to help all students reach their potential. A Differentiated Instructional Period is in place to enable teachers to provide extensions or remediation in core academic subjects.

Recommendations: Due to recent changes in staff, it is recommended that ongoing training in PBS, instructional focus and other school wide expectations, continue to be a priority in the staff development calendar.

SUPPORT STANDARD

Guiding Principle: Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

6. SCHOOL SERVICES

Instructional Personnel Services (IPS)

- 6.1 The school's instructional services are consistent with the school's mission, beliefs, and goals for student learning.
 Met Substantially Met Partially Met Not Presently Met
- 6.2 The school allocates resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
 Met Substantially Met Partially Met Not Presently Met
- 6.3 Instructional personnel enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
 Met Substantially Met Partially Met Not Presently Met
- 6.4 All instructional personnel services are regularly evaluated and adjusted as needed to support improved student learning.
 Met Substantially Met Partially Met Not Presently Met
- 6.5 All professional personnel are in compliance with the certification requirements of the state in which the school is located.
 Met Substantially Met Partially Met Not Presently Met
- 6.6 There is one administrative support staff member (i.e., school secretary) for each 350 students or major prorated fraction thereof.
 Met Substantially Met Partially Met Not Presently Met
- 6.7 Teachers are carefully supervised by the administrative staff.
 Met Substantially Met Partially Met Not Presently Met
- 6.8 The non-professional clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their positions.
 Met Substantially Met Partially Met Not Presently Met
- 6.9 Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, and sex.
 Met Substantially Met Partially Met Not Presently Met
- 6.10 The total number of students instructed by any one classroom teacher or specialist does not exceed the standards by state law or any governing agency.
 Met Substantially Met Partially Met Not Presently Met
- 6.11 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law.
 Met Substantially Met Partially Met Not Presently Met
- 6.12 The school has clearly defined registration procedures that are made known to potential students and their parents.
 Met Substantially Met Partially Met Not Presently Met

Guidance Services

6.13 The school provides a full range of comprehensive guidance services, including:

- a. individual and group meetings with counseling personnel; and
 Met Substantially Met Partially Met Not Presently Met
- b. collaborative outreach to community and area mental health agencies and social service providers;
 Met Substantially Met Partially Met Not Presently Met

6.14 The ratio of students to those who provide guidance and counseling services is sufficient and in compliance with the state requirements in order to accomplish the mission of the school.

- Met Substantially Met Partially Met Not Presently Met

6.15 The guidance service facilities are large enough to house program personnel, equipment, and material. (Counseling spaces should be easily accessible to all students, equipped with soundproof offices for each professional school counselor, installed telephones, computer connections, etc.)

- Met Substantially Met Partially Met Not Presently Met

Health Services

6.16 The school has a current health service plan providing resources to meet the needs of all the students.

- Met Substantially Met Partially Met Not Presently Met

6.17 The school has a crisis response plan that is tested and updated annually.

- Met Substantially Met Partially Met Not Presently Met

Library Information Services

6.18 The library media program is directed by a certified library media specialist.

- Met Substantially Met Partially Met Not Presently Met

6.19 Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.

- Met Substantially Met Partially Met Not Presently Met

6.20 The library/information services program fosters independent inquiry by enabling students and faculty to use various school and community information resources and technologies.

- Met Substantially Met Partially Met Not Presently Met

6.21 Policies are in place for the selection and removal of information resources and the use of technologies and the Internet.

- Met Substantially Met Partially Met Not Presently Met

Special Education Services

6.22 The school provides special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

- Met Substantially Met Partially Met Not Presently Met

Family and Community Services

6.23 The school engages parents and families as partners in each student's education and encourages their participation in school programs.

- Met Substantially Met Partially Met Not Presently Met

6.24 The school fosters productive business/community/higher education partnerships that support student learning.

- Met Substantially Met Partially Met Not Presently Met

Commendations:

Hoover's use of Instructional Personnel Services (IPS) are clearly met. Their guidance services have been met as well as can be expected within the framework of federal, state and local finances. Similarly the teaching staff has taken on the bulk of Media instruction. The leadership is to be commended for their creative use of district personnel to create effective support systems for students.

The Media Tech manages a large collection of books and is to be commended for being the Technology coordinator as well. The Media Center and labs are well maintained and up to date.

Hoover School has become a PBS School implementing all the critical attributes of a positive behavior support system. Student behaviors are tracked through a data system and analyzed for "rough spots" or areas of concerns. Staff and administration are to be commended for the consistent expectations and positive climate across the school campus.

Recommendations:

SUPPORT STANDARD

Guiding Principle: The school plant (consisting of site, buildings, equipment, and services) is an important factor in the functioning of the educational program. The school plant serves as a vehicle for the implementation of the school mission. The school plant should provide for a variety of instructional activities and programs and for the health and safety of ALL persons. The school plant should incorporate aesthetic features that contribute to a positive educational atmosphere while providing for needed flexibility. In addition to an appropriate facility, sufficient fiscal resources must be available, accounted for and effectively used in order for any school to accomplish its mission and expectations for student learning.

7. FACILITIES AND FINANCE

- 7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 7.2 The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 7.5 There is an ongoing plan to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
 Not applicable
- 7.7 The school has financial resources to provide services to students to meet the stated purposes of the school and to provide the educational program to the student.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.
 Met **Substantially Met** **Partially Met** **Not Presently Met**
- 7.9 The school's accounts are independently audited annually.
 Met **Substantially Met** **Partially Met** **Not Presently Met**

7.10 The total cost for a course of instruction, including all textbooks, materials, and instructional services, is made known to students at the time of their application and/or registration, where applicable.

- Met Substantially Met Partially Met Not Presently Met
 Not applicable

7.11 Terms of tuition and/or fees payment are clearly defined in the application, where applicable.

- Met Substantially Met Partially Met Not Presently Met
 Not applicable

7.12 Any advertising and promotional literature is completely truthful and ethical.

- Met Substantially Met Partially Met Not Presently Met

7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction.

- Met Substantially Met Partially Met Not Presently Met

7.14 None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies.

- Met Substantially Met Partially Met Not Presently Met

7.15 Tuition collection procedures shall be in keeping with sound and ethical business practices and protect the financial interest of the school, where applicable.

- Met Substantially Met Partially Met Not Presently Met
 Not applicable

7.16 The administration has the authority to administer its discretionary budget, where applicable.

- Met Substantially Met Partially Met Not Presently Met
 Not applicable

Commendations:

Hoover staff and administration are to be commended for their ability to communicate with so many parents and stakeholders regularly as illustrated with every other week newsletters, PBS assemblies and an informative website.

Recommendations:

It is recommended that the Hoover staff continue to get feedback on the efficacy of their leadership teams and the processes that they are using. The ideal culture for this school would be one in which they value the team and the process enough so that no matter who the leader is these processes would remain in place with benchmarks for success and feedback to constituents.