Accreditation Report

Wauka Mountain Multiple Intelligences Academy

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?

Located in the foothills of the North Georgia mountains near the small town of Clermont, Georgia, Wauka Mountain Multiple Intelligences Academy has a rich tradition and tremendous community support. This rural school was opened in 1977 when two local schools - Clermont Elementary and Brookton Elementary - were united into one new elementary school. Rich traditions from each school are still honored today. For example, Grandparents' Day is a huge celebration as many of the parents and grandparents attended school at one of the three schools.

We are blessed with a well-maintained facility that sets on over 25 acres. In addition to classroom space, our building has a student culinary arts kitchen, a science lab, a greenhouse, and an amphitheater.

There are 580 students at Wauka with 94% being white, 1.9% multiracial, .34% Asian, .52% black, and 3.3% Hispanic. Forty-eight percent of our students receive free or reduced meals and 13.2% of our students have disabilities. We serve grades kindergarten through fifth and we are not a Title 1 school.

There are twenty-four homeroom teachers (four in each grade level), one principal, one assistant principal, one media specialist, one media clerk, one counselor, one physical education teacher, one music teacher, one art teacher, one Spanish teacher, one Chinese teacher, one speech teacher, two interrelated special education teachers, one teacher of the mildly impaired, two teachers of the moderately impaired, one teacher of gifted education, a half-time early intervention teacher, a half-time culinary arts teacher, a full-time nurse, a full-time secretary, and a half-time data clerk. We have four kindergarten paraprofessionals and nine special education paraprofessionals.

Wauka became a conversion charter school in 2011 with the final year of the charter ending in 2016.

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.

It is the mission of The Wauka Mountain Multiple Intelligences Academy to offer students opportunities to participate in activities that foster learning in Howard Gardner's eight intelligences with a focus on the Common Core Georgia Performance Standards. In addition to the curriculum based on the state standards, students select two specialty classes that meet daily for ten weeks to extend learning. Examples of specialty classes include Spanish, Mandarin Chinese, golf, tennis, archery, advanced technology, equestrian studies, dance, horticulture, flute, guitar, violin, piano, chorus, science, LEGO robotics, stepping, color guard, sewing, community services, chorus, sculpture & pottery, fitness, digital photography, videography, yearbook design, soccer, digital photography, Leaping into Literacy, math lab, high-tech literacy, astronomy, water color, international studies, writing lab, cheer leading, Presidential parade, Create! Art classes, and culinary arts.

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.

Our students have made gains, most notable in the Exceeds area of the CRCT. In 2007 10% of our students exceeded on the reading portion of the CRCT in 2013, 54% of our students exceeded in reading. In 2007, none of our students exceeded on the Math portion of the CRCT; in 2013 50% of our students exceeded in Math. In 2007, 28% of our students exceeded on the ELA portion of the CRCT; in 2013, 41% of our students exceeded. In 2007, 28% of our students exceeded on the Science portion of the CRCT; in 2013, 45% of our students exceeded. In 2007, 24% of our students exceeded on the Social Studies portion of the CRCT; in 2013, 31% of our students exceeded.

We were the recipient of the Farm to School Grant/Feed My School for a Week program with Georgia Department of Agriculture. Wauka was selected for Hall County's 21st Century bus tour and our students placed first at the district Reading Bowl. Our students have placed 2nd and 3rd in regional archery tournaments and received exemplary ratings for Flute and Strings at the Georgia Music Festival. Wauka received the Georgia School Bell Award in 2013 for innovation in education. One of our business partners received the State School Patron Award in 2013 by the Georgia Association of Elementary School Principals. Two of our students were featured on the cover of the Confucius Institute Magazine exemplifying our partnership with Kennesaw University and the Confucius Institute.

We continually analyze our academic data and our perception data for school improvement. Perception data is gathered from parents, students, and staff annually and analyzed by the leadership team. We analyze all of our academic data to establish viable next steps for our school and students.

Currently, we see a need to focus on science and social studies instruction by providing quality professional learning in these areas. We have recently partnered with Engineering for Kids to assist with increasing rigor in the area of science and technology.

Additional Information

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

Wauka Mountain is a conversion charter school, grounded in Howard Gardner's Theory of Multiple Intelligences.

We are proud of the partnerships that we have established. One of the most significant partnerships at Wauka is with the Confucius Institute and Kennesaw University. We are provided a teacher from China to teach Mandarin and culture studies each year.

The Oaks at Lanier Career Academy provides another great partnership for our culinary program. Our students have the opportunity to work alongside high school students who are learning to become chefs and with the teacher who is a professional chef.

Our partnership with the J.A. Walters YMCA has allowed each student to have Red Cross certified swimming lessons each year. The staff at Wauka recognizes the importance of teaching children to swim and entered into this successful partnership. Our proximity to Lake Lanier and the importance of water sports to this community were valuable reasons for these classes. We also have a rowing team that utilizes the Lanier Kayak and Rowing venue.

Wauka partners with HighGaite Stables so that our equestrian studies class may go to the stables once a week to work with horses.

Our horticulture program is supported by many of our local businesses.

We also partner with Engineering for Kids who provides an engineer on a weekly basis to teach classes alongside our robotics teacher.

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.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Documentation or description of the process for creating the school's purpose including the role of stakeholders	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.	•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 •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.

The purpose and direction for Wauka Mountain Multiple Intelligences Academy are clear and communicated to all groups through school newsletters, surveys, school website, staff and student handbooks.

The positive school culture is reflected in the behavior of the students and staff that communicate a purpose and direction that commits to high expectations for learning as well as shared values about teaching and learning. Our vision is to provide challenging and equitable learning experiences designed to foster higher student achievement, connect to real life experiences, and cultivate lifelong learners through providing specialty classes modeled after Howard Gardner's Theory of Multiple Intelligences. Our school provides programs and differentiated instruction built around the desire to support and expand the development learning of our students.

Teachers meet within grade levels to discuss best practices and implement strategies to increase student achievement. We have a school-wide professional development plan derived from our student achievement scores and developed to enhance instructional practices. Our administration encourages, supports, and monitors the grade level meetings in addition to scheduling regular data chats with each grade level. With input from teachers and administration, clear direction is established for improving conditions that support student learning.

The staff at Wauka are dedicated to creating long-range objectives and initiatives to increase overall student academic success and to prepare our students for their future careers. One area where we would like to improve is the involvement of our stakeholders, mainly our parents. Wauka has strong parental support and a great reputation throughout the community, but the attendance by parents at school functions focused on curriculum and learning has been limited to a select group of parents. It has been difficult to get parents to attend PTO meetings unless the event involves a student performance (which we do). We are always seeking new and different ways to invite and include all stakeholders to collaborate with faculty and staff as we review and revise our direction and purpose.

The purpose and direction of Wauka Mountain has been clear and well-communicated, but the vision will always be under revision as we

work together to find pathways that meet the needs of our students and their futures.

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.	•Student handbooks •Governing body policies, procedures, and practices •Staff 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.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •Governing code of ethics	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.	•School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

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.	•Minutes from meetings with stakeholders •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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •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.

Wauka Mountain Multiple Intelligences Academy (WMMIA) has and continues to operate under the governance of the county's elected school board. The Board is the policy making body for the district and is solely responsible for the establishment, management, organization, operation and administration of all Hall County schools. This entity consistently receives input from many and varied stakeholders, as well as advice form legal counsel, which is taken into consideration when establishing policies that guide both county and school administrative teams. In turn, individual school administration teams use these policies to establish school specific policies and procedures for students and staff.

These policies and procedures are set forth for Wauka Mountain staff in the form of a staff handbook that is updated and presented to the staff annually and contains all relevant information in regards to personnel policy. These policies include but are not limited to the continued professional growth of staff; the requirements, direction and oversight of fiscal management and the best practices for the promotion of effective instruction and assessment.

The Hall County School System is a state accredited system of schools that serves the Hall County community as well as those outside the community who apply for and receive acceptance into the system from outside the county service area. The HCSS Board of Education communicates the systems policies, procedures, activities/events, and school and community interest stories through the HCSS website at www.hallco.org and the local media outlets.

The Hall county School Board is comprised of five elected members from single districts who each serve a four-year term and who annually elect its chair and vice-chair at its November meeting. The members are actively engaged in the strategic planning and development of policy for the HCSS. Any and all policy proposals for the Board are first reviewed to determine if they are reflective of the HCSS Balanced Scorecard and subsequently reviewed by HCSS legal counsel prior to being presented to the Board for consideration.

The HCSS BOE relinquishes authority to its local administrators to ensure there is full implementation of all standards, policies, and procedures at his or her individual school. The principals regularly evaluate staff; formally and informally, and closely monitor classrooms for program effectiveness.

Annual personnel evaluations and reviews are conducted by the HCSS Superintendent to gauge the effectiveness of school leaders.

The Superintendent is responsible for the administration of the entire school system as provided by law, State Board of Education Rules and Regulations and policies of the HCSS BOE. He has the authority to issue directives and to prescribe procedures necessary to fulfill the policies of HCSS BOE and State Board of Education rules.

The Building Leadership Team meets monthly to serve as representatives to the entirety of the staff in providing input to schools leadership as it pertains to the school's direction and purpose. It also aides in the development of the School's Improvement Plan at the school level based on the school's vision and mission statement. The school collaborates and works cooperatively with parents and stakeholders to shape decisions and provide feedback on the school's improvement efforts. The BLT also meets regularly with the principal to discuss issues and concerns of the staff.

The Building Leadership Team meets monthly to provide input into both school and system policies and procedures. It also aides in the development of the School Improvement Plan at the school level based on the school's vision and mission statement.

There are frequent Charter Board and PTO meetings at WMMIA. At every level throughout the HCSS, there is an open-door policy that provides opportunities for parents and community members to contribute to the school's decision-making process.

The WMMIA administration meets with the staff to explain and discuss the evaluation process. The effectiveness of school leaders and staff is measured in the annual personnel evaluation and review process through the LKES and TKES respectively.

School staff receives professional development opportunities that are proven to promote student growth and success.

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 •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.	•Curriculum guides •Common assessments •Standards-based report cards •Surveys results •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 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.	•Teacher evaluation criteria •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 •Surveys results	Level 3

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 •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •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.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results	Level 3

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.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	Level 3

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.	Some 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 school personnel.	•Records of meetings and walk thrus/feedback sessions •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	Level 2

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 •Volunteer program with variety of options for participation •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	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.	•Survey results •Description of formal adult advocate structures	Level 2

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	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.	•Evaluation tools for professional learning •Survey results	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.	•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.

Wauka Mountain's school curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning. This is evident through teachers having a weekly collaborative grade level planning time to address curriculum and assessments, as well as, intentional administrative observations for specific goals.

Wauka Mountain monitors and adjusts curriculum, instructional practices, and assessments through analyzing individual student data, grade level data, and school wide data. Data is reviewed and next steps are decided through monthly grade level meetings with administration, and monthly leadership team meetings.

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. It is evident

through administrative walkthroughs that all teachers are using the workshop model for reading and math. This model provides small group and individual instruction based on their needs. We have had several professional developments that have focused on various instructional strategies.

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success through monthly meetings with grade levels and departments. Each meeting administration pulls data from our shared drive and we thoroughly analyze where we are and what we are doing to meet the students needs.

Wauka Mountain teachers are provided many collaborative learning opportunities. They participate in monthly technology meetings where different staff members have . Based on our yearly data and areas of weakness, several instructional based collaborative opportunities are available that all staff participate. We also have weekly and monthly meetings were teams meet to discuss students in the RTI process.

Wauka Mountain has a mentor program for all new teachers on staff. The assistant principal meets with them monthly and often provides instructional learning opportunities. They also are given a mentor. Wauka Mountain also has a partnership with a local college. All staff members have a junior or senior education major intern throughout the year.   This our first year with the program and we have had several feedback sessions to continue to make improvements.

Wauka Mountain is a part of a very involved community. We have several opportunities a year where parents are invited into their classrooms to hear about curriculum and see instructional progress. We have a PTO board that provides events for our students families. Every classroom teacher is responsible for a weekly newsletter that communicates to the families what is going on for the week. Our principal sends out a weekly newsletter as well. We also share with our community and families various school activities through social media.

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: 3.43

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to 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 all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Documentation of highly qualified staff	Level 4

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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on 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 4

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.	•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 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.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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 4

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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

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.	•Agreements with school community agencies for student-family support •Survey results •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.

Wauka Mountain maintains clearly defined policies, procedures and other documentation to preserve qualified professional and support staff. Our county maintained bookkeeping system, which is audited regularly, details our fiscal resources to fund positions necessary to achieve the purpose and direction of the school.

Instructional time, material resources and fiscal resources are focused exclusively on supporting the purpose and direction of the school. Instructional time is fiercely protected. School leaders seek materials and fiscal resources to help meet the needs of the students. Budgets align directly with the school's purpose and direction, this is also evident in the school improvement plan, charter goals and professional development plan.

Wauka Mountain maintains, through valid measures that are systematically evaluated regularly, facilities, services and equipment to provide a safe, clean and healthy environment for all stakeholders. Committees whom meet regularly consistently evaluate effectiveness and maintenance schedules provide a regular check of facilities, services and equipment. Documentation of emergency procedures are available and are continuously assessed.

A wide range of media and information resources to support the school's educational programs are in place and used with fidelity. Media and information resource examples include, but are not limited to, HallConnect, Renzulli, Scholastic Reading Inventory, Razkids, IXL, Lexia, etc. Student data from above resources is documented on the school's network drive and is monitored by school leaders. The technology and media committee meets regularly to evaluate needs and effectiveness of current resources.

The technology infrastructure meets the teaching, learning and operational needs of all stakeholders. The school personnel have a technology plan to improve technology services, but plans to explore ways to administer needs assessments and use the data to develop a fully documented technology plan. Policies and procedures are available in relation to technology use.

Support services are established at Wauka Mountain to meet the physical, social and emotional needs of enrolled students. A process to determine needs is established, however a plan will be implemented to investigate options of how to measure assessment effectiveness of support services. Wauka Mountain provides character education and classroom guidance classes to all students. Parent classes have been established to help educate and provide support to all stakeholders.

A process is implemented to determine the counseling, assessment, referral, educational and career planning needs of all students. Measures of program effectiveness are in place and school personnel use the data from these measures to evaluate programs. Wauka Mountain hosts a Career Day, a systematic process is in place for referral of students whom need additional support, and the IEP process is efficient. The staff plans to investigate options to better assess the effectiveness of programs in order to better meet the needs of all students.

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: 2.6

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.	•Documentation or description of evaluation tools/protocols •Survey results •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.	•Survey results •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply 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.	•Professional learning schedule specific to the use of data •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 growth	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 •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	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.

Wauka Mountain implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses results to guide continuous improvement. Our 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 assessment system ensures consistent measures across classrooms and most assessments are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness.

School personnel uses multiple data, including comparison and trend data, to design, implement and evaluate continuous improvement plans for student learning, instruction, organizational conditions and the effectiveness of programs. Written protocols and procedures are in place for data collection and analysis, such as but not limited to, Developmental Reading Assessment, Scholastic Reading Inventory, unit pre-assessments and assessments, running records, and Response to Intervention. Informal data, such as observations and anecdotal notes are used regularly. Survey results from all stake holders are collected and analyzed.

Professional and support staff are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data. New staff are trained at the beginning of the year to familiarize them with the establish data collection systems. Current professional learning is based on our school improvement plan.
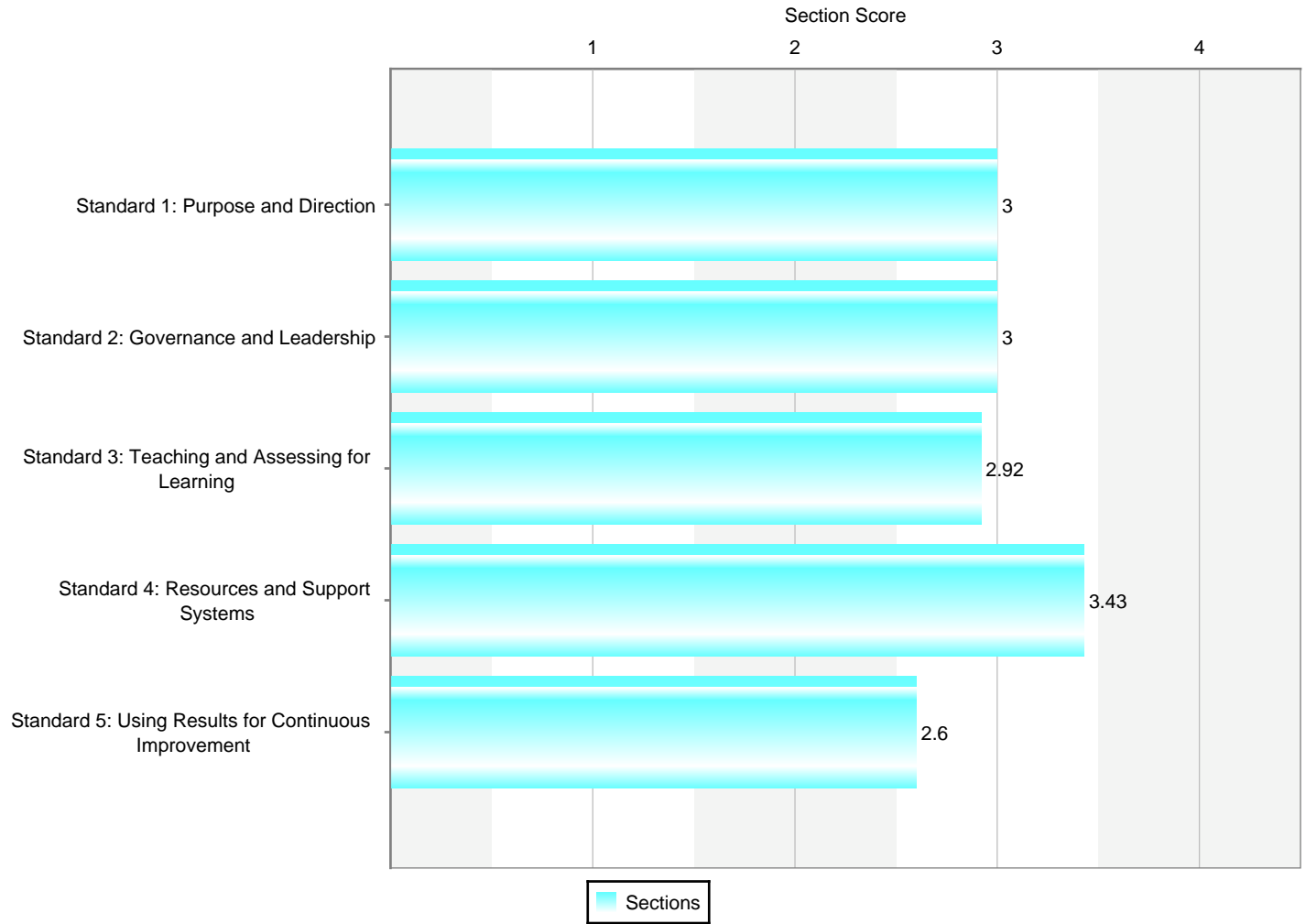
Wauka Mountain's policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. School personnel consistently use the data to analyze, create and implement our school action plan. Weekly grade level meetings and monthly meetings with administrators focus on student learning data and growth.

School leaders monitor and communicate comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals. Multiple avenues of communication of the above include weekly principal newsletter, informational bulletin boards, PTO meetings, Infinite Campus Messenger, Charter board, faculty meetings, Building Leadership Team meetings, and individual conferences.

All personnel are being trained in the use of SLDS to provide a more comprehensive and complete picture of student learning. This will lead us to a more rigorous and individualized professional development program related to use of data. It is expected that student learning will continue to increase.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 2.92

Standard 4: Resources and Support Systems — 3.43

Standard 5: Using Results for Continuous Improvement — 2.6

Sections

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	A link to the survey was sent to parents and staff through the electrnoic message system and through a paper newsletter. All parents were informed that they could take the survey at the school in the media center in the mini computer lab during the day or after PTO in that same location. Students and Staff were allowed to take the survey during the school day. Staff also had the option of taking the survey from home.	Wauka Mountain Stakeholder Feedback 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?

Purpose and Direction was consistently rated the highest - staff (4.58) and students (4.85). Parents rated Resources and Support System as the highest (4.37), but the second highest again was Purpose and Direction (4.25).

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

According to the last Charter surveys and our 2013-2014 GAPSS survey, our stakeholders seem to increase in satisfaction with our school's purpose and direction.

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

Using the data from the GAPSS report it was evident that school culture strand results were consistent with the results from the AdvancED surveys. The results show that majority of stakeholders are consistently satisfied with our schools' purpose and direction.

Areas in Need of Improvement

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

Parents indicated Standard 3, Teaching and Assessing as the lowest level of satisfaction (4.22) as did staff the staff with a rating of 4.36. Students rated Standard 5, Using Results for Continuous Improvement as the lowest level of satisfaction with a score of 4.58.

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

Our surveys and data collected over the last several years have shown an overall satisfaction with our school as a whole. Standard 3, Teaching and Assessing for learning is consistently a concern for all stakeholders. Another area our stakeholders are wanting to continually see improved is standard 2 governance, mainly focusing on parental involvement.

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

These perceptions definitely bring insight into why stakeholders see these area as a concern. For Standard 3: Teaching and Assessing, we are more than likely lower because we are in a time of education where we are confronting a lot of "new". New standards, new assessments, etc. We could easily see where all stakeholders would be concerned with the impact standard 3 will have on our students. Stakeholder scores in Standard 2, pertaining to parental involvement have always been lower. As a school we have implemented several parental programs with little to no success.   We are continually looking for ways to increase parent involvement and have several new initiatives in place for this year.

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

Stakeholder feedback sources such as annual Charter surveys and our most recent GAPSS report are in line with the same findings.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections
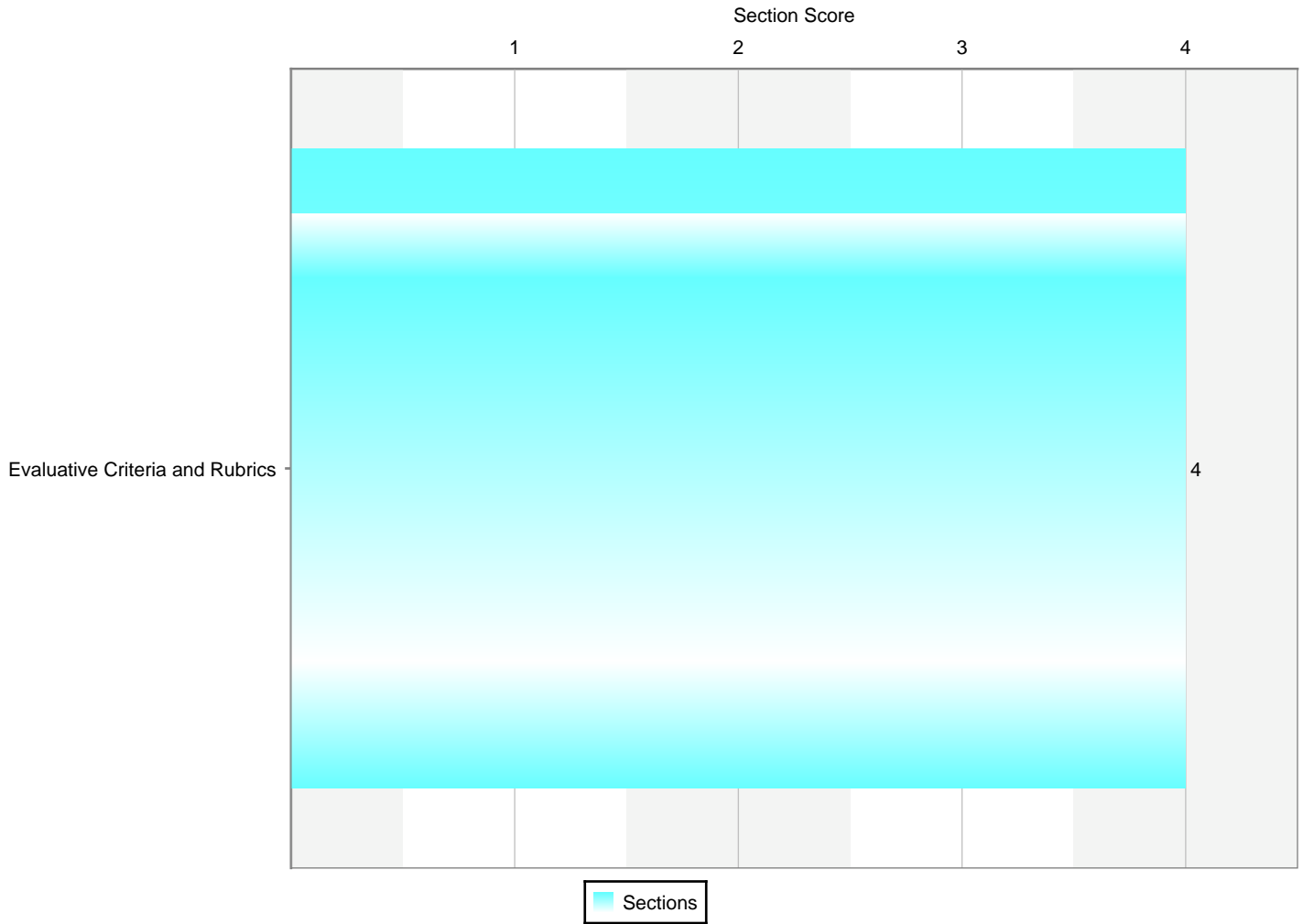
Student Performance Diagnostic

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	The attached document was created to reflect a variety of assessment data that reflects student performance and is used to guide instructional practices.	Wauka Mountain Academy Student Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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 achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

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

The data indicate that the students at Wauka Mountain have consistently scored well, overall, in the areas of Reading and English Language

Arts. The percentage of students who met or exceeded on the CRCT in the area of reading are as follows for the last five years:

2014: 97%

2013: 95%

2012: 94%

2011: 92%

2010: 90%

This data indicate that there has been a steady improvement in the area of Reading, as measured by the CRCT.

The percentage of students who met or exceeded on the CRCT in the area of English Language Arts are as follows for the last five years:

2014: 96%

2013: 94%

2012: 96%

2011: 93%

2010: 91%

Again, this data indicate steady improvement in this area, as measured by the CRCT.

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

The data indicate a positive trend in performance for our Students with Disabilities in the areas of English Language Arts, Reading, and Math:

English Language Arts

2014: 88%

2013: 95%

2012: 78%

2011: 78%

2010: 60%

Reading:

2014: 96%

2013   91%

2012: 77%

2011: 82%

2010: 81%

2009: 65%

2008: 69%

Math:

2014: 80%

2013: 88%

2012: 63%

2011: 62%

2010: 50%

2009: 50%

2008: 44%

Which area(s) indicate the overall highest performance?

Our students have had the highest performance in Reading and English Language Arts:

Reading:

2014: 96%

2013: 95%

2012: 94%

2011: 95%

2010: 95%

English Language Arts:

2014: 96%

2013: 94%

2012: 96%

2011: 93%

2010: 91%

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

Our Students with Disabilities have shown a trend towad increasing peformance in the areas of Math, Reading, and English Language Arts.

Between which subgroups is the achievement gap closing?

The gap tends to be closing between the White subgroup and our Economically Disadvantaged Subgroup.

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

The data derived from the Scholastic Reading Inventory and the Diagnostic Reading Inventory 2 find improved scores in reading for all subgroups. This data support the findings reported with data from the CRCT.

Areas in Need of Improvement

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

Science and Social Studies

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

Our Students with Disabilities have shown a negative trend in performance in the area of Social Studies, as measured by the CRCT. Additionally, the overall scores for Social Studies for fourth grade indicated an 11% decrease in the pass rate from 2013.

Which area(s) indicate the overall lowest performance?

Science and Social Studies continue to be an area where our students score lower.

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

Students with Disabilities have had a negative trend in the area of Social Studies, but a positive trend in Science, Math, Reading, and English Language Arts.

Between which subgroups is the achievement gap becoming greater?

The gap is becoming greater between the White Subgroup and the Students with Disabilities Subgroup in the areas of Science and Social Studies.

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

A root cause analysis revealed that our Students With Disabilities have not had as many instructional minutes in the areas of Science and Social Studies as the subgroup of White students due to the resource pull-out model. The scores are consistent with the findings of this analysis.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics | 3.5
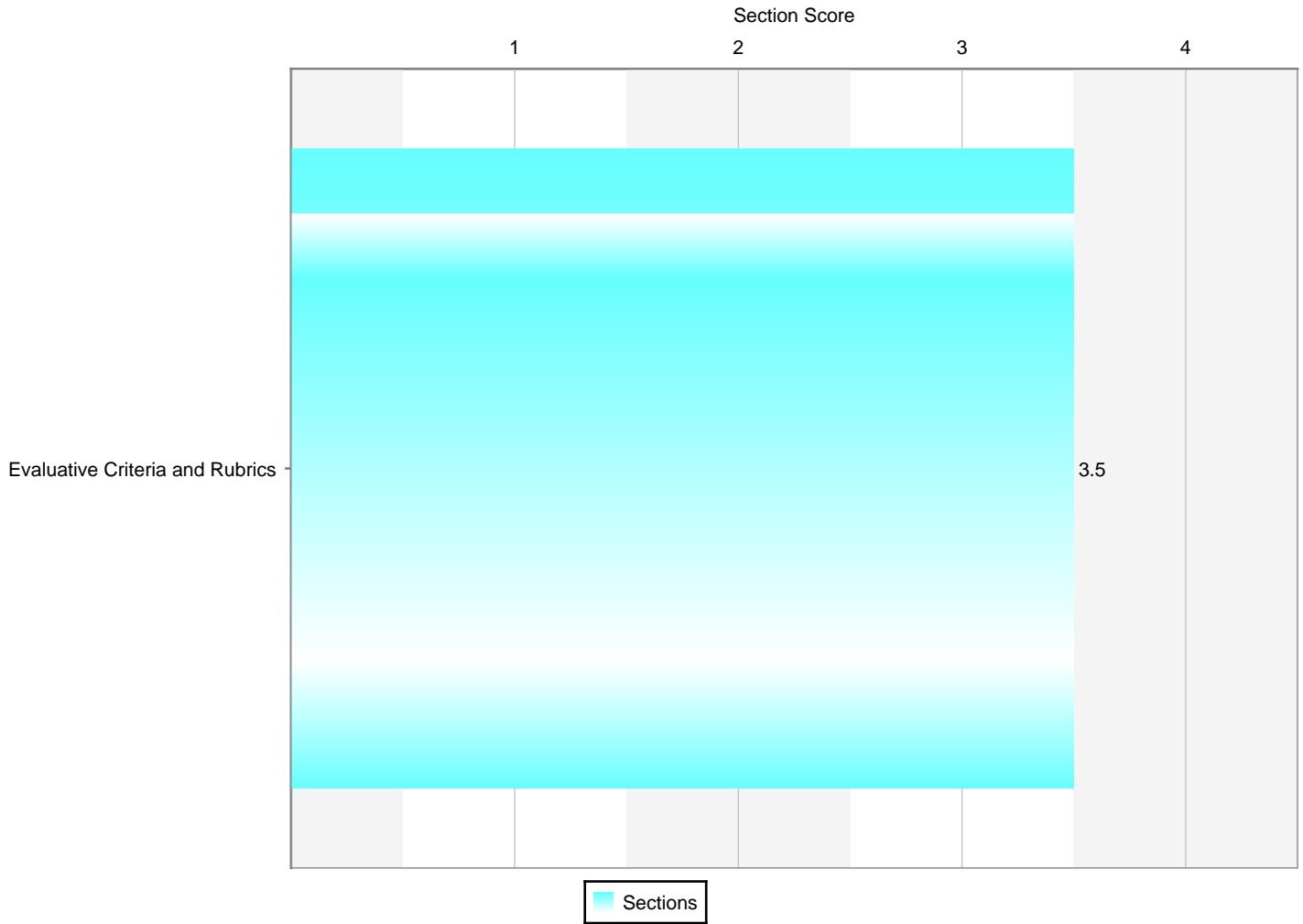
Sections

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		School Improvement Plan 2014-15