Accreditation Report

North Hall Middle School

Hall County School System

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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?

North Hall Middle School is nestled in the northeastern corner of Hall County and is situated among rolling pastures. The building was erected in 1988 and is adjacent to the community high school. Currently, North Hall Middle School is home to 862 students with 12.2% of that population identifying as Hispanic and <3% of other minorities. This student population has remained relatively stable over the past 10 years as well as the faculty and staff. Given the economic challenges, the school has seen an increasing number of students who come from families who are economically disadvantaged with 43.16% of our student population receiving free or reduced rates for meals. The staff serves over 100 students with special needs and has developed an effective inclusion model of instruction via co-teaching. Strong community support and parental involvement is evident throughout academic, athletic, and other extracurricular areas. A prevalent expectation for students is to attend an institution of higher education and to complete career pathway preparation for successful transition to the workforce.

The North Hall Community Education Foundation was established 10 years ago to support the endeavors of the North Hall Cluster Schools. Instructionally programming initiatives are supported each year; proposals are made before the foundation based on student achievement needs. Most recently, technology devices have been added to give greater access to the desire for students to be involved in more and more blended learning opportunities.

The Parent Teacher Student Organization and school council are essential, integral, active governing bodies that contribute to the overall success of all students at North Hall Middle School.

The current principal, Dr. Shane Rayburn, was appointed to lead the school beginning in the fall of 2013; prior to his appointment, the former principal, Dr. Brad Brown had served the community for seven years. Sixty-five certified faculty and twenty-three classified staff create the faculty and staff of North Hall Middle School with years of experience ranging from one year to over thirty years of teaching and leadership experience.

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.

The school's purpose and direction are annually revisited during post-planning and the school improvement retreat during June and works as a living document. The challenge set forth for the current year to provide evidence of existing efforts (i.e., from connections support and instructional extension to more intentional and deliberate, creative efforts at scheduling, Center Point Mentoring, Backpack Love, Cultural Diversity Grant with Brenau, Trojan Time, Teen Pregnancy Prevention,).

Classroom instruction is standards-based, collaborative, assessment-driven, and include greater utilization of blended learning opportunities.

The purpose and direction of North Hall Middle School is revisited for affirmation at the yearly leadership retreat and throughout the year.

Below you will find the current vision framework.

North Hall Middle School - Vision Framework 2014-15

NHMS Values and beliefs

- We believe every student can learn.
- We believe that building positive relationships makes learning meaningful.
- We believe learning is important to every student's future.

NHMS Purpose

Our purpose is to inspire students to be compassionate and productive individuals.

NHMS Mission
 Respect, Connect, Grow

NHMS Vision

Our vision is to positively impact student relationships through relevant and authentic learning.

A program of choice with a STEM exploration emphasis was birthed in the summer of 2013 and its first cohort of students began in August 2013. This school within a school model allows for a more specified vision framework. The students and teachers are still considered North Hall Middle School stakeholders; however, they have articulated a fine-tuned vision framework and it is herein below.

The Earhart-Edison Academy at NHMS

VALUES and BELIEFS:

We value every child's strengths and talents and believe in tapping into their unique aspirations to develop their individual growth.

PURPOSE:

The purpose of the Earhart-Edison Academy (E2) is to inspire students with a rigorous, project-based education with thematic instruction that integrates science, technology, engineering, and mathematics exploration. Its purpose is to create an environment where students grow into 21st century problem-solvers, innovators, and communicators. Inspired by the example of Thomas Edison and Amelia Earhart, students will become visionaries who understand that perseverance and passion can change the world for the better.

MISSION:

Students will demonstrate growth and achieve mastery of the Georgia standards through technology-based projects and authentic intellectual work culminating in an end-of-year presentation in a digital showcase. Students will be immersed in an environment of STEM exploration that also emphasizes the humanities, service-learning, and leadership.

VISION:

Earhart-Edison learners are becoming:

PRINCIPLED - responsible, empathetic, service-minded, and ethical
RISK-TAKERS - resilient, persevering
CREATIVE PROBLEM-SOLVERS - innovators
VISIONARIES - dreamers and doers
COLLABORATORS - communicators and team members
CRITICAL THINKERS - curious and passionate about learning

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.

Students at North Hall Middle Schools have consistently performed well on standardized tests and under NCLB, routinely made Adequate Yearly Progress. Given current CCPRI scoring, the school earned a 2012-13 score of 81.8, up from 78.2 in the 2011-12 calculation. Writing scores have also been strong and the school leads county middle schools in this area. It is recognized that in order to meet the needs of our students, more attention must be given to not just meeting a set bar of achievement. Instead, our efforts should address student growth for all students and in particular, gaps in our lowest achieving students.

We have embraced collaborative planning of content to assure that standards are addressed comprehensively and extensively; additionally common assessments are being used formatively and periodically to offer an apples-to-apples comparison of student growth and achievement in a real-time manner. Finally, differentiated instruction and blended learning are helping us to personalize instruction for students.

North Hall Middle School was one of the first middle schools to offer Carnegie level high school courses wherein students earn high school credit. To date, a total of 16 courses are offered including Earth Systems, 9th Grade Honors Literature, Honors Physical Science, AP Stats, Honors Directed Studies, Health and Personal Fitness, and a plethora of CTAE courses.

Earhart-Edison Academy (a school within a school program of choice) opened in the fall of 2013. The Earhart-Edison Academy is the Hall County middle school program of choice where students explore Science, Technology, Engineering, and Math in a rich, interdisciplinary context. Students are immersed in an environment of STEM exploration that emphasizes service-learning, career exploration and leadership development. This program differs from traditional middle schools in several ways. Intentional, real-life STEM experiences in technology, product development, research, and authentic applications through various speakers, on-line platforms, contests, and field trips are afforded students. Beginning as sixth graders, students earn high school credit for Honors Earth Systems in the 6th grade. Advanced Math is an expectation for all E2 students. E2 students will earn at least two high school science credits and one high school math credit before entering high school. Finally, all 6th grade students experience a Technology Connections course and use laptops not only for their STEM classes, but also for collaborative, student choice learning experiences.

In the current school year, the governance team agreed to pilot a partnership with University of North Georgia by placing yearlong interns in our school. This partnership has appeared successful to date and we anticipate expanding the number of students who are placed within the school.

During the current year, a structure for advisement and mentoring has been established via Trojan Time, structured reteaching and enrichment opportunities are made available through a weekly Trojan Support Time, and finally, students are now given multiple opportunities to improve achievement by retaking assessments and evaluations each Friday after school during Trojan Academy. A common instructional framework has been adopted and includes: Warm-up/Opening, Mini-lesson, Work Session, Closing, and Differentiation. Greater emphasis on writing across the curriculum and content literacy has been established and is routinely planned for in collaborative content meetings. The technology infrastructure has improved, and new tools and devices are becoming more readily available and utilized. Additionally, professional learning in blended learning and 21st century strategies is being offered via Canvas (the system's new learning management system). Greater emphasis has been placed on personalizing professional learning to individual needs. Teachers identify two Teacher Keys standards that they intend to strengthen and debrief at a midyear conference and a summative conference.

Finally, in 2013, the school attained the platinum level of recognition in the area of health and wellness as defined by the Alliance for a Healthier Generation. Over $40,000 in grants have been secured by the wellness champion and her wellness team to promote and health and wellness among students and staff. Many events center on the importance of a healthy lifestyle for staff and students.

Additional Information

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

North Hall Middle School embraces a growth mindset and through a needs assessment and utilizing a staff survey the following professional learning areas were identified as areas for growth:

- Differentiated, embedded professional learning to support the retention of highly qualified teachers, assure student academic success, promote a culture of intellectual curiosity, support the development of the whole child, and meet the diverse need of all students.

- Collaborative instructional planning and collective responsibility for results (with particular focus on Content Literacy)

- Differentiated instruction to assure student success

- Teacher leadership development - sharing teaching practices and pedagogical expertise

Given these needs, the governance team seeks resources and supports to increase opportunities for faculty and staff to improve in the following areas:

- Technology in the Classroom - Blended Learning Structures

- Differentiated Instruction based on Collaborative Analysis of Data

- Motivating Learners and Strategies for Learners via Increased Rigor and Authentic Intellectual Engagement

- Vertical and Horizontal Alignment across Content Areas - Collaborative Planning (with particular target on Content Literacy)

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: 3.0

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.	•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 evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a 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 share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

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.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •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.

Our school's process for review, revision and communication of the purpose statement is documented. Our staff is intentional about fidelity to the process and they are committed to it. The process is sound; however, it is in the beginning of its development. The process needs more stakeholder collaboration in the development of our school's beliefs, purpose, mission, and vision. This will facilitate both input and support from all stakeholders. It will also provide a framework that allows for developing shared beliefs that will create a school culture that values equitable educational programs and learning experiences for all students. This framework will include the goals necessary to accomplish in order to achieve our school's vision. Our vision will provide the clear direction essential to quality school improvement at North Hall Middle.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•Student handbooks •Staff handbooks	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Governing code of ethics	Level 4

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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Survey results regarding functions of the governing body	Level 4

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.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	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.	•Copies of surveys or screen shots from online surveys •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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports	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.

A strong sense of instructional leadership is evident and the language of the AdvancEd standards support our contention that policies, practices, and guidance are regularly communicated now. A new mission was adopted last summer during Leadership Team Retreat which has provided clearer purpose and direction and is being used as an anchor to making decisions. The school improvement team and school council along with PTSO meet regularly to focus on progress and development of the mission in all programming. Leadership communicates regularly with all stakeholders and highlights student achievement and community accolades via blog, weekly messengers, PTSO, school council, etc. An effort is being made to bring greater consistency within the school leadership to provide clearly articulated steps for

continuous improvement. School leadership seeks input and communication is highlighted with stakeholders. Teachers and staff and community members are being challenged to find their professional voices and embrace the opportunity to share in decision making in more distinct ways; it is hoped that a clear path could be traced through closer detail to input and its subsequent influence on decision-making. The staff clearly holds high expectations of students and colleagues; however, it is evident that those high expectations may need to be better aligned with more responsive practices to assure that all students reach their highest potential. Greater emphasis has been given to collective responsibility through the school improvement process. Every teacher is now involved in regular collaborative planning. Innovative practices and common assessments need to be utilized more fully and monitored distinctly with data to ensure that the classroom practices indeed support the school's purpose and direction. New structures (i.e., Trojan Time and a common instructional frame) have been put in place during the 2014-15 school year with hope of strengthening this standard.

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: 2.92

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.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Course descriptions •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.	•Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	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 sometimes 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 groups of students when necessary. Teachers sometimes 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.	•Teacher evaluation criteria •Professional development focused on these strategies •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 •Surveys results	Level 2

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 beyond classroom observation 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.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 4

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. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction	Level 2

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.	•Records of meetings and walk thrus/feedback sessions •Professional learning calendar with activities for instructional support of new staff	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.	•Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days	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 long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure •Description of formal adult advocate structures	Level 4

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.	•Survey results •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.	•Survey results •Brief explanation of alignment between professional learning and identified needs	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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with 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 students within these special populations.	•Survey results •List of learning support services and student population served by such services •Data used to identify unique learning needs of students	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.

STANDARD 3:

NHMS's leadership team emphasizes the importance of elevating our curriculum, instructional design and practices to ensure teacher effectiveness and student learning to encourage thinking skills, learning skills, and life skills. Content areas rely on instruction and multiple assessments based on state and county designed guidelines and curriculum frameworks; however, we acknowledge that we need to strengthen this area through examination of student work, reflection, and cross curricular integration.

School leaders continually monitor and support the improvement of teacher practices though such strategies as pre-evaluation conferences to identify strands of improvement and by encouraging professional conferences for instructional development; although we acknowledge

that our professional learning does need a more rigorous measure of effectiveness, we encourage and offer multiple professional learning opportunities on campus during the school day.

Further, NHMS's leadership places great value on offering a multitude of Carnegie and advanced content courses, as well as protecting collaborative planning time for each content area in both horizontal and vertical areas; further, they protect grade level and grade chair meetings. However, vertical and cross alignment is still a work in progress that needs development through a more rigorous examination of student work, developing mentor examples, using data to identify all students' needs, and developing cross curricular units. In 2014, NHMS implemented a framework for the instructional design, but it too needs further development to move forward.

Our school improvement team implemented a new advisement time this year, Trojan Time, to foster a greater connection between teacher and student whereby each student is well known by at least one adult in the school. This time is used for character education, academic exploration, supporting remediation and goal development. However, while implemented, this program is still in its infancy and will continue to grow in potential by such ideas as refining the student reflection piece.

Additionally, our school improvement team continues to add more technology and professional learning classes supporting technology in the classroom. While the team acknowledges that we are not where we want to be, we are moving in a forward direction and the teachers are enthusiastic regarding this change. Teachers want to use technology but the infrastructure isn't completely compatible yet with our needs.

Our NHMS families are a vital, integral part of the NHMS community. We wish to enhance our families' involvement by implementing a process of evaluation, but celebrate the school's continuing engagement of families in meaningful ways (PTSO, Blogs, Parent Volunteers, Progress Reports, Report Cards, IC notifications, Tweets, Conferences, etc.). Faculty and staff feel that a strength of the school is how we communicate to our parents regarding their child's education and keep them richly informed of their child's learning progress.

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: 2.86

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.	•Survey results •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.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •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 adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 3

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.	•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.	•Communication from technology support personnel showing increased use and addressed concerns.	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 implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process	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.

North Hall Middle provides a safe, nurturing, and orderly atmosphere that promotes success among all students and teachers. Administration has formed an interview team to evaluate prospective hires and to ensure students are placed in classrooms with highly qualified teachers. This team is comprised of veteran teachers, subject area leaders, and support staff and ensures a positive transition within the school. Instructional and planning time is highly valued, and administration maintains a protected school calendar and meeting schedule. Teachers collaborate on a regular basis at dedicated grade level and content area meetings. Furthermore, administration provides substitutes for content areas, Earhart-Edison teams, Special Education staff and vertical planning meetings periodically throughout the year.

As part of the planning team, school counselors provide multiple programs to educate and support the nature and needs of the middle school learner. As necessary, counselors evaluate and connect students with support and agencies needed to maintain their wellbeing.

Students are further supported as 21st century learners as we have integrated technological advances into our campus. In addition to new projectors and hardware in every classroom, teachers and students have access to trained media staff and a technology specialist to assist with using computers and tablets. As technology demands have grown, the school's technology infrastructure and Wi-Fi network has had difficulty supporting all of the devices in the school. Currently, a technology committee is gathering connectivity data and consulting with technology specialists in the central office to improve our network.

Overall the campus is a safe and orderly environment with evacuation plans and procedures in place, and school wide drills conducted regularly. There is an appointed staff member that oversees drills and security procedures, and he is in regular communication with administration and teachers regarding these issues.

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: 2.4

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.	•Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance	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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results •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 2

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.	•Documentation of attendance and training related to data use •Survey results	Level 2

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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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.	•Student surveys •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 2

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.	•Minutes of board meetings regarding achievement of student learning goals •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	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.

Our school utilizes a variety of student assessments that provide a range of data to enhance instructional practices. Teachers know that policies are in place and are also aware of possible procedures to use to analyze data to make educational decisions that drive instruction and help us to more effectively help students be ready and have success at the next level. Our assessment system produces data from multiple assessment measures such as:

o CRCT

o County Benchmarks

o Progress Monitoring Tools

 Language Arts: ORF and MAZE

 Math: Basic Computation (MSBP)

 Math: iReady

o Teacher Made Assessments

 Canvas Based

 Mastery Connect

o Common Assessments among grade levels and content areas

o Student Perception Surveys

o Read 180

o SLO

o Fitnessgram Assessments

o Product Based Assessments (assessed using rubric)

o Behavior Checklist

Although students participate in a variety of assessments, the results are not being used consistently throughout the building. Professionals and support staff members are not trained in a rigorous and professional development program related to the evaluation, interpretation and use of data. Creating clear systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources need to be developed and used consistently by all professional and support staff so that the evaluation process provides a continuous, complete picture of improvement plans to improve student learning and instruction.

Our leaders regularly communicate results of student achievement with school council and faculty and staff. The ongoing changes in the evaluation system make it challenging to share data without confusing stakeholders. It is sometimes difficult to share data in a variety of different modalities.

Report Summary

Scores By Section

Section Score
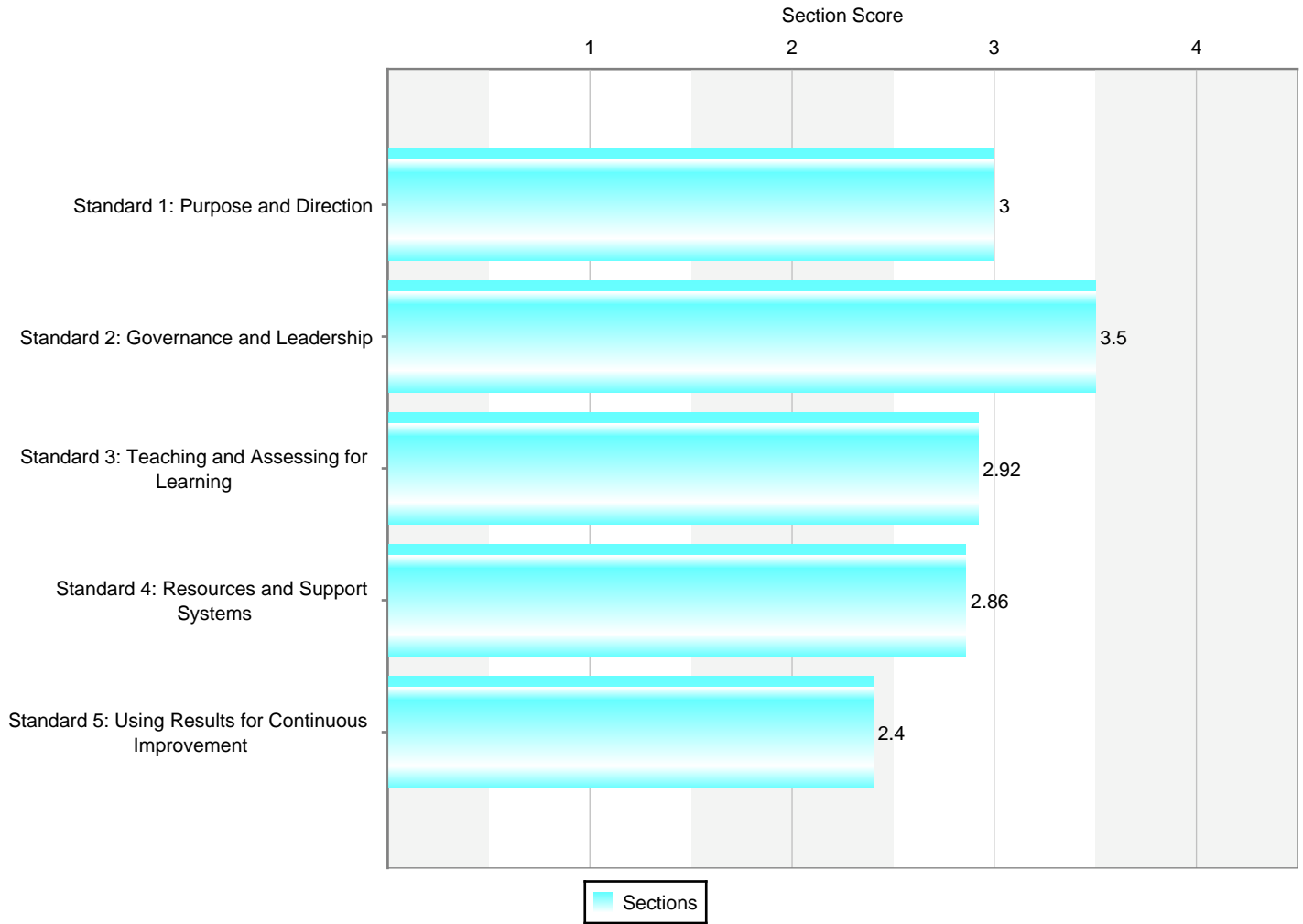
Stakeholder Feedback Diagnostic

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 feedback 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?

The highest average score for parents was for Standard 4 indicating their perception that resources and support systems are adequate and support student growth and development. According to student surveys, Standard 1 is indicated as the most notable area of strength; the school has recently set a new mission in place and it is regularly communicated with stakeholders including students. Finally, the staff have recognized Standard 2 with the greatest average with on two-hundredths of a difference in Standard 2 and 3. The staff supports the purpose and direction along with the governance and leadership in the new direction for North Hall Middle School.

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

Standard 3 3 appears to be trending toward greater satisfaction among stakeholders. This is an area wherein great emphasis has been placed for common instructional frameworks and language of the standards are pervasive.

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

Reports from school leadership team, school improvement team, full faculty and staff, PTSO, and the school council indicate support of the purpose and direction and governance and leadership indicated through surveys regarding leadership and new mission.

Areas in Need of Improvement

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

For parents, the lowest rated standard was Standard 3: Teaching and Assessing for Learning; this standard was also the lowest rated area according to staff results. Finally, students rated Standard 4:Resources and Support Systems as the lowest area; we contend that perhaps this is related to technology infrastructure.

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

Standard 3 warrants close attention to communicating clearly to stakeholders the changes in curriculum and the need for better articulated evaluation policies that embrace a common language of instructional practice.

**What are the implications for these stakeholder perceptions?**

Stakeholders of NHMS have long embraced the school and supported its missions and initiatives. The new state curriculum has been embraced by Hall County and efforts have been made to share the changes with each stakeholder group but greater focused is perhaps needed in this area to assure that common alignment exists between practices and the evaluative feedback given to students and parents in particular.

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

Evaluative walkthroughs indicated a need for a common instructional feedback and planning process. Collaborative content meetings are addressing this need. While some consistency exists horizontally, greater emphasis is needed in vertical articulation of different course levels and expectations for continuous improvement.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 4

Sections
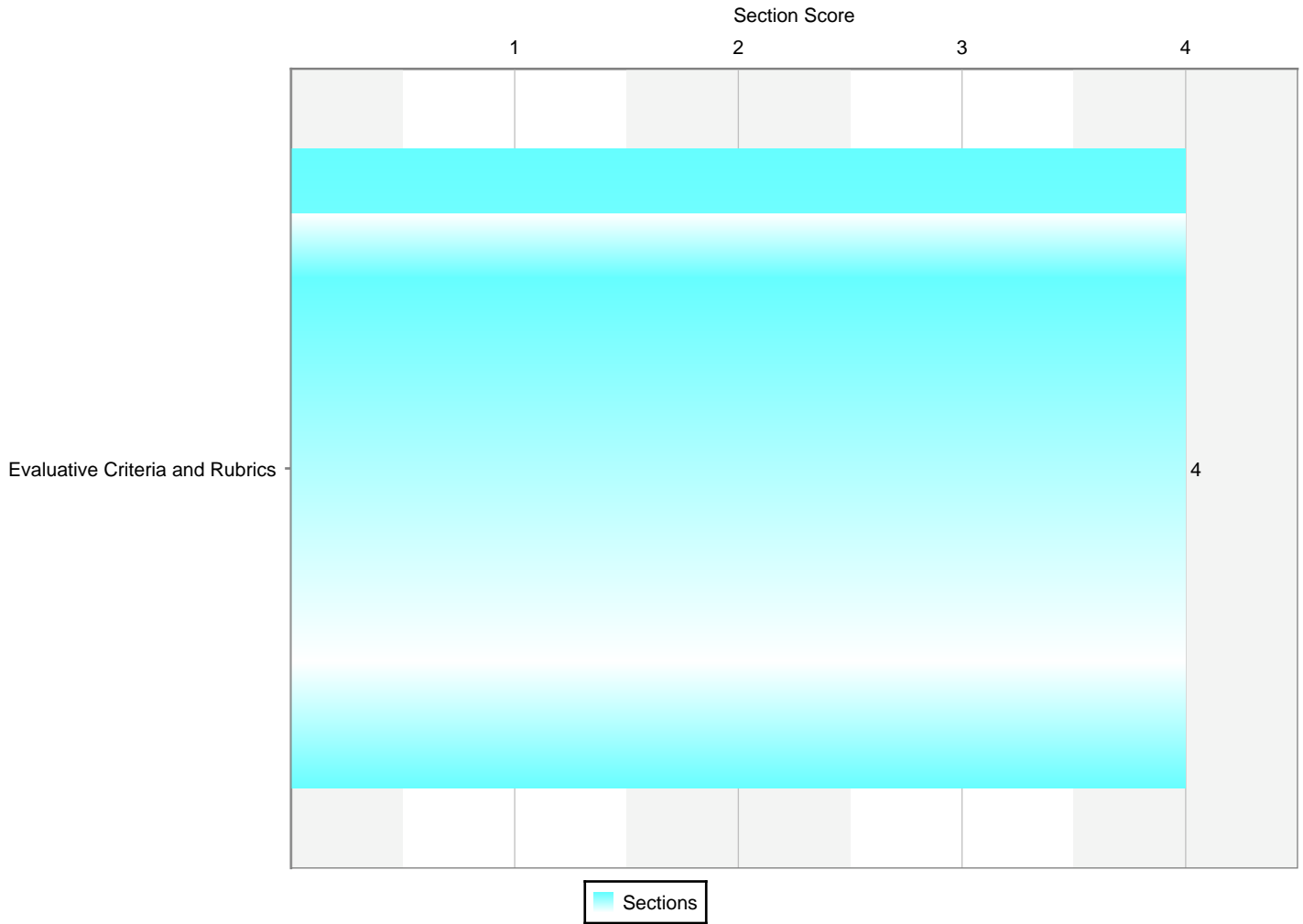
Student Performance Diagnostic

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		Student Performance Summary

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	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 achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

Reading scores are consistently the highest content area while achievement in most other areas are above average.

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

Reading continues to be an area of strength and shows strong trends of growth over the past several years. Additionally, there has been positive trending in the area of Social Studies in terms of achievement and growth.

Which area(s) indicate the overall highest performance?

Reading continues to be the strongest area and remains the highest permance area at NHMS.

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

Students with disabilities and economically disadvantaged students have positive trends of growth performance.

Between which subgroups is the achievement gap closing?

Economically challenged students indicate closing of the achievement gap but more work is needed in this area.

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

Strong achievement scores have been present. Social Studies and Science have historically been lower achievement areas for all students and subgroups.There is a need for closer attention to growth in all areas.

Areas in Need of Improvement

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

Social Studies and Science have historically been below the expected level of performance, especially given the high achievement in the area of reading and language arts.

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

All content areas are relatively stable within 5 percentage points of change in achievement.

Which area(s) indicate the overall lowest performance?

Social Studies continues to be the area of challenge. Gains have been made in this area due to a laser-like focus on standards. However, it remains an area of uneven achievement.

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

The achievement of our economically disadvantaged students is uneven and a growing population of this subgroup is challenging our instructional sensibilities

**Between which subgroups is the achievement gap becoming greater?**

The achievement of our economically disadvantaged students is uneven and a growing population of this subgroup is challenging our instructional sensibilities. Additionally, a growing populaion of special needs has made this group an area where a greater gap is evident.

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

Our students with disabilities and economically disadvantaged students tend to lag in achievement and growth across areas.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 2.75
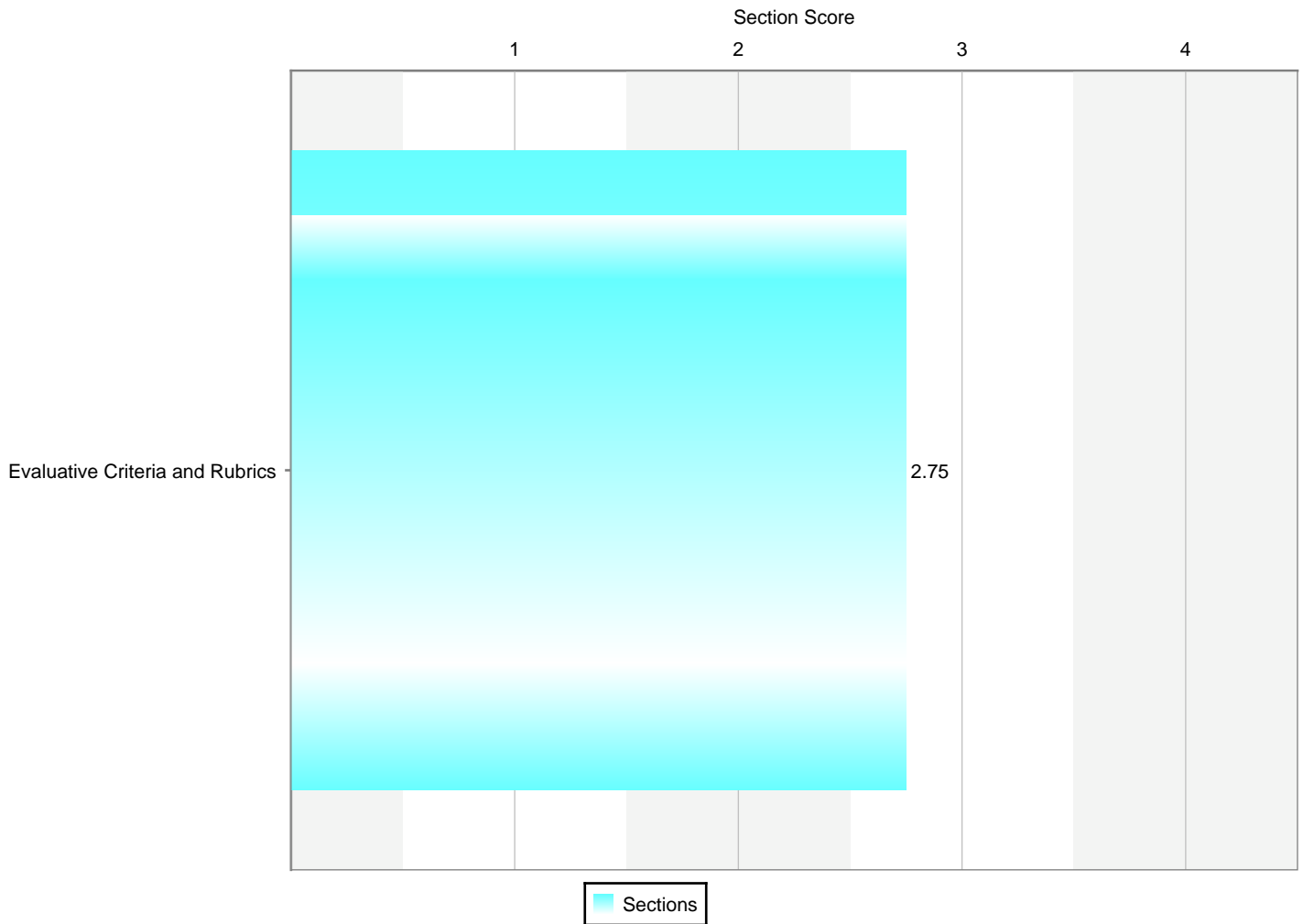
Sections

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		

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		

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		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

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		2014-15 SIP