



Accreditation Report

Lyman Hall Elementary School

Hall County School System

Mr. Robert Wilson, Principal
2150 Memorial Park Dr
Gainesville, GA 30504

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information.....	6

Self Assessment

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	11
Standard 3: Teaching and Assessing for Learning.....	14
Standard 4: Resources and Support Systems.....	19
Standard 5: Using Results for Continuous Improvement.....	23
Report Summary.....	26

Stakeholder Feedback Diagnostic

Introduction.....	28
Stakeholder Feedback Data.....	29
Evaluative Criteria and Rubrics.....	30

Areas of Notable Achievement..... 31

Areas in Need of Improvement..... 32

Report Summary..... 33

Student Performance Diagnostic

Introduction..... 35

Student Performance Data..... 36

Evaluative Criteria and Rubrics..... 37

Areas of Notable Achievement..... 38

Areas in Need of Improvement..... 40

Report Summary..... 41

AdvancED Assurances

Introduction..... 43

AdvancED Assurances..... 44

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Lyman Hall Elementary School (LHES) is a member of the Hall County School system, and one of nineteen K-5 elementary schools located in Hall County, Georgia. LHES is located on the southeast part of Gainesville, and located centrally in Hall County. There are 820 students enrolled at Lyman Hall. Of those 820 students, over 98% qualify for free and reduced lunch. The student population is made up of 3% White, 96% Hispanic, 0% Black, and 1% Multi-racial. Lyman Hall currently has over 86% of the total population receiving ESOL services in grades K-5. The school has over a 20% transient rate from the beginning of the school year to the end of the year. Over the past three years there has been very little change in the demographics of the school. There are currently 69 certified teachers on staff with, 22 having less than 10yrs of experience, 28 having between 11-20 yrs of experience and 19 having over 20yrs experience. Of these 69 teachers, 20 teachers currently hold a T-4 certificate, 30 have a T-5 certificate and 19 hold a T-6 certificate. The school works hard to keep a healthy balance of experience on staff to ensure a strong collaboration among the teachers. Lyman Hall Elementary is a very unique school because of the population that it serves and the challenges that the staff must face. Those challenges include many students who are well below the poverty line, students who are learning a new language, and students with little academic support from home. Many parents in the Lyman Hall community work multiple jobs, including a significant number of migrant workers in the poultry industry. The research is clear; if you can get a parent involved in their child's education you can overcome the poverty. Knowing and understanding this, Lyman Hall works diligently to encourage parent involvement in the school. Through solid instructional practices, a commitment to the community, and encouraging a love of learning, Lyman Hall Elementary is focused on preparing twenty- first century students to be productive members of society.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Lyman Hall's vision statement reads- "Lyman Hall Empowers students to Engage and Explore in all areas of learning with Encouragement from staff, family, and community." We have three pillars Engage, Explore, and Encouragement which we believe leads to Empowerment. Our mission is to provide students with a learning experience that will give them confidence and empower them to take ownership of their lives. Many of our students are immigrants who come to this country looking for a better life, however they lack the self-confidence and knowledge to make themselves better. We want to provide them with opportunities to build those skills throughout their k-5 education. We believe our students are much more than just a number or a test score. Our staff believes in building a sense of self-worth within our students and a sense of being a servant. We include learning opportunities within each unit of study for students to engage with the curriculum at a deep level, explore the curriculum with a sense of inquiry and engage in the material with their peers. Each grade level is required to document how they are providing our students with these opportunities within each unit of study. Along with the content, each year we have several activities where our students take on a servant project by grade level. Students need to see the connections between what they are learning and how that matters in the real world. It's important for them to understand the complex relationships among individuals and to develop a sense of empathy for others.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Lyman Hall has had many notable achievements over the past several years. As recently as 2011-2012 Lyman Hall was named a Title One Distinguished School for their outstanding performance on the CRCT. Lyman Hall has continued to grow in many areas over the past several years. Most notable in 5th grade mathematics where we have had an over 80% pass rate on average the past two years. We have outperformed many of the school's in our district in this area. We have continued to grow our reading scores to right at 90% pass rate for grades 3-5 the past year. Perhaps are most noteworthy praise comes from outside the numbers so to speak. We have worked very hard in creating a culture of community within our school and within the community in which are students live. Lyman Hall has started several programs to support the community: 1) a pre-kinder camp for incoming kindergarten students for 15 days in July 2) a parent and me class that meets once a week for 3 year old children and their parents 3) one service project per year where the staff gives back to the community (bbq within the community, attic sale and literacy nights) 4) Literacy rich classes for our parents to learn the English Language. This year are 5th students will start a food pantry to serve the community- they are in charge of getting donations, organizing, stocking and handing the food. We believe our teaching goes beyond the walls of the school and students are more important than just a test score. Our belief is to empower our children to make this world a better place for generations to come.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

No additional information at this time.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 4

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Lyman Hall Elementary engages in periodic review of the school's vision and mission every summer with the school's explore committee. Surveys are sent to other stakeholder's such as parents, community members and students each spring. The school council made up of all stakeholder's (students, parents, community partners, administration and parents) meet quarterly to review the school improvement plan and short-term action goals. This past year we re-branded ourselves with a new focus on student engagement, encouragement, exploration and empowerment. Lyman Hall now has a clear focus on how we can improvement student achievement.(1.1) Lyman Hall has a very unique student population and it presents a real challenge on data collection at the early elementary level. We use a variety of both informal and formal assessments to measure student performance and to identify learning goals for our students. All school personnel track progress with data notebooks for both literacy and mathematics. These notebooks are made of up unit assessments, DRA, RR, DAM, conference notes, informal assessments. The school's instructional team has a data room where we track all students using the live data for placement in our reading intervention and math invention programs. We believe the focus needs to be on Tier 1 instruction and strengthening our teachers with the best possible strategies for poverty and ELL learners. We struggle with the vast amount of data available and how to best collect and analyze it to support our most fragile learners without losing focus on our foundational beliefs to engage, encourage, explore and empower students with the best possible instructional strategies.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings 	Level 3

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none">•Examples of collaboration and shared leadership•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The mission statement for Lyman Hall Elementary School, as well as the Hall County School System, correlates directly with the direction and effective operation of the school and system. At the system level, our policies, procedures, and practices provide effective direction, guidance, and fiscal management. At the school level, the policies provide clear direction regarding effective school operations. Walk-throughs, observations, curriculum maps, and unit plans provide a structure that allows effective monitoring of instruction and assessment. LHES follows the policies and procedures as indicated in both the Staff and Student Handbook. The school utilizes the School Messenger program and a school website to communicate to all stakeholders changes in policies and procedures and upcoming events. At the beginning of each school year all employees review compliance policies, are required to go through the code of ethics modules provided by the Hall County School District. In addition, school administrators are updated annually on all policies, procedures, laws, and regulations that relate to the local, state, and federal levels. System level policies are reviewed with administrators in monthly meetings and made available on the system website. Staff members at LHES receive a weekly bulletin from the administration outlining upcoming information and events.

Accreditation Report

Lyman Hall Elementary School

All staff members at Lyman Hall Elementary School are Highly Qualified and are required to keep certificates current in the administration offices.

The governing body of the Hall County School system provides the school level administrators the autonomy to set goals and manage the day-to-day operations effectively based on our school's vision and mission. Through monthly principal and assistant principal meetings, the governing body provides the necessary guidance and support for each county school. School leadership meetings and faculty meetings provide support to each school through the district level offices such as Teaching and Learning, Student Services, Human Resources, Technology, and Financial Operations.

One of area we are working at LHES is to engage stakeholders more effectively in supporting the school's purpose and direction. LHES has a very difficult demographic and it presents a challenge of for recruiting stakeholders both community members and parents to support our vision. We have made great strides in this area over the past two years, however we need to continue to look at different ways to gain this support. For example, the faculty has held community days within different parts of our community which consists of food, games and fellowship to build those relationships with different stakeholders. Also, we have held a BBQ with the support of some local business to strengthen our business relationships within the community. We will continue to look at different ways to improve our engagement of all stakeholders.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Course schedules •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Products – scope and sequence, curriculum maps 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations 	Level 3

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Samples of exemplars used to guide and inform student learning 	Level 3

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate 	Level 2

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting•Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Survey results•Brief explanation of alignment between professional learning and identified needs•Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Lyman Hall Elementary School has implemented a curriculum based on learning experiences that provide opportunities for all students to develop learning, critical thinking, and life skills that align with the school's purpose and direction. Data from multiple student assessments, such as the CRCT, Developmental Reading Assessment for Early Literacy, Fountas and Pinell benchmark assessments, Dinostic Math Assessment, GKIDS, Dreambox Learning Math Assessments, pretests, formative assessments, and unit assessments are used to monitor and adjust curriculum and instruction to best meet the needs of students at LHES.

Teachers plan and use instructional strategies that ensure student collaboration, self-reflection, and development of critical thinking skills. We

Accreditation Report

Lyman Hall Elementary School

have put a strong emphasis on teacher collaboration this year and really focused in on "BEST" instructional strategies to allow students to experience our 4E's engage,encourage,explore and empower. The instructional leaders for each grade level meets once a month with our instructional coaches and administration to receive professional learning. We have focused on leading a group, setting norms, holding the difficult teacher accountable, and looking a student work. It is our belief that these folks need to be equipped in order to lead our collaborative sessions effectively and really focus on the students. These instructional leaders meet twice a month on Tuesday afternoons from 2:30-3:50 to collaborate with their grade level. This has made a tremendous impact on our Tier 1 instruction this year. Each of our instructional leaders (principal, assistant principal, and instructional coaches) are part of these twice a month meetings with a specified grade level. Another part of our professional learning process is each grade will participate in a math lesson study and observe each others reader's workshop block. Lyman Hall engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. We hold Saturday workshops for parents of our k-3 students for them to learn what is going in class so they may be of help at home. We have monthly newsletters with parent tips on help their child at home with their learning. Also, this year we started a Parent and Me class every Thursday for those parents who have younger children 3-4 years old. Parents learn how to speak with their child (especially with our important for our Hispanic parents) and provide learning opportunities through every day conversations. Lyman Hall offers a literacy class for all parents to learn English twice a week so they can support their child at home with building vocabulary.

Lyman Hall is a relatively large school elementary school and the second largest within the Hall County School District we serve over 830 students. We have about a 25-30% transient rate which makes it extremely difficult for us to a have formal structure for each of our students to have a meaningful relationship with another adult other than their classroom teacher. We work very hard at creating a culture that is caring, inviting, warm and supportive for our students. We have different programs set up through our counselor for the most at risk students, however this is an area we can do better in

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 2

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none">•Technology plan and budget to improve technology services and infrastructure•Survey results•Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•Survey results•List of support services available to students	Level 2

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

All Lyman Hall Elementary professional and support staff are highly qualified and fulfill their roles and responsibilities necessary to support the school's purpose, direction, and educational program. The faculty provides a positive learning environment for all students. The Hall County School District Board outlines the process for hiring and personnel assignments. At the elementary level we have district level panel (screening interviews) periodically throughout the year to make sure we have an active pool of highly prepared teachers to hire. Lyman Hall Elementary leadership and faculty maximize instructional time, material and fiscal resources to offer excellent educational opportunities to all students. Individual attention directed toward our most fragile learners who receive instruction during part of the day in a very small group. Instructional time and resources are maximized through both our Special Education program and our ESOL program using a blended delivery model of co-teaching and pull-out. Other supportive programs including Title I and the gifted program also maximize instructional time and resources to meet the diverse learning needs of LHES students. We have a large Title One allotment each year and these funds are used on personnel and technology to enhance the learning strategies for each of our students.

LHES maintains facilities and equipment to provide a safe, clean, and healthy environment. LHES has a safety protocol and response team guidelines for each emergency. LHES participates in monthly fire drills as well as lock-down and severe weather drills. All visitors and volunteers must check in with the front office. Some staff members have been trained in the use of CPR and AED. Our school building receives the support necessary from our contracted cleaning service to keep the building functioning at a minimal level. Our cafeteria staff offers a well balanced meal each day for breakfast and lunch. These meals meet all federal and state regulations. LHES provides a wide range of media and information resources with a variety of ways to support the school's educational programs. Resources include CDs, videos, curriculum-based books, media instruction, research materials, and technology aid in the instruction of the Common Core Standards. Students attend media center classes for enrichment of the Common Core Standards. The media specialist plays an integral part in guiding students to research, analyze, and synthesize information as well as supporting school personnel. Technology infrastructure supports the school's teaching, learning and operational needs. It has been a goal at the system level for all schools. Teachers have received technology training and help through IT personnel. There is a system technology policy that serves students and teachers, and information is provided for students and parents on the LHES web page. LHES has one computer lab, which is used to integrate technology standards into the curriculum. ActivBoards are used in each classroom. ActivVotes and iPods are also available for use in the classrooms. LHES teachers are learning new aspects of technology through professional training.

LHES places great emphasis on considering the whole child when planning services. Student services are developed to meet the physical, social, and emotional needs of students. Lyman Hall Elementary is an extremely unique elementary school as far the needs of students and parents. As mentioned before we have a poverty rate of over 99% and a Hispanic population of over 98%. This provides us with

Accreditation Report

Lyman Hall Elementary School

many challenges on many different levels. However, our first goal is to create an environment where students feel loved and cared for by each individual in the school. For many of our students this is the only safe place and for a good many the only place to get a warm meal. Our goal is to pass the dinner table test at night and to engage, encourage and explore new horizons so they will feel empowered to make a better life for themselves. The Hall County School District have developed a list of counseling agencies available to parents upon request. Helping families make connections with local agencies and services is ongoing based on individual student needs. Students have access to a professional school counselor, speech-language pathologist, and nurse. All students participate in P.E., Art, Music, and Guidance programs.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	<ul style="list-style-type: none"> •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use 	Level 2

Accreditation Report

Lyman Hall Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Agendas, minutes of meetings related to analysis of data•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none">•Minutes of board meetings regarding achievement of student learning goals•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Lyman Hall Elementary School (LHES) consistently implements comprehensive assessments that provide a range of data about student performance. Professional educators and support staff provide processes and procedures for analyzing, collecting, and applying various sources of data. At the school level, LHES adheres to the Hall County School Districts testing calendar and implements a school-wide testing plan. LHES ensures consistent measurement across classrooms by developing and following the school professional learning schedule. At LHES we offer a variety of professional learning opportunities for teachers to participate in that fall into our needs to improve areas identified in the school improvement plan. LHES professional educators and support staff consistently use systematic processes and procedures for collecting, analyzing, applying

Accreditation Report

Lyman Hall Elementary School

learning from multiple data sources and utilizes the results to continue student improvement. Data sources include comparison and trend data that offer a comprehensive representation of student learning, instruction, program effectiveness, and the learning environment (5.2). Professional and support staff members are provided training through a professional development program related to the evaluation, interpretation, and use of data (5.3).

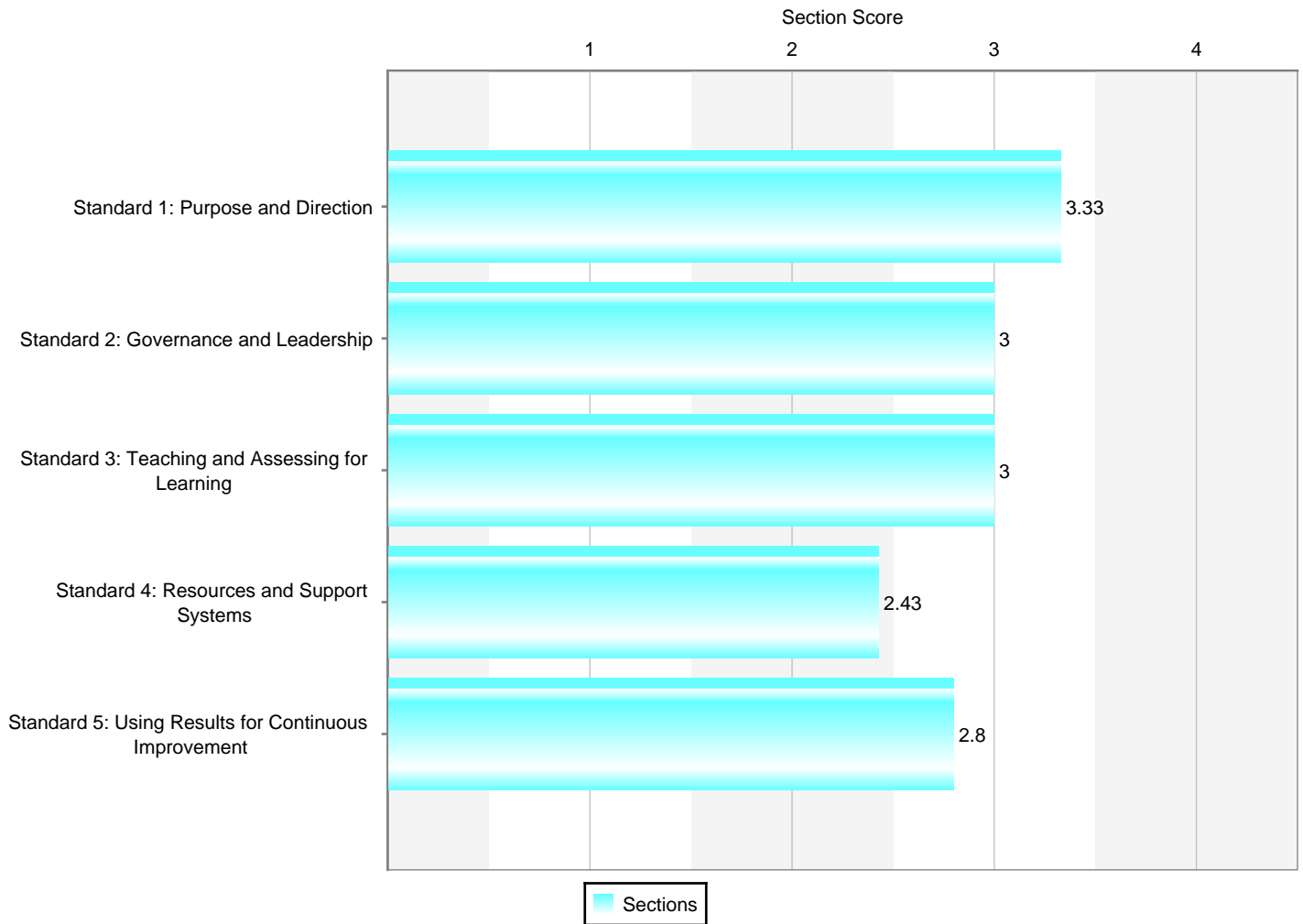
Policies and procedures define the process for analyzing data that determine verifiable improvement in student learning, including readiness for success at the next level. LHES professional educators and support staff consistently use these results to design, implement, and evaluate

for the development of continuous improvement action plans related to student learning (5.4).

LHES leaders monitor comprehensive information concerning student achievement, conditions that support student learning, and the attainment of school improvement goals. Leaders consistently and successfully communicate results to all stakeholder groups through

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Stakeholder Stakeholder Stakeholder Lyman data document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Standard 2: Governance and Leadership was the highest level of satisfaction overall average from all three surveys.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Standard 3: Teaching and Assessing of Learning continue to show an upward trend toward satisfaction/approval. We have worked real hard on these indicators over the past several years.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Our title one parent surveys and perception data from our informal conversations with our parents and community stakeholder's indicate a high approval with Governance and Leadership which is constant with the survey results.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 5: Using results for continuous improvement would be the lowest overall standard. This is constant with the leadership surveys done by the faculty on the administration through the TKES for the state of Georgia.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

none

What are the implications for these stakeholder perceptions?

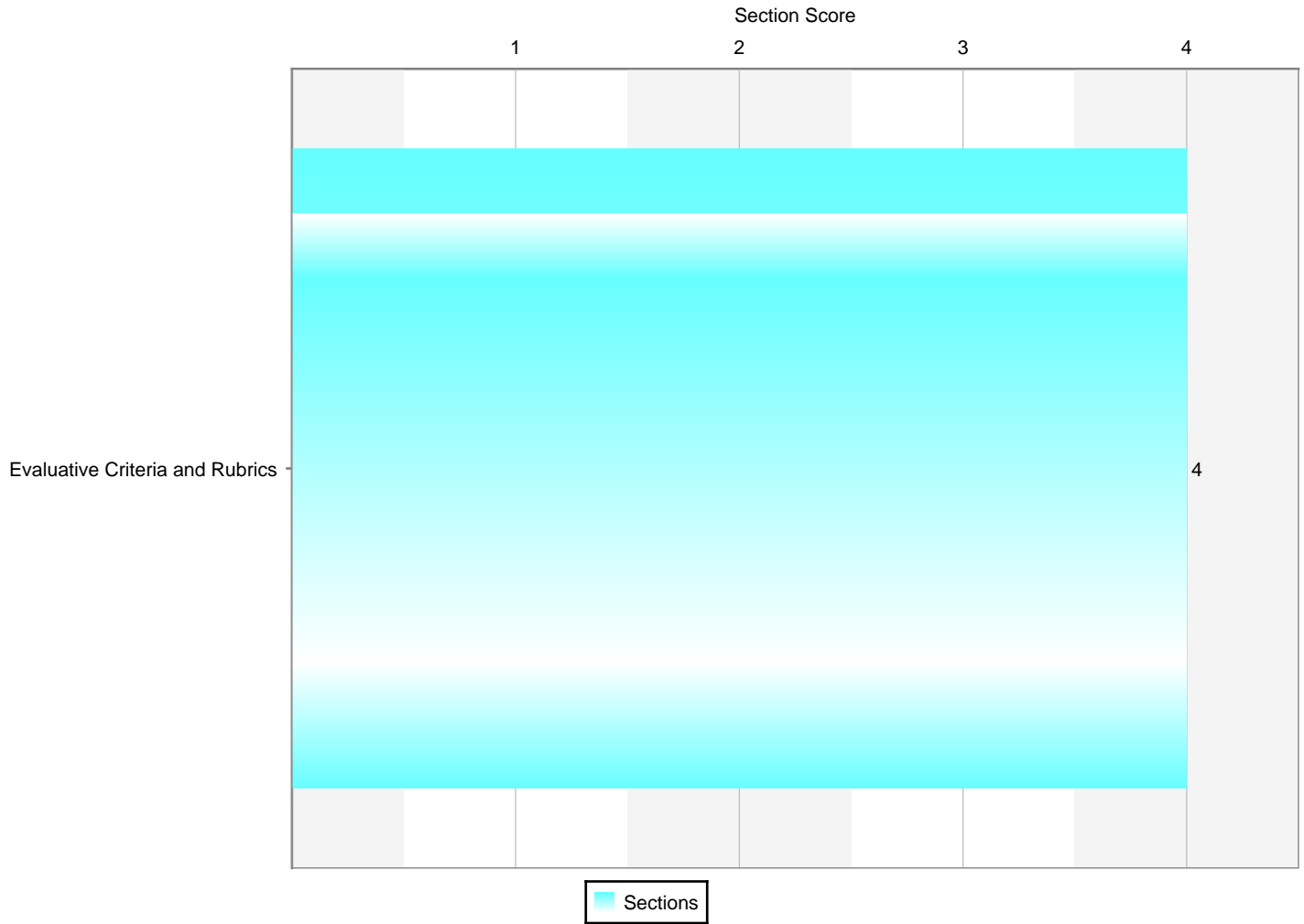
First of all, the results are reassuring because they fell right in line with our other perception data from various sources. The implications is to stay the course and get better at using results (data) for driving our school improvement efforts.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

All of the findings are consistent with other feedback sources. Especially, the standard 1 Governance and Leadership with the new direction of the school. Also, overall weakest area being Using Results for Continuous Improvement is consistent with other surveys and recent GAPPS visit.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

English Language Learners sub group performs well above the average in reading. ELL sub group performed above the state average the last years in 5th grade mathematics. Also, our non-ELL performance was in line with the both the district and state average in the three major content areas reading, mathematics and reading.

Describe the area(s) that show a positive trend in performance.

English Secondary Language students show a positive trend in mathematics especially in 5th grade. They hold steady in grades 3 and 4, however in 5th they have double digit gains.

Which area(s) indicate the overall highest performance?

Our overall reading scores in 4th grade was the highest performing area last year with double digit gains. We had 89.4% of our 4th grade population pass the reading portion of the CRCT. Also, are 5th grade math scores over the past two years have been consistent and just a shy below the district and state average.

Which subgroup(s) show a trend toward increasing performance?

We only have one subgroup and it is our ELL population which makes up 99% of our student population. This group has shown a positive trend in all subject areas the last two years except in 4th grade mathematics.

Between which subgroups is the achievement gap closing?

Our ELL population is slowly closing the achievement gap on the overall population. We had about 90% of our total population pass reading last year and the ELL group was about 85% pass rate. This is extremely exciting to have this gap closing and it not growing any larger in the other subject areas.

Which of the above reported findings are consistent with findings from other data sources?

At Lyman Hall elementary we have an extensive monitoring program for all our students. We have especially focused on early literacy to build the foundation for our ELL early in their academic career. We use many data sources including portfolios, DRA, DMA, formal assessments, informal assessments and conference notes. All of these data sources point the same struggle for our students and that is the language portion of learning. Many of our students come to us in KK not knowing any words, sounds or numbers-we see the growth and track it, however sometimes in doesn't show up in a pass grade on the CRCT. We can see it in our teacher's growth model data in both 4th
SY 2014-2015

and 5th grade.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

We have several areas in which we need to improve our level of performance. One of the main areas is overall mathematics in 3rd, 4th and 5th grade, however especially in 3rd and 5th grade. They are performing about 10-13% below our 5th grade students. Also, all grades need to continue to improve in social studies and science.

Describe the area(s) that show a negative trend in performance.

The only area in which the we have a negative trend is in 4th mathematics.

Which area(s) indicate the overall lowest performance?

Actually are social studies and science have the overall lowest performance. We have done a root cause analysis to determine the cause and it became very clear we weren't focusing on these subjects in the past. We were focusing on reading and math to build the language for our students.

Which subgroup(s) show a trend toward decreasing performance?

none

Between which subgroups is the achievement gap becoming greater?

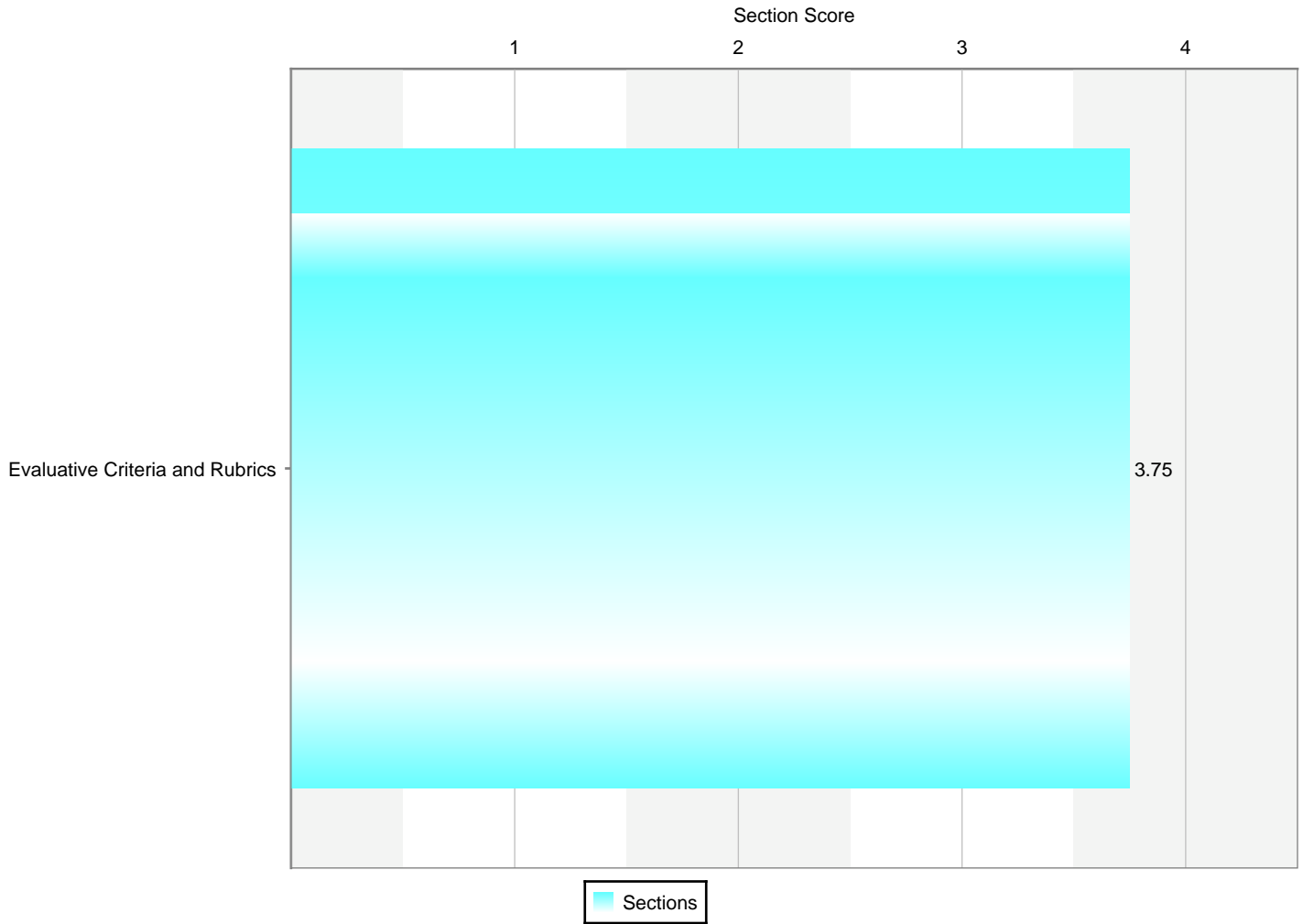
none

Which of the above reported findings are consistent with findings from other data sources?

All the findings stated previously are consistent with our every day data sources. We have changed our schedule to include social studies and science because we knew from other data sources this was area we need to improve in. We built a flexible schedule to include all of our support staff to make sure these subjects were being taught. We had to make sure that we did lose our foundation on early literacy and building vocabulary for our ELL population.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	At Lyman Hall we follow the Advance Ed policies and procedures.	

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes	At Lyman Hall we have a mission and vision that supports the Hall School Systems mission and vision.	

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes	We have security and crisis management plan.	

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	We follow all District and Advance Ed. guidelines for our book keeping.	

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes	We have a five year school improvement plan that we monitor regularly.	School Improvement