# Accreditation Report

# Liberty Middle School

## Hanover County Public Schools

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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?**

Liberty Middle School is located in Ashland, Virginia. Ashland is centrally located in Virginia and has become known by its residents as "The Center of the Universe." The town is home to Randolph-Macon College and many small businesses. Liberty serves the Western Corridor of Hanover County Public Schools, which includes Hanover's most diverse setting. This area is comprised of rural and suburban settings, as well as the town of Ashland. To paint a picture of the vastness of the the Western Corridor of Hanover, students spend anywhere from five minutes to nearly an hour traveling to and from our school. Our students come from a wide range of socio-economic backgrounds. According to the Principals Report for Spring, 2015, our total student enrollment is 1,052 students. The specific student demographics are as follows: Gap Group 1: 43% Disabilities/LEP/Economically Disadvantaged; Gap Group 2: 13% African American; Gap Group 3: 5% Hispanic, Subgroups overall: students with disabilities: 13%; economically disadvantaged: 28%; gifted: 16%. There are 6 administrators, 34 core teachers, 17 Special Education teachers, 32 elective teachers, 3 counselors, and 10 paraprofessionals, for a total of 102 faculty and staff. Among recognition and certifications, 57% of teachers have advanced degrees, 4 of whom are recognized as National Board Certified Teachers, 10 teachers are certified professional developers in SIM Routines and/or Strategies.

# School's Purpose

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

The mission of Liberty Middle School is to instill positive, life-long learning in a safe and caring community.  We believe:

-students receive a differentiated, comprehensive education from a caring and dedicated staff

-students embrace diversity through the teaching of tolerance and respect

-students are expected to learn and succeed

-student success is based on the collective responsibility and partnership of staff, students, parents, and community members

-teachers meet individual student needs by recognizing and accommodating diversity

-teachers respond with equity to student needs

-emphasis on literacy, especially content area literacy focusing on vocabulary development, reading and writing is necessary for all students' success

-respect is gained through modeling, mutual trust and cooperation

-school improvement requires frequent evaluation of student achievement

-all students should have access to assistance in all academic areas

Liberty Middle School meets the needs of their diverse student population through a number of different course offerings, programs and interventions.  In addition to core classes, Liberty offers the opportunity for students to meet with both their math and language arts teachers daily.  LMS offers a range of elective courses (fine/performing arts, world languages, career/technical education, reading and math workshop) as well as small group and individual tutoring to meet student academic needs.  This school year, Liberty has created an Academic Learning Center for all students to receive assistance and help in areas of academic need.  The center is supported by trained tutors, specialists and current faculty.

Within all classes, teachers employ best practices and research validated approaches to ensure the success of every student. Our 11 year partnership with the University of Kansas Center for Research on Learning (KUCRL) has afforded us the opportunity to provide a tiered system of support through the Content Literacy Continuum framework, as well as implementation of the Strategic Instruction Model Routines and Strategies, also from KUCRL.  To sustain this effort we have 10 on-site professional developers with certification in Routines, Strategies or both, as well as access to Hoxie, an on-line, real-time data dashboard that allows us to compile walk-through, coaching, collection and self-reporting data, which drives our professional development and student focus.   In 2012 Liberty was recognized nationally with the SIM Implementation Award.  Liberty also supports county-wide professional development of the Modern Classroom and Strengthening the Core, as well as other content-specific initiatives.

To support our strong instructional focus, LMS prides itself on their wealth of technological resources.  The McGettigan Foundation continues to support the school-wide technology initiative.  In addition to SmartBoards installed in every classroom and an increase number of laptop carts, the Foundation has provided the school with Kindles and iPads to assist student engagement and achievement.

In order to support the behavioral and emotional needs of students, Liberty has implemented the Positive Behavior Support System, a tiered system that parallels our CLC framework.  The behavior matrix is posted in every classroom, as well as expectations for hallway, bathroom, and assembly behavior.  Eagle Blue Tickets and Eagle Eye Awards can be earned by students and staff alike for following the matrix.  This year, LMS is adding a team that will intervene with students with chronic behaviors.  The PROPEL Team will work with students in a mentor-like setting to help them get back on track.

# 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.**

Over the past three years Liberty Middle School has been recognized nationally with the SIM Impact Award from the University of Kansas Center for Research on Learning.  The school continues to serve as a state-wide model demonstration site for the Content Literacy Continuum.  Liberty is one of the first schools in Virginia to offer the Fusion Reading Program, supporting the research process for the two research developers of the program.

Many Liberty students have received individual recognition.  Some achievements include:

Volunteerism:

Overall winner of the 2013 Top Youth Volunteer through the Prudential Spirit of Community Awards

Over 1,000 hours of community service completed by our LMS Jr. Beta Club Chapter

Writing:

Third place winner of the We, the Students, Essay Challenge with a matching school grant to receive plaques of the Constitution and the Bill of Rights for the school.

Multiple winners in the 2014 Hanover Tavern Historical Essay contest.

Science:

Two students recognized in the Metro STEM Fair with one student taking first place in the Engineering Category.

Fine and Performing Arts:

Three students placed and received honorable mention in the Virginia Museum of Fine Arts and The Allegiance for Young Artists and Writers Annual Scholastic Art Awards. The work is featured in an on-line exhibit.

The Liberty Chorus and Band have consistently placed in the top two for the Kings Dominion Music Festival.

Forensics:

Multiple students received recognition at the 2013 and 2014 Hanover County-Wide Forensics Competition, with one student taking first place in original oratory in 2014.

Maggie Walker Governor's School:

2013 3 students accepted; 2014 1 student accepted/1 wait list

Other:

2013-present: 8th grade student selected yearly to participate and serve in the Virginia General Assembly Page Program.

2014:  Destination Imagination team received 1st place in regional competition and participated in national competition

2015:  Reading Olympian team (1 of 4 participating) received first place at the regional level

Many Liberty staff have received individual recognition.  Some achievements include:

2013 Administrator of the Year by the Virginia Association of School Librarians present to Principal Donald Latham

2013 VAASL Regional Librarian of the Year finalist Kim McCallister

2012 R.E.B Award presented  by the Community Foundation to teacher Tory Hendelman

2014-present Hanover Education Foundation Grant Awards to Noelle Lavach, Sarah Warnick, Julie Dauksys, Valerie Graves, Kim Marsh

Liberty has targeted specific areas of improvement and will strive to continue to meet these goals. Liberty met federal AMO for the past three years; however, this year our special education population, specifically in reading and math, are our focus. The administration and staff continue to strive to exceed these increasing demands through the use of the SMARTER Planning process (SIM), progress monitoring of student achievement, and the implementation of a school-wide Academic Learning Center for all students. We plan to enhance our Positive Behavior Support System with a Propel team that will meet with and intervene with chronic behaviors. In order to meet these goals, Liberty staff continue to hone instructional knowledge and skills. Areas of focus included SIM Routines and Strategies, SMARTER Planning, and using formative/summative data and progress monitoring tools to drive instructional decisions and increase achievement. Finally, Liberty continues to promote positive relationships with all stakeholders, using improved communication to parents and the community.

# Additional Information

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

Liberty Middle School is continuously seeking ways to meet the academic and social needs of our diverse population.  We pride ourselves in offering a wide variety of programs and teaching approaches to help students achieve.  In addition to the accolades and goals mentioned in this document, the school has also embraced the new teacher evaluation system focused on student centered environments.  This system incorporates an online portfolio system in addition to the more traditional observation tool.

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# Self Assessment

SY 2015-2016

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# 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<br><br>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)<br><br>•Minutes from meetings related to development of the school's purpose<br><br>•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. | •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose<br><br>•Survey results<br><br>•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<br><br>•The school data profile<br><br>•Agenda, minutes from continuous improvement planning meetings<br><br>•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 school maintains and communicates a purpose and direction that shows a commitment to high expectations for learning, as well as shared values and beliefs to provide equitable instruction for all students.  The daily recitation of our LMS Mission Statement during announcements helps both students and teachers remember this common goal and desire for high expectations for learning and a safe and caring school community.  We sustain our commitments to these expectations through the implementation of our Academic Learning Center and Propel/PBSS Behavior programs.  These opportunities for students help us all move toward our overall goal of increased student achievement and help us target areas of need for our school community.

# 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<br><br>•Governing body policies, procedures, and practices<br><br>•Staff handbooks<br><br>•Communications to stakeholder about policy revisions | 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. | •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest<br><br>•List of assigned staff for compliance<br><br>•Our goal is to be transparent with all stakeholders. The Hanover County Public Schools Policy Manual, the Liberty Faculty Handbook and the Secondary Student-Parent Handbook are all documents that help us maintain success in these areas. | 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<br><br>•School improvement plan developed by the school<br><br>•Stakeholder input and feedback<br><br>•Maintenance of consistent academic oversight, planning, and resource allocation<br><br>•Survey results regarding functions of the governing body<br><br>•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<br><br>•Survey results<br><br>•Examples of decisions aligned with the school's statement of purpose<br><br>•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<br><br>•Copies of surveys or screen shots from online surveys<br><br>•Survey responses<br><br>•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<br><br>•Governing body policy on supervision and evaluation<br><br>•Supervision and evaluation documents with criteria for improving professional practice and student success noted<br><br>•Job specific criteria<br><br>•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.**

LMS operates under governance and leadership that promote and support increased student achievement and overall school effectiveness. The expectations of our administration consistently focuses on increased student achievement through ongoing discussions of daily student

performance, and makes decisions based on a cycle of academic impact and student needs. An area of need is assistance in administration with special education student needs and behaviors.  This support would allow administration to have more instructional focus.

# Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.17

| 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<br><br>•Learning expectations for different courses<br><br>•Posted learning objectives<br><br>•Representative samples of student work across courses<br><br>•Course schedules<br><br>•Enrollment patterns for various courses<br><br>•Course descriptions<br><br>•Descriptions of instructional techniques<br><br>•Through discussions during common planning (grade level), department planning and instructional meetings, administrators, teachers and specialists regularly discuss planning, instruction/delivery, and provide timely feedback to teachers and students for improvement. The use of Hoxie, our real-time data dashboard, allows us to triangulate data that focuses on walk throughs, coaching cycles, and samples through collections, allows us to sustain the culture of our building. | 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<br><br>•A description of the systematic review process for curriculum, instruction, and assessment<br><br>•Common assessments<br><br>•Surveys results<br><br>•Curriculum writing process<br><br>•Products – scope and sequence, curriculum maps<br><br>•Lesson plans aligned to the curriculum<br><br>•Common planning, department meetings, and instructional meetings with administration help all teachers to focus on quality planning and delivery of lessons that engage learners and increase student achievement. | 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. | •Agenda items addressing these strategies<br><br>•Professional development focused on these strategies<br><br>•Authentic assessments<br><br>•Examples of teacher use of technology as an instructional resource<br><br>•Examples of student use of technology as a learning tool<br><br>•Student work demonstrating the application of knowledge<br><br>•Findings from supervisor walk-thrus and observations<br><br>•Surveys results<br><br>•Interdisciplinary projects<br><br>•The syllabus (course organizer) and other routines (evidence-based research) guide planning that leads to higher-level engagement and learning. Hoxie data (walkthroughs, collections, and coaching data) guide professional development and drive instructional decision making. | 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. | •Curriculum maps<br><br>•Documentation of collection of lesson plans and grade books<br><br>•Supervision and evaluation procedures<br><br>•Peer or mentoring opportunities and interactions<br><br>•Recognition of teachers with regard to these practices<br><br>•Surveys results<br><br>•Examples of improvements to instructional practices resulting from the evaluation process<br><br>•Administrative classroom observation protocols and logs<br><br>•HCPS formal and informal evaluations, along with Hoxie walk-throughs assist administrators develop effective conversations around planning and delivery of instruction. | 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. | •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project<br><br>•Common language, protocols and reporting tools<br><br>•Agendas and minutes of collaborative learning committees<br><br>•Calendar/schedule of learning community meetings<br><br>•Survey results<br><br>•Peer coaching guidelines and procedures<br><br>•Examples of improvements to content and instructional practice resulting from collaboration<br><br>•Common planning, along with direction from county and school level initiatives, play a large roll in creating professional learning communities in our school. The data we collect in Hoxie (collections, coaching, professional development, etc.) help us target key areas of support for teachers to use with students. | 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<br><br>•Survey results<br><br>•Examples of assessments that prompted modification in instruction<br><br>•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. | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | •Records of meetings and walk thrus/feedback sessions<br><br>•Survey results<br><br>•Professional learning calendar with activities for instructional support of new staff<br><br>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning<br><br>•New teachers participate in school-level professional development in the Content Literacy Continuum (our RtI framework) and the Strategic Instruction Model strategies and routines that we use school-wide to build a common language and culture in our school. This is followed-up with coaching in these areas that provides the new teachers with feedback. New teachers are also assigned a SIM coach to help guide them through this specific process, as well as a building mentor. | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.8 | The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. | Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress. | •Survey results <br><br>•Volunteer program with variety of options for participation <br><br>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days <br><br>•Calendar outlining when and how families are provided information on child's progress <br><br>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process <br><br>•Calendars and other forms of communication are sent directly to parents through e-connects, homeroom dissemination, and Blackboard. Volunteer opportunities include PTA, WatchDogs, Reading Olympians, building mentors, guest speakers, beautification days, etc. | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 3.9 | The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. | School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills. | •Survey results <br><br>•This is a critical area that we are looking to build over the coming school year. | Level 3 |

| 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. | •Evaluation process for grading and reporting practices <br><br>•Survey results <br><br>•Sample communications to stakeholders about grading and reporting <br><br>•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 rigorous, 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 and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | •Results of evaluation of professional learning program.<br><br>•Evaluation tools for professional learning<br><br>•Survey results<br><br>•Brief explanation of alignment between professional learning and identified needs<br><br>•Crosswalk between professional learning and school purpose and direction<br><br>•Our Professional Learning Plan established through our Literacy Leadership Team outlines the process through which tiered instruction takes place.  These data- based decisions are made using student data points, both summative and formative, as well as ongoing conversations between administration, teachers and specialists.  This had led to the implementation of the Academic Learning Center in 2015. | Level 4 |

| 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<br><br>•List of learning support services and student population served by such services<br><br>•Training and professional learning related to research on unique characteristics of learning<br><br>•Data used to identify unique learning needs of students<br><br>•A variety of data points, along with discussions during common planning and instructional meetings, help drive our decision-making process and lead us to improvements in our professional development and coaching.  Hoxie data allows us to mark fidelity of instruction and allows us an opportunity to triangulate this data to make decisions. | 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 main area of strength is the culture we have built with data dialogues during common planning, department meetings, and instructional meetings using multiple data points, including Hoxie data.  These conversations have led to teachers revising lesson planning and delivery in the classroom, as well as criteria for our Academic Learning Center, where all students can access remediation and intervention in reading, writing and math.  We still need to work on communicating this to parents, as some of these opportunities are new this year.

# 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: 3.14

| 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. | •School budgets for the last three years<br><br>•Survey results<br><br>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff<br><br>•Assessments of staffing needs<br><br>•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<br><br>•Survey results<br><br>•School schedule<br><br>•Alignment of budget with school purpose and direction<br><br>•School calendar<br><br>•Administration consistently looks for creative ways to support all programs at Liberty, both financially and with time. One necessary area of improvement was implementing a testing coordinator/data specialist who helps teachers general and analyze data points. An area of concern is support with behavioral needs with all students and supporting administration so that they may find a balance between behavioral and instructional leadership. | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.3 | The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. | School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated. | •Records of depreciation of equipment<br><br>•Survey results<br><br>•Documentation of compliance with local and state inspections requirements<br><br>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.<br><br>•Maintenance schedules<br><br>•Safety committee responsibilities, meeting schedules, and minutes | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 4.4 | Students and school personnel use a range of media and information resources to support the school's educational programs. | Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. | •Budget related to media and information resource acquisition<br><br>•Survey results<br><br>•Data on media and information resources available to students and staff<br><br>•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 is modern, fully functional, and 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 continuously improve technology services and infrastructure. | •Technology plan and budget to improve technology services and infrastructure<br><br>•Assessments to inform development of technology plan<br><br>•Survey results<br><br>•Policies relative to technology use<br><br>•LMS is fortunate to have all classroom instruction supported by SmartBoard technology, as well as access to multiple laptop carts, iPad trunks, computer labs and Kindles. | Level 4 |

| 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. | •Student assessment system for identifying student needs<br><br>•Agreements with school community agencies for student-family support<br><br>•Survey results<br><br>•Schedule of family services, e.g., parent classes, survival skills<br><br>•Social classes and services, e.g., bullying, character education<br><br>•List of support services available to students<br><br>•Liberty has several support staff and programs that promote the physical, social, and emotional needs of students. Our counselors loop with each grade level to maintain a consistent focus of support.  They address the needs of students by offering small group counseling, as well as individual counseling.  In 2013-2014, Hanover County introduced the Intercept Program that strives to work with students who receive Medicaid and may need additional assistance. | 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<br><br>•Survey results<br><br>•Budget for counseling, assessment, referral, educational and career planning<br><br>•Description of IEP process<br><br>•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.**

Liberty Middle School strives to ensure our services and resources ensure success for all students.  Full-time special education, reading, math, and data specialists, along with the flexibility to run the Academic Learning Center and counselors that loop with classes of students, helps LMS with supports that are needed.  Those areas in need of attention fall under budget limitations. Many of the concerns voiced were from our parent group who feel that there is a disparity in the resources given to schools located in the Western portion of the county versus those allocated to middle schools in the Eastern side. They felt budgets need to be needs based and that Liberty warrants more funding because of our high need population and older building.

# 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:  3.0

| 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<br><br>•Survey results<br><br>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance<br><br>•Evidence that assessments are reliable and bias free<br><br>•HCPS provides county benchmarks in core content areas.  Other summative measures include common assessments in math and the Scholastic Reading Inventory and MyAcces! writing feedback in language arts.  A focus on ongoing formative measures includes progress monitoring data on implemented strategy instruction, pre/post test results, observations, and Hoxie data (walkthroughs, collections and coaching.) | 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<br><br>•Written protocols and procedures for data collection and analysis<br><br>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning<br><br>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning<br><br>•The Cycle of Impact highlights data points that are consistently reviewed and acted upon.  These data points include both summative and formative assessments, Hoxie data, and other data tools specific to certain programs.  This data is reviewed at common planning, department meetings, and during instructional meetings with administration.  The test coordinator/data specialist compiles data to provide classroom teachers with up to date information, as well as the Academic Learning Center. | 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. | All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. | •Policies specific to data training<br><br>•Professional learning schedule specific to the use of data<br><br>•Documentation of attendance and training related to data use<br><br>•Survey results<br><br>•Training materials specific to the evaluation, interpretation, and use of data | Level 3 |

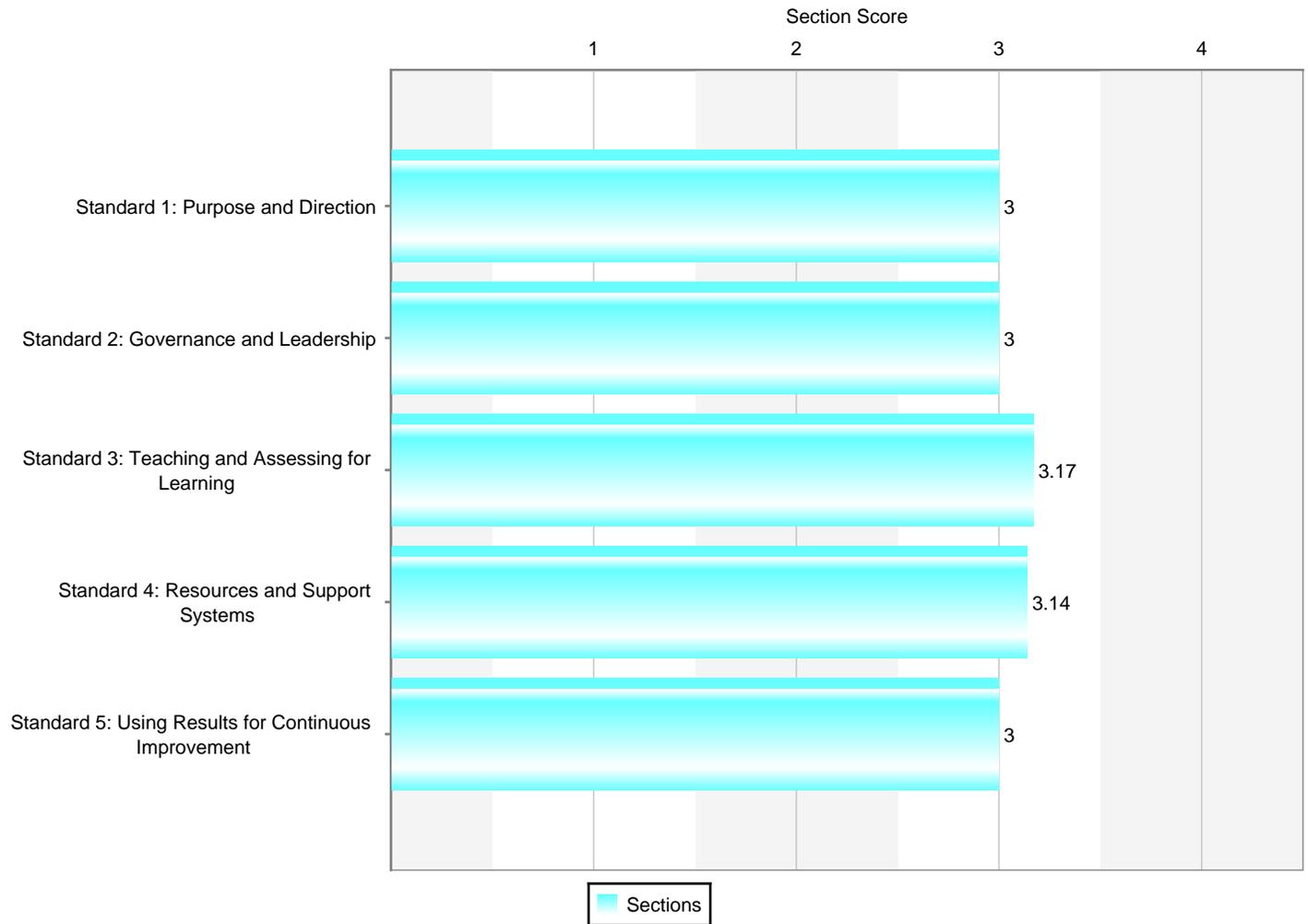| Indicator | Statement or Question | Response | Evidence | Rating |
|---|---|---|---|---|
| 5.4 | The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. | Policies and procedures describe a process for 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. | •Student surveys<br><br>•Agendas, minutes of meetings related to analysis of data<br><br>•Description of process for analyzing data to determine verifiable improvement in student learning<br><br>•Examples of use of results to evaluate continuous improvement action plans<br><br>•Evidence of student readiness for the next level<br><br>•Evidence of student growth<br><br>•Evidence of student success at the next level<br><br>•Multiple data points are used during common planning, department meetings and instructional meetings.  Data dialogues are held to determine student needs. | 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. | •Survey results<br><br>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals<br><br>•Executive summaries of student learning reports to stakeholder groups | Level 3 |

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

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. Strengths in this area include the availability of a variety of data points. Professional development is offered in order to drive and improve instruction.  Students who need extra assistance can utilize the Academic Learning Center for support.  One area of concern is several teachers feel county benchmarks are in need of attention. While some content areas, such as math, collaborate with surrounding counties and the state to create reliable tests, some benchmarks are not mistake-free, relevant, or useful.

# 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 — 3.17

Standard 4: Resources and Support Systems — 3.14

Standard 5: Using Results for Continuous Improvement — 3

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 | | 2015 |

# Evaluative Criteria and Rubrics

Overall Rating:  2.0

|   | Statement or Question | Response | Rating |
|---|---|---|---|
| **1.** | Questionnaire Administration | Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants. | Level 1 |

|   | 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?**

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

Parents Our school provides qualified staff members to support student learning.

Students Teachers provide multiple assessment opportunities to check understanding.

Staff Our school has a continuous improvement process based on data, goals, actions, and measures for growth.

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

Historically, parents have shared that communication was lacking with school programs.  Through our various additional methods of parent communication, we have seen an increase in approval in this area.  We will continue to develop more ways to communicate with parents, especially with our new Academic Learning Center in place.

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

Based on data dialogues, professional development, coaching and other effective teaching processes, teachers recognize and participate in an ongoing continuous improvement process with our cycle of impact.

# Areas in Need of Improvement

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

Parents My child has access to support services based on his/her identified needs.

Students In my school, building and grounds are safe, clean and a healthy place for learning. Students respect the property of others.

Staff In our school, all school personnel regularly engage families in their children's learning progress.

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

Parent and student groups alike have shared their concerns over building and grounds improvements.  Many measures have been taken by the school, division and county to improve these areas.  Even with improvements, parents and students feel inequitable differences with other middle schools in our county. While the basic needs for safety, cleanliness and health are met, it seems to parents and students alike that LMS, simply based on age, could use continued improvements.

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

We hope we have addressed parent concerns about assistance with the implementation of our Academic Learning Center.  All students have access to this assistance with remediation or intervention in all content areas.  We hope that this will alter two low perceptions, as we provide this resource to assist with identified needs, as well as teacher concerns regarding engaging families in children's learning progress.  Parent and student perceptions of building needs are still a concern.

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

Parent feedback about support services is accurate with what we have seen on previous surveys, as well as the notes section of this survey.

# Report Summary

## Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics — 2

Sections
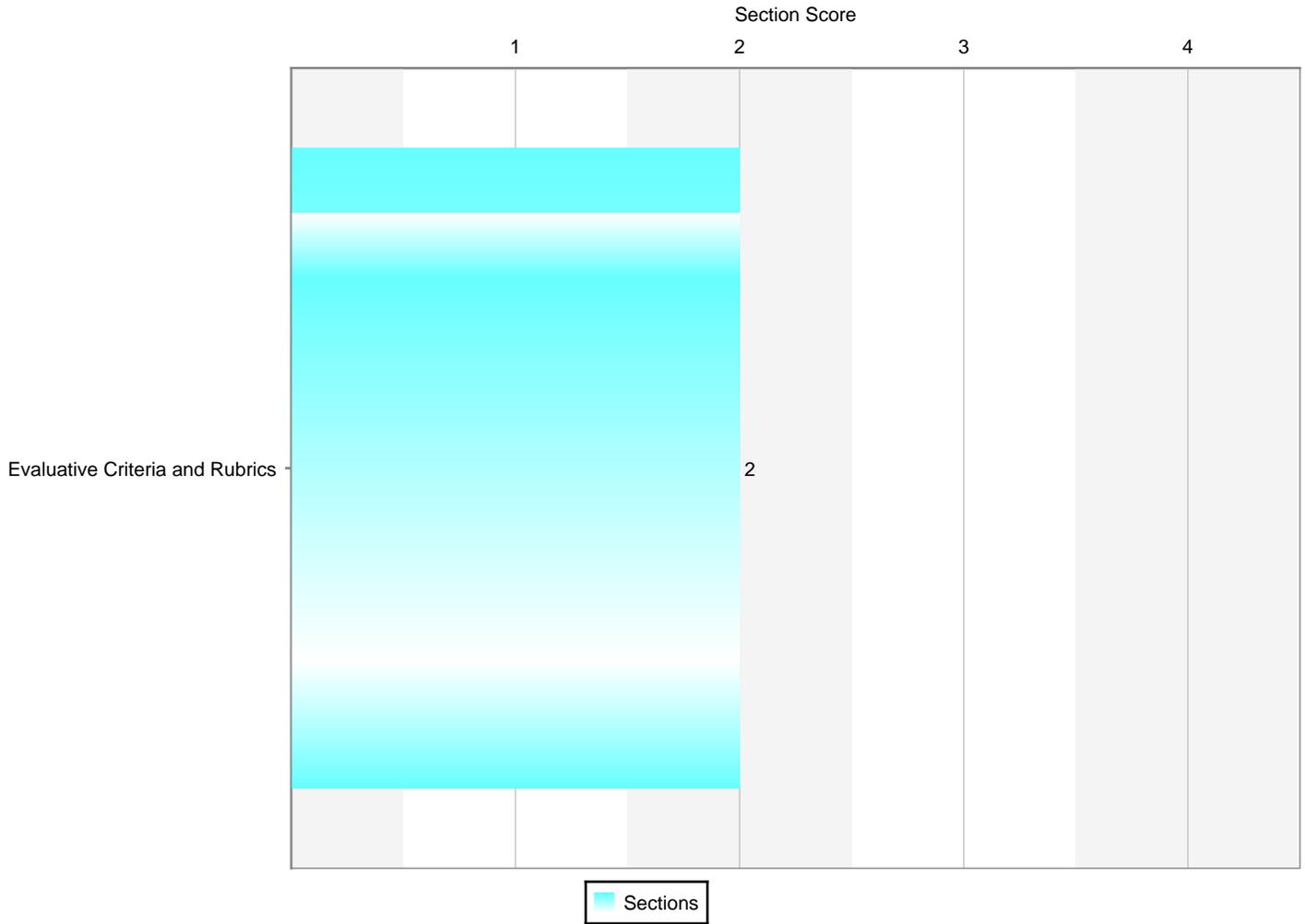
# Student Performance Diagnostic

# 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 | | LMS Binder |

# 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 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 demonstrate a modest decline. | Level 2 |

# Areas of Notable Achievement

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

For the 2015 SOL test administration, students exceeded expectations with an increased pass rate of 5% in math and 7% in social studies.

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

Math showed an increase in pass rate of 5%. We believe this is due to teacher focus during common planning and fine-tuning of common assessments, as well as expedited retakes in all math subject areas, not just algebra. Social studies showed an increase in pass rate of 7%. We believe that expedited retakes offered here for the first time helped more students to pass.

**Which area(s) indicate the overall highest performance?**

Social studies had the highest overall growth with a 7% increase in pass rate.

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

Our minority subgroup, specifically African Americans, as well as the ELL subgroup, specifically Hispanic, showed a trend toward increasing performance.

**Between which subgroups is the achievement gap closing?**

Overall, the ELL subgroup, specifically Hispanic students, show the largest consistent growth, therefore further closing their gap.

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

The increase in math achievement is reflected in county benchmark data, as well as results from common assessments and formative assessment measures.

# Areas in Need of Improvement

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

We did not make FMAO in math or reading in the subgroup of students with disabilities.

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

8th grade writing scores show a negative trend in the area of organization for most students.

**Which area(s) indicate the overall lowest performance?**

The areas of math and reading students with disabilities show overall lowest performance.

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

Students with disabilities continue to show declining performance in reading and most math courses.

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

Students with disabilities in reading and math.

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

Over time we have seen a decline in achievement in the students with disabilities subgroup.  This is consistent with benchmark data and other common assessment data, as well as ongoing classroom assessments.

# Report Summary

## Scores By Section

Section Score

|  | 1 | 2 | 3 | 4 |
|---|---|---|---|---|

Evaluative Criteria and Rubrics — 3.5
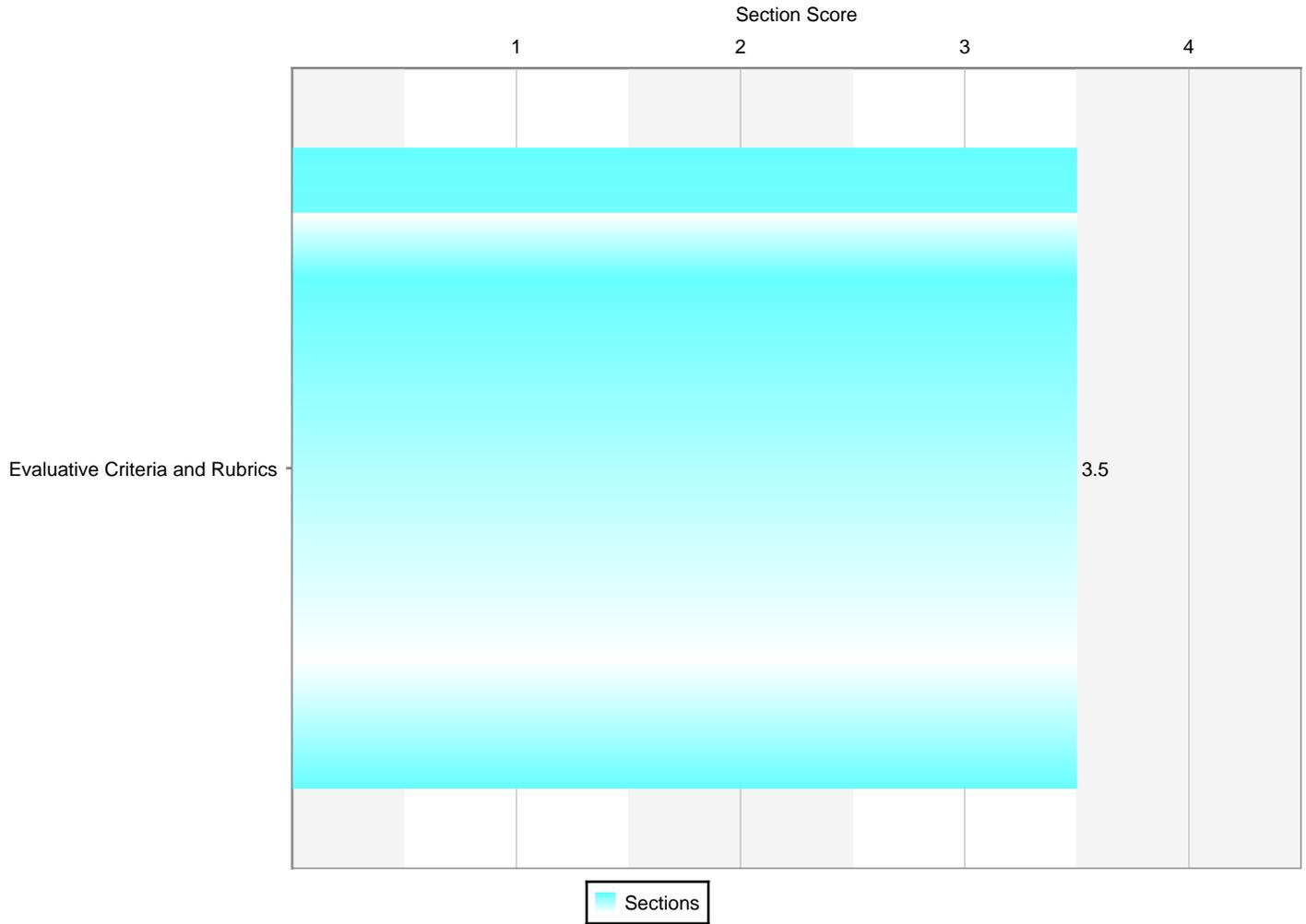
Sections

# 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:<br>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction<br>- Mission and purpose of the institution<br>- 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<br>- Grade levels served by the institution<br>- Staffing, including administrative and other non-teaching professionals personnel<br>- Available facilities, including upkeep and maintenance<br>- Level of funding<br>- School day or school year<br>- Establishment of an additional location geographically apart from the main campus<br>- Student population that causes program or staffing modification(s)<br>- 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 | | Crisis Manual |

| 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 | | 2013-2014 Goals and Action Plan |

# Liberty Middle School

# Overview

**Plan Name**

Liberty Middle School

**Plan Description**

School Improvement Plan

# Goals Summary

**The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.**

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|-----------|--------------|-----------|---------------|

# Activity Summary by Funding Source

**Below is a breakdown of your activities by funding source**