AdvancED

Accreditation Report

West 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?

West Hall Middle School serves 868 students in grades 6 through 8. It is located in Hall County in Northeast Georgia and is considered a rural area just outside Atlanta metropolitan area. Our demographic breakdown includes the following: 47.2% of our students are Hispanic; 3.5% are Black or African American; 42.7% are White; 2.3% are Asian; the remaining 4.3% classify themselves as Two or more Races, Native Hawaiian, or American Indian. Our school has a 71% Free and Reduced Meals rate, and we are a Title I school. Our school is an accurate reflection of our community in ethnicity and socio-economic status. There are 75 certified staff members, including 1 Instructional Coach, 1 Media Specialist, 2 Counselors, 2 Assistant Principals, and 1 Principal. There are 31 classified staff members, including 11 Special Education Paraprofessionals and 1 Parent Liaison.

In the last three years, this school has experienced a rise in the number of students who receive free or reduced meals. We exceeded 70% in 2012 and were designated as a Title I school at that time. The Title I designation has brought much to our school in terms of resources, and the parent involvement requirement has increased the desire of our parents to be more active in our school. This has resulted in an increased interest from business partners in our community as well.

Four years ago, West Hall Middle School faced lagging standardized test scores. For the last three years, WHMS has intentionally focused on our instructional framework that provides the foundation for all instruction in the building. That has resulted in increased student achievement on both summative state-mandated standardized assessments and on local school formative benchmark assessments.

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.

West Hall Middle School's mascot is the Spartan.

We have embraced the following acrostic as our mission and vision that embodies our values and beliefs:

SPARTANS are Socially Responsible, Personally Accountable, Academically Motivated, Respectful of Myself and Others, Technologically Savvy, Achieving Excellence, Noble in Character, and Supportive of Positive Choices.

West Hall Middle School: a place where we engage students in academic challenges, encourage social growth, and celebrate individual worth.

We embody this purpose through offering a variety of programming to our students. We offer 11 different courses for high school (Carnegie) credits to our 7th and 8th grade students. Additionally, we have advanced content and gifted programming for advanced learners. Fragile learners are offered a range of services from math intervention to Read 180 for reading intervention to special education services when appropriate. Students are also offered the opportunity to be a part of a healthcare sciences cohort that prepares them, beginning in grade 6, for high school programming that can lead them to industry certification before they graduate high school. We also do local school benchmark assessments and summative unit assessments that are used to gauge student progress.

We recognize students for their academic progress and encourage them to set goals. In the 2013-2014 school year, we implemented an Advisement Program that is geared toward helping students set those goals. They meet twice per month with an adult in the building in small groups of 10-12 students. Every adult in the building (with the exception of those serving in our self-contained special education classrooms) has an advisement group. We have worked with students on knowing their current levels of performance, setting goals for their future achievement, and character development.

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.

West Hall Middle School has achieved a great deal in that last three years. We has made gains in most academic areas, particularly Reading. In our 6th Grade, our achievement scores are as follows: Reading-- 96% pass rate (3 percentage points improvement since 2011); ELA--91% pass rate (a 4 percentage point improvement since 2011); Math--85% pass rate (a 20 percentage point improvement since 2011); Science--74% pass rate (a 10 percentage point improvement since 2011); Social Studies--79% pass rate (a 10 percentage point improvement since 2011). Our Hispanic subgroup has experience steady growth while our special education subgroup has experienced a downward trend with the exception of Math (a 48 percentage point gain since 2011) and Social Studies (a 19 percentage point gain since 2011).   In 7th Grade, our achievement scores are as follows: Reading-- 94% pass rate (a 10 percentage point improvement since 2011); ELA--94% pass rate (an 8 percentage point improvement since 2011); Math--90% pass rate (a 9 percentage point improvement since 2011); Science--83% pass rate (an 8 percentage point improvement since 2011); Social Studies--85% pass rate (a 9 percentage point improvement since 2011). With the exception of our special education subgroup in Social Studies, all subgroups have made steady (and often substantial) progress in all subject areas. In 8th Grade, our achievement scores are as follows: Reading-- 95% pass rate (a 4 percentage point improvement since 2011); ELA--91% pass rate (a 4 percentage point improvement since 2011); Math--77% pass rate (a 13 percentage point improvement since 2011); Science--63% pass rate (a 7 percentage point improvement since 2011); Social Studies--77% pass rate (a 9 percentage point improvement since 2011). With the exception of our special education subgroup in Reading, all subgroups have made steady (and often substantial) progress in all subject areas.

We attribute our steady gains to the intentional focus on the Instructional Framework (warm-up, mini lesson, work session, closing) that is implemented in all of our classes along with our continued efforts at improving the effectiveness of instructional technology in our classrooms.

We realize the need for continued focus on our English Language Learners and Special Education students in the areas of Math, Science, and Social Studies. This school year, we focused specifically on our 8th Grade Science achievement. There has been intentional development of the collaborative process among teachers to provide effective instruction. In the next three years, we will continue to focus on our ELL and SWD students' progress on Math, Science, and Social Studies. The ACCESS test is also a good indicator of the progress of our ELL students that we monitor.

Additional Information

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

Our Local School Council has been working in conjunction with our School Improvement Team to move in the direction of a Healthcare Sciences niche. Healthcare Sciences is one area that has opportunities for students with a variety of abilities and skills. The fragile learner can find a place as can the advanced learner. The options are nearly endless. We also know that healthcare is a field that will continue to have jobs as our population in the United States ages. The goal is to create a pool of students who have an interest in that industry who can seek certification in high school and those who would benefit from the International Baccalaureate Program at West Hall High School.

Our first step has been to add a second Healthcare Sciences teacher to our school so that we could create a cohort of students who will have and extensive foundation laid for them. While one teacher has yearlong classes at each grade level to build a knowledge base for those students who think that they may pursue a career in the Healthcare Sciences (HCS), the second teacher still offers the 9-week rotation class for HCS so as not to overload our Connections classes. The next step is to develop a team at each grade level that will consist of the cohort of students. This team would deliver the Common Core Georgia Performance Standards through the context of HCS. This will take time to develop the units, and the 2015-2016 school year is the goal for its implementation.

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.	•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 •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.	•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.

1.1 West Hall Middle school has established a strong mission statement that is a place where we engage students in academic challenges, encourage social growth and celebrate individual worth. Our mission statement is displayed in our school handbook and stakeholders are involved in the decision making process with the purpose of achieving our mission as its goal. The school's mission statement was developed through a combined effort of the School Improvement team (SIT), School Leadership Team (SLT), faculty and parent liaisons. Furthermore, our mission is translated through a Spartan acrostic that is displayed prominently in the classrooms for all students and staff. The acrostic contains:

Socially responsible

Personally Accountable

Academically motivated

Respectful of myself and others

Technologically savvy

Achieving excellence

Noble in character

Supportive of positive choices

Moreover, every teacher is on a committee which makes everyone a stakeholder and strengthens our commitment to shared values about teaching.

On the other hand, improvements could be made in communicating the purpose and direction by posting the mission statement in more visually conspicuous areas such as the school website, front office, classrooms and hallways. We could further enhance our mission by incorporating an annual review to help ensure input from all stakeholders.

1.2 West Hall Middle School utilizes numerous methods to develop and maintain a profile of its students and community to effectively implement the goals identified at the school. Multiple accountability documents are in place to track student progress in meeting goals. Standardized assessment data are gathered to address achievement levels and needs. Parents and community leaders attend open house meetings and curriculum night to gain knowledge and assist in working together to enhance and improve the quality of education for all students. Suggestions of the stakeholders are monitored from surveys collected. Information concerning events, activities, programs, academic progress, accomplishments, and accolades are reported through school and county-wide newspaper articles. Staff members are emailed handbooks during pre-planning to document the school's policies and procedures. Students were provided an agenda which contained all county policies, procedures and standards during the first week of school.

Improvements include: creating parent expos to further knowledge and encourage parent/student involvement to increase student learning.

1.3 All activities and programs at West Hall Middle School revolve around its purpose. The administration meets with the faculty and staff on an as needed basis to ensure that a shared responsibility and school focus is communicated. Staff meetings are held to ensure that the school's goals are guiding the educational process. The school administrators participate in the district's annual summer leadership training that serves as a tool for ongoing professional development. A professional learning committee evaluates, develops and implements suggestions for PLU's.

Improvements include: aligning our school's goals and expectations with our feeder high schools. To ensure that the direction and purpose of West Hall Middle School remains current and aligned with state and district expectations, we should include the goals in an annual school improvement plan. The school improvement plan should reflect data gathered from parent, staff and student surveys as well as feedback gathered at department, grade level, and school leadership meetings.

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 •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Assurances, certifications •Governing body training plan •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.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions	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 •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.	•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 •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.

Strengths: Governance and Leadership is an area of strength for West Hall Middle School. The stakeholders of our school rated the indicators of this standard highly which states, "The school operates under governance and leadership that promote and support student performance and school effectiveness."

Responses from the stakeholders clarify the strength of the leadership that encourages growth for all. Evidence of this is in our responsibly led and fairly governed administration. Encouragement and high expectations are enforced by allowing opportunities for stakeholder input and keeping everyone informed on most decisions. The governing body encourages innovation and collaboration that results in the staff's desire to continue to seek high expectations for our students' well-being and success.

Actions to sustain areas of strengths: In an effort to maintain our areas of strength, WHMS will continue the expectations of growth and success in all stakeholders. Collaboration groups, that include content areas, grade levels, and school wide meetings, are supported by the leadership team, and will remain in place. These meetings are found to be a strong point for all stakeholders, as they feel included in the decision-making process in the school.

Areas of Improvement: Because the Standard of Governance and Leadership was rated highly with our participating stakeholders, there were few points of discussion considered in areas of improvement. However, one indicator was looked at more closely in our desire to improve. We looked at indicator (2.6): supervision and evaluation processes result in improved professional practice and student success. With the mandated TKES process, it is difficult to look at every stakeholder's complete contribution. In cases of paraprofessionals and non-certified staff, processes to define areas of communication and needs can be more difficult than with those with the standard evaluation tool. Stakeholders feel that the present process, which does not include all non-certified stakeholders, is not working in all areas of the professional practices that result in our students' success.

Actions to improve areas of need: In an effort to include ALL stakeholders in the process of communication and learning opportunities, the Leadership team will collaborate to create an evaluation system that provides consistency, constructive, and positive feedback between all parties. This would open the communication for possible PL opportunities in areas of improvement for everyone. This tool would focus on the area of providing effective instruction to all students.

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: 2.5

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Lesson plans •Course schedules •Descriptions of instructional techniques	Level 2

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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Common assessments •Lesson plans aligned to the curriculum	Level 2

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.	•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	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 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.	•Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. 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.	•Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •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.	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 •Examples of assessments that prompted modification in instruction	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 •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 their children's education are available. School personnel provide information about children's learning.	•Volunteer program with variety of options for participation •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 2

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.	•List of students matched to adult advocate •Curriculum and activities of formal adult advocate structure •Master schedule with time for formal adult advocate structure	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.	•Sample report cards for each grade level and for all courses •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.	•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.	•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.

Supported by school leaders, collaborative learning communities foster effective teaching through vertical and horizontal alignment and revision of practices in curriculum, instruction, and assessment. Student work samples and common assessments are utilized in collaborative discussions to differentiate in lesson planning and instructional strategies by providing acceleration, remedial support, and other unique opportunities for student learners (i.e., advanced course placement, Read 180, RTI, SPED, ESOL). Teachers communicate attendance and academic performance of student learners with families (i.e., Infinite Campus, graded work, grading reports). Professional learning opportunities utilize the talents of in-house teachers to deliver needs identified by the faculty and staff (i.e., Writing in the Content PLU, Educational Technology PLU, Techy Jeanius PLU). These current strengths will continued to be sustained through: continued collaborative learning communities and discussion of student work and common assessments, utilization of in-house teachers as resources in providing faculty- and staff-identified professional development, inclusion of parents in the learning process, and identification of student needs and creation of corresponding support systems/programs.

While efforts are made to provide and coordinate support services to the unique needs of students, consistency in rigor is needed to support our higher achieving student learners and maximize the potential of all learners. While efforts are made to involve parents the education process, optimum parental involvement has not been reached. To improve identified areas of growth, the school has implemented an advisement program which involves school personnel building strong relationships with students; gaining insight into their individual needs regarding learning skills, thinking skills, and life skills; and serving as a student learner advocate.   Professional learning opportunities being offered are inclusive of rigor and differentiation strategies to maximize the potential of all learners.

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: 2.71

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.	•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 •School schedule	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests	Level 2

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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 •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.	•Survey results •Policies relative to technology use	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel 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 •Schedule of family services, e.g., parent classes, survival skills •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 •Description of IEP 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.

AREAS OF STRENGTH :

The committee found strengths at WHMS to be Students and school personnel use a range of media and information resources to support the school's educational programs(4.4) and that qualified personnel support the school's purpose, direction, and the educational

program(4.1) . The faculty and school leadership team ensures that Instructional time is protected and valued. WHMS strives to offer new resources and support systems. The Title 1 funds have supported this initiative and made it possible. The WHMS counselors offer student support programs, such as SWAT team and Power team. WHMS students are engaged throughout the year in classroom guidance, career exploration and health awareness. Our students have 9 athletic teams and 16 extracurricular clubs to choose from and participate. Our Eighth grade females are involved in a Girl's Empowerment Day each year.

ACTIONS TO SUSTAIN AREAS OF STREGTH:

In order to sustain growth in providing support services to meet the needs of our student population, the counselling department will continue to maintain educational and career planning, and will enhance these programs by adding a Peer Helper and Mentorship program.

AREAS IN NEED OF IMPROVMENET:

The committee identified weaknesses in the area of technology infrastructure that supports the school's teaching, learning, and operational needs (4.5) , the maintenance of facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff(4.3).

PLANS TO IMPROVE:

To improve our student and school personnel use of technology (4.4 and 4.5), the committee recommends school-wide training on Canvas Integration, Google Drive, and Office365. The custodial services in our building are provided by the school district through a privately contracted company. There have been significant issues with the quality of the work, and the principal works with district and company representatives to address the issues. The resolution is usually short-lived, and the process is repeated again and again.

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.	•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 •Training materials specific to the evaluation, interpretation, and use of data	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.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Evidence of student growth	Level 3

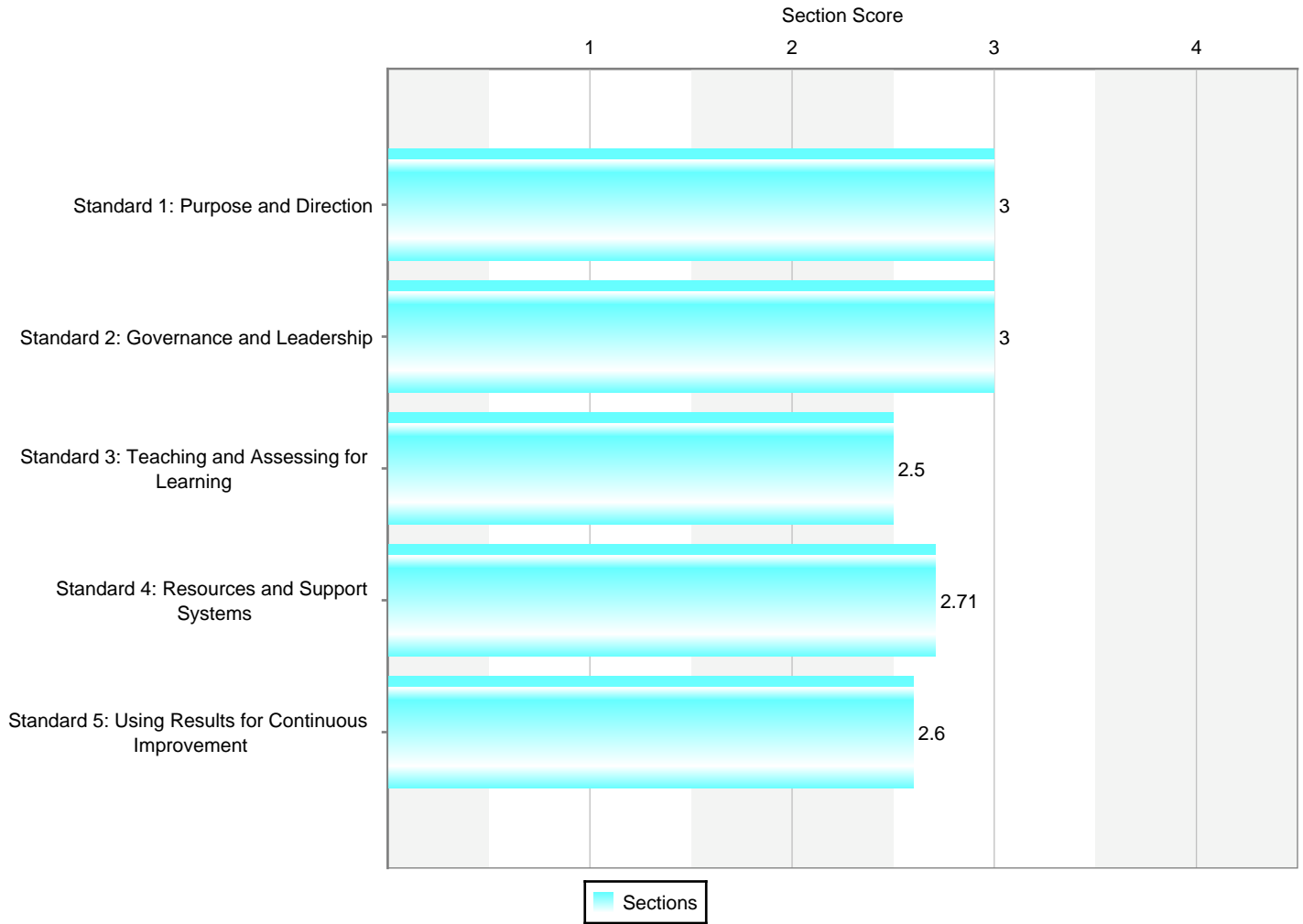| Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •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.

Teachers and support staff continuously demonstrate relative strengths in the use of data to inform instruction. Stakeholders collect and analyze data from a range of sources including standardized tests, class assessments, and teacher observations to place students in appropriate learning environments that are varied (advanced/remedial classes, co-taught environments, differentiated classroom settings, resource classes, and high school level connections classes). Teachers often use planning time to work with "bubble" (or marginal) students. Teachers from various content areas collaborate to evaluate data and support student learning, and the school's leadership team consistently gathers and analyzes achievement using common benchmark assessments to inform curricular decisions.
 However, distinctive improvements regarding the use of data to inform instruction are certainly needed. Specific times/days should be established regularly for stakeholders to more fully analyze student assessments to foster a wider range of differentiation across content areas. Teachers and support staff need diverse professional development to further provide diverse learning opportunities for students at all levels extending beyond basic remediation. Future professional development should extend to educating/understanding the unique learners at West Hall Middle School (socio-economically disadvantaged students, Latino learners, ELL students, "at-risk" students) to ensure that learning environments are both rigorous and academically sound.

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 — 2.5

Standard 4: Resources and Support Systems — 2.71

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	Please see attached.	Stakeholder Feedback Worksheet WHMS Stakeholder Feedback Document WHMS

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	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	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 acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

Staff surveys indicate the overall highest level of satisfaction or approval. There are no statistical outliers in our data. However, the staff rates Standard 1 (Purpose and Direction) as our highest area. Parents rate Standard 4 (Resources and Support Systems) as our highest area, and students rate Standards 1 and 3 (Purpose and Direction and Teaching and Assessing for Learning) as our highest area.

Standard 1: Strength - Students, staff and parents understand that the school's leadership implements a continuous improvement process that provides

clear direction for improving conditions that support student learning.

Standard 2: Strength - All stakeholders understand that school staff wants to see them do their very best. There are many opportunities for stakeholder involvement and the school leadership promotes a collaborative culture.

Standard 3: Strength - Staff and Parents are confident that the school has a way for each student to be well-known by at least one adult advocate.

Standard 4: Strength: Technology is mentioned as strength of our school. Parents and staff agree that our school's facilities/environment are safe and support learning.

Standard 5: Strength: Parents and students feel that children are well prepared for the next grade.

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

Standard 1 (Purpose and Direction) is our trending area of increased stakeholder satisfaction or approval.

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

The staff members are the only group who have rated our vision and mission (Purpose and Direction) in past surveys. At our last GAPSS review, this area was noted by staff members as something that needed to be improved. These survey data indicate that we have improved in this area.

Areas in Need of Improvement

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

There are no statistical outliers in our data. Staff members rated Standard 3 (Teaching and Assessing Learning) as our lowest area. Parents rated Standard 2 (Governance and Leadership) as our lowest area. Students rated Standard 4 (Resources and Support Systems) as our lowest area.

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

There is no trend toward decreasing stakeholder satisfaction or approval. Each stakeholder group identifies a different area of relative weakness.

What are the implications for these stakeholder perceptions?

The implication is that no one next step will address the needs of the different stakeholder groups. This will require a deeper analysis of the indicators within each standard so that we can establish multiple goals to meet the needs of our stakeholders. Another implication is that we may need to communicate better about specific parts of our school programming.

Standard 1: There is a need for a formal review and revision of our purpose statement involving all stakeholders.

Standard 2: Students believe that leadership and staff should work to foster a culture more consistent with the school's purpose and direction.

Standard 3: Students and Parents feel that teachers could do better in engaging students in instructional strategies.

Standard 4: Staff indicated that the school may not have sufficient infrastructure (wireless access is noted) to support the hardware that we have in abundance.

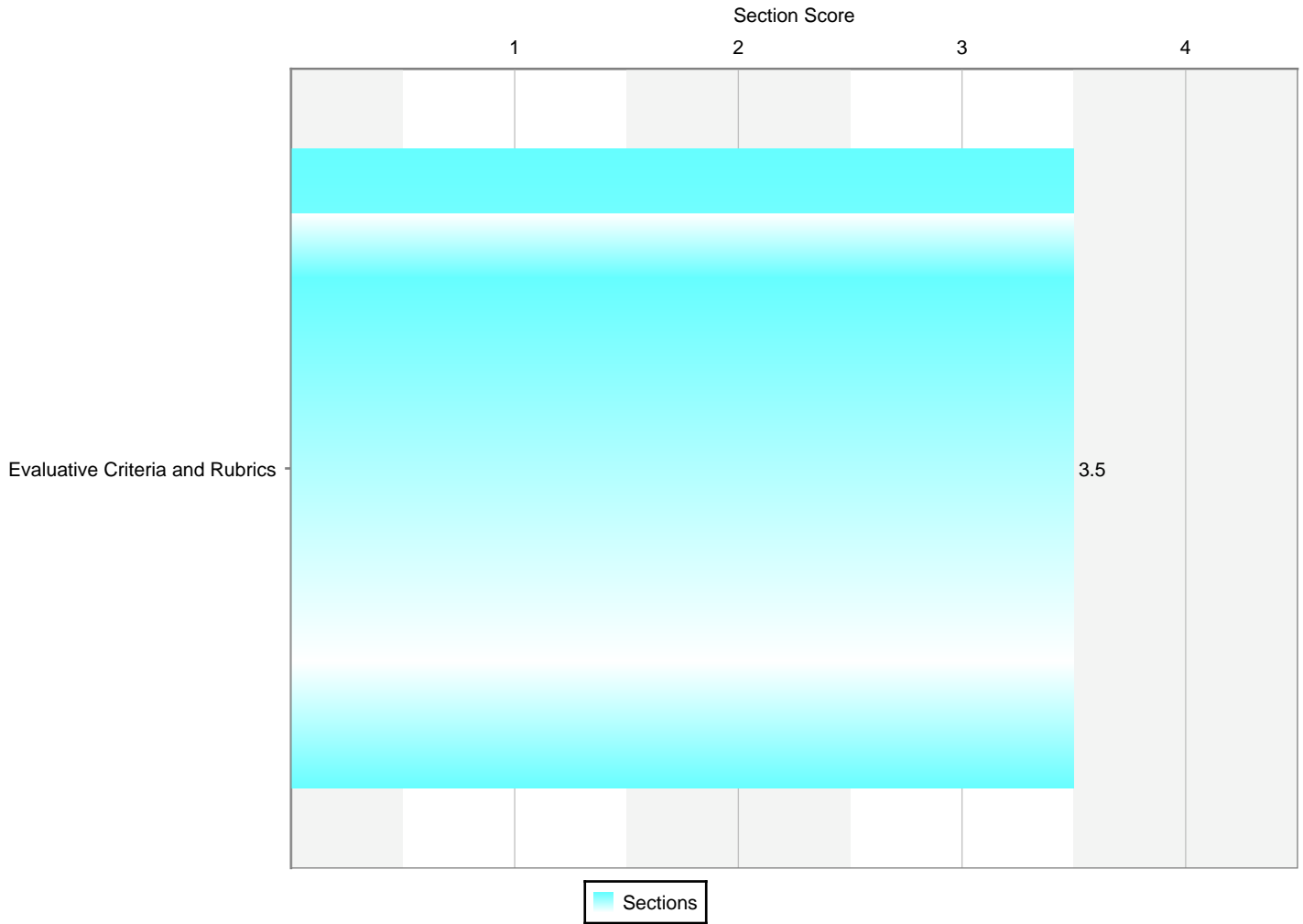Standard 5: Students and Parents are not satisfied that student progress is thoroughly monitored and reported to stakeholders.

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

None.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics — 3.5

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	Please see attached.	Student Data WHMS Student Performance Data Document

Evaluative Criteria and Rubrics

Overall Rating: 3.75

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected.	Level 4

	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?

Considering the high number of economically disadvantaged students at WHMS, the gains that we have noted in Reading in all subgroups (with the exception of our English Language Learners in 7th and 8th grades) are above what might be expected.

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

Positive trends in performance are listed below:

6th Grade: Reading, Math, Science, and Social Studies for all groups with the exception of Students with Disabilities.

7th Grade: Reading, ELA, and Math for Students with Disabilities

8th Grade: All subjects, all subgroups

Which area(s) indicate the overall highest performance?

The highest overall performance came from our 8th grade students in the area of Science (all subgroups).

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

Our English Language Learners in 6th and 8th grades are showing a trend in increasing performance.

Between which subgroups is the achievement gap closing?

The achievement gap is closing somewhat between our Hispanic and White students.

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

All are consistent.

Areas in Need of Improvement

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

Our Students with Disabilities and our English Language Learners scores in the areas of Math, Science, and Social Studies are below expected levels of performance.

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

Our Students with Disabilities and our English Language Learners scores in the areas of Math, Science, and Social Studies show a negative trend in performance in all grade levels.

Which area(s) indicate the overall lowest performance?

Our Students with Disabilities in 6th grade Science and Social Studies have the lowest overall performance.

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

Our Students with Disabilities and English Language Learners in 6th and 7th grades show a trend toward decreasing performance in Science and Social Studies.

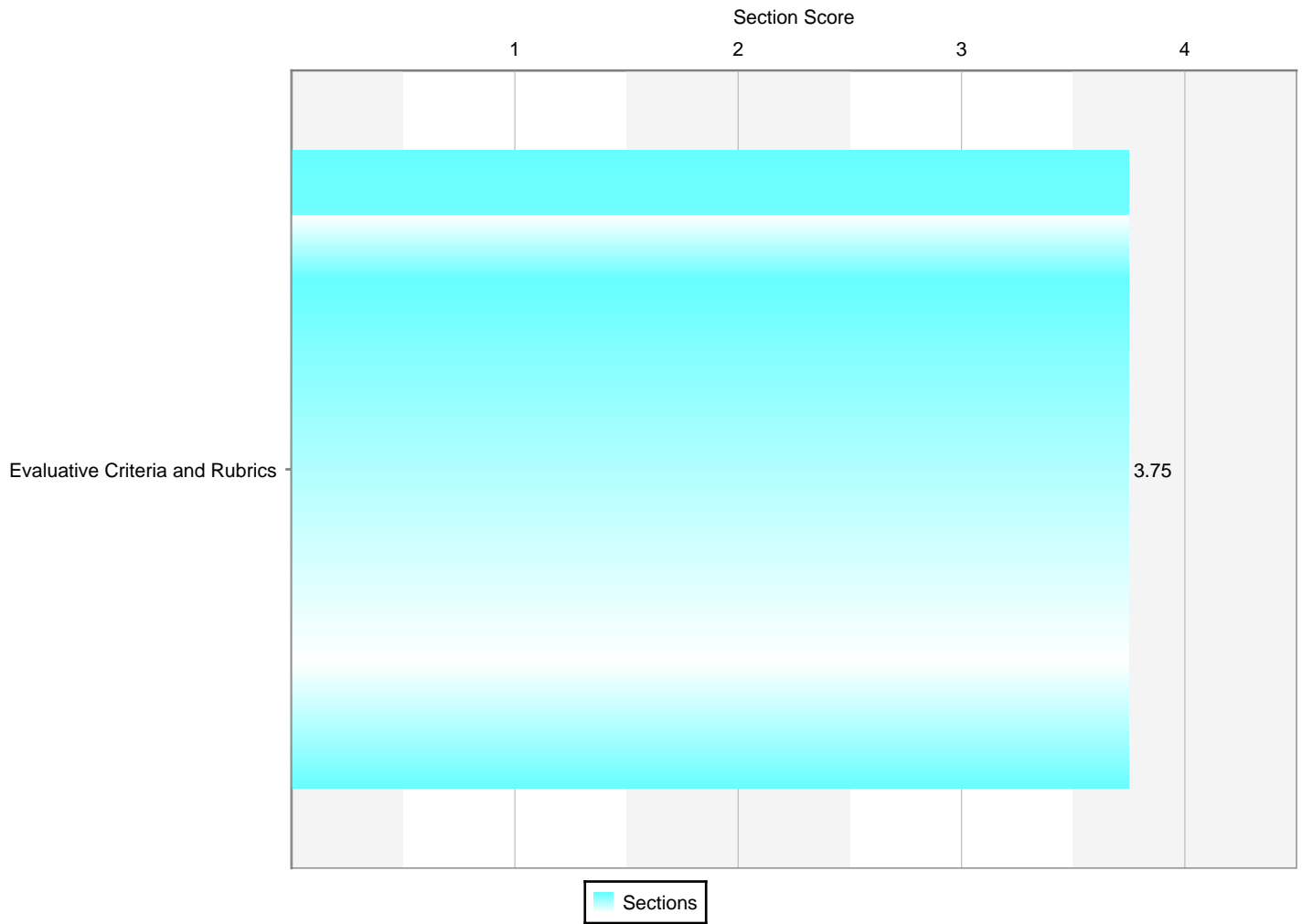**Between which subgroups is the achievement gap becoming greater?**

The achievement gap is not becoming greater between/among any subgroups.

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

All are consistent.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3.75

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		WHMS SIP 14-15