

**Annual Report and Standards for Elementary Schools**

**The Northwest Association of Accredited Schools**

Setting World Standards for Accreditation



2009-10

[www.oregonnaas.org](http://www.oregonnaas.org)

The mission of the Northwest Association of Accredited Schools is to advance excellence in education through the process of accreditation.



# EVIDENCE BASED SCHOOL EVALUATION

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## PREFACE

This document incorporates the Northwest Association of Accredited Schools' *Standards* for elementary, middle level, high school, K-12, special purpose, distance education, international, travel study, supplemental education, and postsecondary nondegree granting schools with the required *Annual Report*.

## INTRODUCTION

The eight *Standards for Accreditation* serve as the benchmarks by which the Northwest Association of Accredited Schools makes accreditation decisions.

Written and approved by the school membership, the *Standards for Accreditation* establish those aspects of schools that practitioners have identified as appropriate for ensuring an effective focus on teaching and learning, improving student performance, and the support for teaching and learning.

In order to maintain accredited status, schools must demonstrate that they meet the *Standards for Accreditation* and continually work to improve student performance. They do this by participating in a three-phase accreditation cycle that involves:

1. Conducting a nearly 12-month self-study in which the school assesses the degree to which its work is characterized by the practices articulated in the *Standards for Accreditation*.
2. Having an on-site visitation by an external team of peer reviewers, known as the Response Team or Visitation Team that determines the extent to which the school meets the *Standards for Accreditation* and writes an evaluation report describing strengths and recommendations for improvement in terms of the *Standards for Accreditation*.
3. Developing an action or school improvement program in which the school demonstrates through regular reporting to the State Accreditation Committee that it is addressing identified needs in a timely fashion.

Students, parents, community members, the school board, and colleges can depend on the *Standards for Accreditation* and the accreditation process to ensure that schools in the Northwest Association meet high but reasonable expectations and are constantly striving to improve student achievement as well as the systems, processes, practices, and conditions that support student learning in their schools.

The Northwest Association of Accredited Schools accredits elementary schools, middle level schools, high schools, international schools, K-12 schools, special purpose schools (SPS), travel study schools (TSS), supplementary education schools (SES), and distance education schools (DES). Accreditation procedures are virtually identical, regardless of type or classification, and *Standards for Accreditation* are consistent. The definitions for accreditation should be looked upon as guidelines with the final determination of classification resting with the State Accreditation Committee.

Although it is a purpose of the Association to develop certain basic standards for the approval of schools, it is recognized by the Association that desirable variations will occur in the purposes and programs of institutions. Standards and procedures are sufficiently flexible to provide for these variations within a common framework of conditions for quality education.

It is the policy of the Association to recognize that schools under consideration of being "Dropped" due to departures from specific standards must prove excellence. It is the responsibility of the member school and of the State Accreditation Committee to submit such information **annually**, as the Association may require, supporting the school's claim of general excellence. The Northwest

Association of Accredited Schools, through research and study, shall continue to seek to improve its standards, to make them stimulating, and make them conducive to the educational advancement of its member schools.

## STANDARDS

The *Standards for Accreditation* for member schools include minimum requirements that have been substantiated by research, direct observation, or the judgment of experienced educators as basic requirements for a satisfactory program of education. Many of the standards are derived from the New England Association of Schools and Colleges, Commission on Public Secondary Schools in an effort to provide consistency among accreditation regions.

The Association will recognize the need for flexibility in applying the standards in order to provide for changes in curriculum content, improved methods of instruction, and experimental programs. The State Accreditation Committee (SAC) shall first approve any deviation by schools from the standards for the purpose of pilot programs, educational research, or experimental projects. The summary of approved projects **shall** be submitted as a part of the annual report and **shall** include, but not be limited to:

1. Aims and objectives of the project and an explanation of how it fits into the complete school program.
2. An explanation of how the project results in deviation from specific standards.
3. Anticipated duration of the project.
4. Methods to be used in evaluating results of the project and any conclusions reached.

When making the transition to new provisions of the standards, member schools will be allowed a reasonable period of time, as approved by the State Accreditation Committee (SAC), to achieve complete compliance, as long as there is evidence that yearly progress is being made. Schools making application for membership must substantially comply with the current standards. The applicant must be approved, accredited, licensed, or recognized by the legally constituted educational agency in its state or by a government agency.

The principal or director of each member school submits an *Annual Report to the Northwest Association of Accredited Schools* to the SAC Chair. This report is due by October 15 of each year. The SAC reviews and evaluates the report and then recommends a classification to the Association. The Association then establishes the classification for each member school.

### ***Classification Ratings***

Based on evaluations made by the SACs, schools are “Approved,” “Advised,” “Warned,” or “Dropped” from the list of accredited schools. The SAC considers the number of standards not substantially met in assigning ratings. A member school is considered “Withdrawn” when it voluntarily chooses to discontinue its membership.

A school is classified as “Approved” when it mostly meets the standards of the Association. A school may be “Approved with Comment” when it has identified and is addressing standards that are “not presently met.”

A school is classified as “Advised” when it fails to identify or is in the process of addressing standards that are “not presently met.” Schools will also be placed on the “Advised” list when no observable effort

has been made, by the second year, to identify or address standards that have been previously identified as “not presently met.” An “Approved with Comment” classification need not precede an “Advised” classification.

A school is classified as “Warned” when a significant number of the standards or indicators are “not presently met.” A “Warned” classification is usually given after a school has been “Advised” and the failure to meet the standard persists. A school may be moved from “Approved” to “Warned” when the failure to meet the standard is such that it should not be allowed to persist beyond the current year. A school shall be “Dropped” from membership after two consecutive “Warned” assignments, with the understanding that the SAC has the authority to liberalize this rule. If such an exception is made, it should be followed with an explanation by the SAC. Schools receiving a “Dropped” status have the right to appeal as outlined in the *Bylaws of the Northwest Association of Accredited Schools*.

**Each school category must extrapolate and extend the scoring system to specifically pertain to the appropriate school category being scored. If there are additional or fewer indicators for the separate school categories, adjustments must be made. For example, the distance education category of schools has additional indicators in the curriculum standard. Adjustments to the scoring guide must then be made accordingly. This may be the case for each separate category of schools.**

## STANDARDS FOR ACCREDITATION

### TEACHING AND LEARNING STANDARDS

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING
2. CURRICULUM
3. INSTRUCTION
4. ASSESSMENT

### SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION
6. SCHOOL SERVICES
  - Student Support Services
  - Guidance Services
  - Health Services
  - Library Information Services
  - Special Education Services
  - Family and Community Services
7. FACILITIES AND FINANCE

### SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

**Please remove** the front section (**all pages before this page**) before submitting complete report. This should be the first page of your submitted report. Mail this report to your **NAAS State Accreditation Committee**. That address is: **707 – 13<sup>th</sup> Street SE, Suite 100, Salem, OR 97301**

**Instructions for completing this template:** This template is protected for the use of the text boxes and marking the rating scale. Simply type in the gray shaded text boxes and/or click on the standard indicator gray boxes and an X appears.

**ELEMENTARY  
Standards and Annual Report Form  
2009-10**

***DUE OCT 15, 2009***

School Name	Hoover Elementary School	State	OREGON
Address	2323 Siskiyou Blvd.	City	Medford
County	Jackson	District	Medford School District 549C
ZIP	97504	Telephone FAX	541/842/3750 541/842/18874
Building Administrator	Dr. Phil Meager	E-mail	phil.meager@medford.k12.or.us
For private schools, owner of record			

1. Student Enrollment on October 1, 2009 in grades covered in this report:

Pre-K	K 63	1 <sup>st</sup> 73	2 <sup>nd</sup> 85
3 <sup>rd</sup> 80	4 <sup>th</sup> 84	5 <sup>th</sup> 91	6 <sup>th</sup> 90
7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>
11 <sup>th</sup>	12 <sup>th</sup>	13 <sup>th</sup>	14 <sup>th</sup>
Total Enrollment on Last Annual Report (2008)	519	Total Enrollment This Year (2009)	566

2.  Public  Nonpublic       Registered with the Department of Education for the 2009-10 school year?
3.  Elementary       Middle Level       High School       K-12       Special Purpose
4. Type of Schedule:       Traditional       Block       Trimester       Other
5. Has your school experienced a “substantive change” that may have altered the objectives, programs, offerings, etc. since your last response team visit?      (NAAS Policy 6.2)       Yes       No

I (we) hereby certify that the statements in this report are true to the best of my (our) knowledge and belief.

**Principal’s Signature** \_\_\_\_\_

**Superintendent’s Signature** \_\_\_\_\_

**Signature of Person Completing Report** \_\_\_\_\_

Year of Last Site Visit: 2002	Planned Year for Next Site visit: 2008-09 now 2009-10
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A Self- and Team-Evaluation is required every six (6) years.

*Some very small schools may be compelled to seek alternative ways of meeting some portions of the standards. When this occurs, the school **shall** submit an explanation to the State Accreditation Committee with this report delineating any alternative measures.*

## 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

Scoring Weighting	School Score	
3	9	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>1.2 The school's mission statement represents the school community's fundamental values and beliefs about student learning.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>1.3 The school defines school-wide academic, civic, and social learning expectations that are measurable and reflect the school's mission.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>1.4 For each academic expectation of the mission, the school has a targeted level of successful achievement identified in an indicator.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	4	<p>1.5 The school uses indicators to assess the school's progress in achieving school-wide civic and social expectations.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	4	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
Total Score Possible	Total School Score	
16 x 3 = 48	48	<p><b>Note: The total possible score for each standard is determined by multiplying the weight by the rating of 3. To determine the school score, multiply the selected rating by the weight and add the points for each of the standards.</b></p>

For any boxes above that are marked other than “Met” please provide an explanation as to why the standard is not being met and what might be accomplished to become “Met.”

## 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

Scoring Weighting	School Score	
3	9	2.1 Each curriculum area identifies those school-wide academic expectations for which it is responsible. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	9	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. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	4	2.3 The written curriculum: a. prescribes content; <b>③ <input type="checkbox"/> Met   ② <input checked="" type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	b. integrates relevant school-wide learning expectations; <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	c. includes subject-specific learning goals; <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	d. suggests instructional strategies; <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	e. suggests assessment techniques including the use of school-wide expectations for student learning. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	9	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. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.5 The curriculum is appropriately integrated and emphasizes depth of understanding over breadth of coverage. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	4	2.6 The school provides opportunities for all students to extend learning beyond the established curriculum and the school campus. <b>③ <input type="checkbox"/> Met   ② <input checked="" type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.7 There is effective curricular coordination and articulation between and among all academic areas within the school as well as with other schools in the district (where applicable). <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.8 Instructional materials, technology, equipment, supplies, facilities, and staffing levels, are sufficient to allow for the effective implementation of the curriculum. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>

3	9	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. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	9	2.10 The school commits sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.11 Professional development activities support the development and implementation of the curriculum. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	9	2.12 The program of studies meets the requirements of the state, ministry, or parent organization, as applicable. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.13 A record that documents the results of all students' performance is maintained. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	9	2.14 The school has a written policy statement concerning the selection of educational materials. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	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. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	9	2.16 The materials provided to the student are adequate to meet the subject goals. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
3	9	2.17 The reading level of the materials is appropriate to the reading-level competence of the students. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.18 The materials are up-to-date. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.19 Adequate provisions are made for the prompt delivery and return of instructional materials, lessons, and examinations to and from the students. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.20 Lessons and examinations are graded promptly and the results communicated to the students and their parents/guardians. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
2	6	2.21 Student (parent/guardian) inquiries are answered promptly and satisfactorily. <b>③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met</b>
Total Score Possible	Total School Score	
60 x 3 = 180	173	

For any boxes above that are marked other than “Met” please provide an explanation as to why the standard is not being met and what might be accomplished to become “Met.”

(2.3a) We are phasing in the new 2007 State Math Standards. We have supplemental materials (BRIDGES Math Supplement and also Successmaker Math) to teach to the new standards, however, because of district budget restrictions we do not have a current math adoption that fully articulates curriculum.

(2.6) We are involved in several community based programs through our Student Council. This is an area we could improve. We are struggling with time requirements just to fit in all the regular curriculum and professional responsibilities in double dose, ELL, and special education during the regular school day.

### 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

Scoring Weighting	School Score	
3	9	<p>3.1 Instructional strategies are consistent with the school's mission statement and expectations for student learning.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	6	<p>3.2 Teachers use a variety of instructional strategies to:</p> <p>a. personalize instruction;            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p> <p>b. make connections across disciplines;            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p> <p>c. engage students as active learners;            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p> <p>d. engage students as self-directed learners;            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p> <p>e. involve students in higher order thinking strategies;            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p> <p>f. provide opportunities for students to apply knowledge or skills;            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p> <p>g. promote student self-assessment and self-reflection;            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p> <p>h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.            ③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	6	<p>3.3 Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>3.4 Teachers are proficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>3.5 Analysis of instructional strategies is a significant part of the professional culture of the school.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>

2	6	3.6 Technology is integrated into and supportive of teaching and learning. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	3.7 Library information services are available to students and faculty and utilized to improve teaching and learning. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	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. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	3.9 Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
Total Score Possible	Total School Score	
37 x 3 = 111	111	

For any boxes above that are marked other than “**Met**” please provide an explanation as to why the standard is not being met and what might be accomplished to become “**Met.**”

## 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

Scoring Weighting	School Score	
3	9	<p>4.1 The school has a process to assess both school-wide and individual student progress in achieving the academic expectations of the mission.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	4	<p>4.2 The school's professional staff uses data (climate survey, empirical, etc.) to assess the success of the school's efforts in achieving its civic and social expectations.</p> <p>③ <input type="checkbox"/> <b>Met</b>   ② <input checked="" type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	6	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>4.5 Teachers base classroom assessment of student learning on school-wide and course-specific indicators.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>4.6 Teachers use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	6	<p>4.8 The school's professional development program allows for opportunities for teachers to collaborate in developing a broad range of student assessment strategies.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>4.9 The school's professional staff communicates individual student progress in achieving school-wide academic goals to students and their families.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>   ② <input type="checkbox"/> <b>Substantially Met</b>   ① <input type="checkbox"/> <b>Partially Met</b>   ④ <input type="checkbox"/> <b>Not Presently Met</b></p>

3	9	4.10 The school's professional staff communicates the school's progress achieving all school-wide goals to the school community. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	4.11 Technology in the classroom is available and increases student performance. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	4.12 A record that documents the results of all student performance is maintained. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	4.13 Results and analysis of assessment are used to drive curriculum and instruction. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
Total Score Possible	Total School Score	
34 x 3 = 102	100	

For any boxes above that are marked other than “**Met**” please provide an explanation as to why the standard is not being met and what might be accomplished to become “**Met.**”

**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**

Scoring Weighting	School Scoring	
3	9	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. ③ <input type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	5.2 The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	5.3 The student to administrator ratio does not exceed 550 students to each qualified administrator or prorated fraction thereof. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	5.4 Staff members as well as administrators other than the principal provide leadership essential to the improvement of the school. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
3	6	5.5 Staff turnover does not impact school effectiveness. ③ <input type="checkbox"/> Met   ② <input checked="" type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	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. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	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. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	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. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	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. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
		5.10 There is a formal system through which each student has an adult staff member who knows the

2	6	student well and assists the student in achieving the school-wide expectations for student learning. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	5.11 The professional staff members collaborate within and across departments or grade levels in support of learning for all students. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	5.12 All school staff is involved in promoting the well-being and learning of students. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	5.13 Student success is regularly acknowledged, celebrated, and displayed. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	5.14 The climate of the school is safe, positive, respectful, and supportive resulting in a sense of pride and ownership. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	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. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	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. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	5.17 The administration is significantly involved in the selection, assignment, and retention of personnel. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	5.18 The school employs adequate staff, both professional and non-certificated, to support student enrollment and to realize its stated purposes. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	5.19 The school meets all applicable state requirements and regulations for licensure, organization, administration, and control unless state authorities have granted official exemption. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
Total Score Possible	Total School Score	
44 x 3 = 132	129	

For any boxes above that are marked other than “Met” please provide an explanation as to why the standard is not being met and what might be accomplished to become “Met.”

Our district engaged in a RIF process last spring. At Hoover this translated into losing five permanent track and temporary teachers. Any time this happens it effects a school. So far this year we have gained back six teachers due to an increase in enrollment. This included transfer teachers from other schools that had declining enrollment and also additional temporary teachers to meet increased class size needs. We received veteran teachers from four different schools in the district.

**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)**

Scoring Weightings	School Score	
1	3	6.1 The school's instructional services are consistent with the school's mission, beliefs, and goals for student learning. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	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. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	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. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	6.4 All instructional personnel services are regularly evaluated and adjusted as needed to support improved student learning. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	6.5 All professional personnel are in compliance with the certification requirements of the state in which the school is located. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	6.6 There is one administrative support staff member (i.e. , school secretary) for each 350 students or major prorated fraction thereof. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	6.7 Teachers are carefully supervised by the administrative staff. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
1	3	6.8 The non-professional clerical and paraprofessional staff members are carefully selected and have appropriate training and background for their positions.

Scoring Weightings	School Score	
		③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
1	3	6.9 Policies for the selection and assignment of personnel are non-discriminatory in reference to race, ethnic origin, and sex. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	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. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	6.11 Student records, including health and immunization records, are maintained in a confidential and secure manner consistent with federal (FERPA) law. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
1	3	6.12 The school has clearly defined registration procedures that are made known to potential students and their parents. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
22 x 3 = 66	66	
<b>Guidance Services</b>		
1	1	6.13 The school provides a full range of comprehensive guidance services, including: a. individual and group meetings with counseling personnel; and ③ <input type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input checked="" type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
1	3	b. collaborative outreach to community and area mental health agencies and social service providers; ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	2	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. ③ <input type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input checked="" type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
1	3	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.) ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
5 x 3 = 15	9	
<b>Health Services</b>		
1	3	6.16 The school has a current health service plan providing resources to meet the needs of all the students. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	6.17 The school has a crisis response plan that is tested and updated annually. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>

Scoring Weightings	School Score	
3 x 3 = 9	9	
<b>Library Information Services</b>		
2	4	6.18 The library media program is directed by a certified library media specialist. ③ <input type="checkbox"/> Met   ② <input checked="" type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
1	3	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. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	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. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
2	6	6.21 Policies are in place for the selection and removal of information resources and the use of technologies and the Internet. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
7 x 3 = 21		
<b>Special Education Services</b>		
3	9	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. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
3 x 3 = 9	9	
<b>Family and Community Services</b>		
2	6	6.23 The school engages parents and families as partners in each student's education and encourages their participation in school programs. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
1	3	6.24 The school fosters productive business/community/higher education partnerships that support student learning. ③ <input checked="" type="checkbox"/> Met   ② <input type="checkbox"/> Substantially Met   ① <input type="checkbox"/> Partially Met   ④ <input type="checkbox"/> Not Presently Met
3 x 3 = 9	9	
Total Score Possible	Total School Score	
43 x 3 = 129	121	

For any boxes above that are marked other than “**Met**” please provide an explanation as to why the standard is not being met and what might be accomplished to become “**Met.**”

(6.13a, 6.14, 6.18) Inadequate State funding issues have caused our school district to make cuts in personnel system-wide. Unfortunatley, counselors at all 14 elementary schools in our district were cut at the end of 2003-04. Hoover has implemented a plan to compensate for this cut in couseling services. We have a Behavior Intervention Specialist on campus and a school psychologist available to us. The role of the Behavior Intervention Specialist is to provide services to students and parents as needed. The Behavior Intervention Specialist works with behavior, emotional support and parent counseling needs on an individual basis. We have also embraced the nationally recognized (PBS) Positive Behavior Support program with teacher training on meeting student social/emotional and behavioral needs. In addition, all our teachers use the 2nd Steps Curriculum and training to meet student counseling and behavioral needs. School-wide we use a (SLT) School Learning Team and grade level progress monitoring meetings in a collaborative process for adding alternative intervention strategies to help students achieve success. Although we do not have a certified full time counselor on campus, we believe we are meeting the social/emotional needs of children the best we can and complying with the intent of the standards on counseling. (6.18) Again funding for each school to have a certified library media specialist has been cut. We have a highly trained and competent Media Technician in the library and a certified Library Media Specialist overseeing our library media program on a reglar and on-going basis. Therefore, we believe we are meeting the intent of the standard.

## 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

Scoring Weighting	School Score	
2	6	<p>7.1 The school site and plant support and enhance all aspects of the educational program and the support services for student learning.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
3	9	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
1	3	<p>7.3 Equipment is adequate, properly maintained, catalogued, and replaced when appropriate.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
1	3	<p>7.4 A planned and adequately funded program of building and site management ensures the appropriate maintenance, repair, and cleanliness of the school plant.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
1	3	<p>7.5 There is an ongoing plan to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
1	3	<p>7.6 Faculty and building administrators have active involvement in the budgetary process, including its development and implementation, where applicable.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
2	6	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
1	3	<p>7.8 Proper budgetary procedures and generally accepted accounting principles are followed for all school funds.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
1	3	<p>7.9 The school's accounts are independently audited annually.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>
1	3	<p>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.</p> <p>③ <input checked="" type="checkbox"/> <b>Met</b>    ② <input type="checkbox"/> <b>Substantially Met</b>    ① <input type="checkbox"/> <b>Partially Met</b>    ④ <input type="checkbox"/> <b>Not Presently Met</b></p>

1	3	7.11 Terms of tuition and/or fees payment are clearly defined in the application, where applicable. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	7.12 Any advertising and promotional literature is completely truthful and ethical. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	7.13 Any advertising and promotional literature clearly states the purpose of the school's program of instruction. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	7.14 None of the school's advertising and promotional literature is offensive or negative towards other schools or educational agencies. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	6	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. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	7.16 The administration has the authority to administer its discretionary budget, where applicable. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
Total Score Possible	Total School Score	
26 x 3 = 78	78	

For any boxes above that are marked other than “Met” please provide an explanation as to why the standard is not being met and what might be accomplished to become “Met.”

## SCHOOL IMPROVEMENT STANDARD

Guiding Principle: A quality school develops and maintains an externally validated process and plan for school improvement. Goals resulting from the evaluation process should include targeted levels of achievement and should be measurable.

### 8. CULTURE OF CONTINUAL IMPROVEMENT

Scoring Weighting	School Score	
3	9	8.1 The school has developed and implemented a comprehensive school improvement plan that is reviewed and revised on an ongoing basis. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	8.2 Results of school improvement are identified, documented, used, and communicated to all stakeholders. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	8.3 The school improvement effort is externally validated on a periodic basis. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	8.4 The school improvement plan is consistent with external accountability requirements such as those of the state in which the school is located. These could also be ministry or federal accountability requirements. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	8.5 The school improvement process provides an orderly system for: a. Selecting the most appropriate areas upon which to focus improvement efforts. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	b. Developing strategies that are designed to improve student performance. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	c. Implementing those strategies. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	d. Monitoring the process. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	e. Evaluating the process to ensure that success has been attained. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
3	9	8.6 The school improvement process is the result of a school self-study that addresses the major recommendations for improvement as identified in the self-evaluation. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input checked="" type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	8.7 The school and community work together to systematically anticipate and appropriately respond to change as the school improvement process is implemented. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	8.8 Goal statements for the school improvement process are properly aligned with the implementation plan and clearly identify measures of success. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>

2	6	8.9 A reasonable, specific timeline for the implementation of each area within the school improvement process is identified. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
2	6	8.10 The school improvement process involves a site-based council or advisory committee. ③ <input checked="" type="checkbox"/> <b>Met</b> ② <input type="checkbox"/> <b>Substantially Met</b> ① <input type="checkbox"/> <b>Partially Met</b> ④ <input type="checkbox"/> <b>Not Presently Met</b>
Total Score Possible	Total School Score	
32 x 3 = 96	96	

For any boxes above that are marked other than “**Met**” please provide an explanation as to why the standard is not being met and what might be accomplished to become “**Met.**”

**ACCREDITATION COMMITTEE SCORING GUIDE**

**INDICATOR POINTS\***

<b>Standard 1</b>	<b>0-48</b>	—	—
<b>Standard 2</b>	<b>0-180</b>	—	—
<b>Standard 3</b>	<b>0-111</b>	—	—
<b>Standard 4</b>	<b>0-102</b>	—	—
<b>Standard 5</b>	<b>0-132</b>	—	—
<b>Standard 6</b>	<b>0-129</b>	—	—
<b>Standard 7</b>	<b>0-78</b>	—	—
<b>Standard 8</b>	<b>0-96</b>	—	—
<b>Report Not Received On Time -50</b>		—	—
<b>TOTAL</b>		-	—

<b><u>Rating Analysis:</u></b>	
Approved	772-876
Approved w/Comment	676-771
Advised	311-675
Warned	163-310
Dropped	0-162
<b>Elementary Schools</b>	