



# **Accreditation Report**

**Holmes Elementary**

**Miami-Dade County Public Schools**

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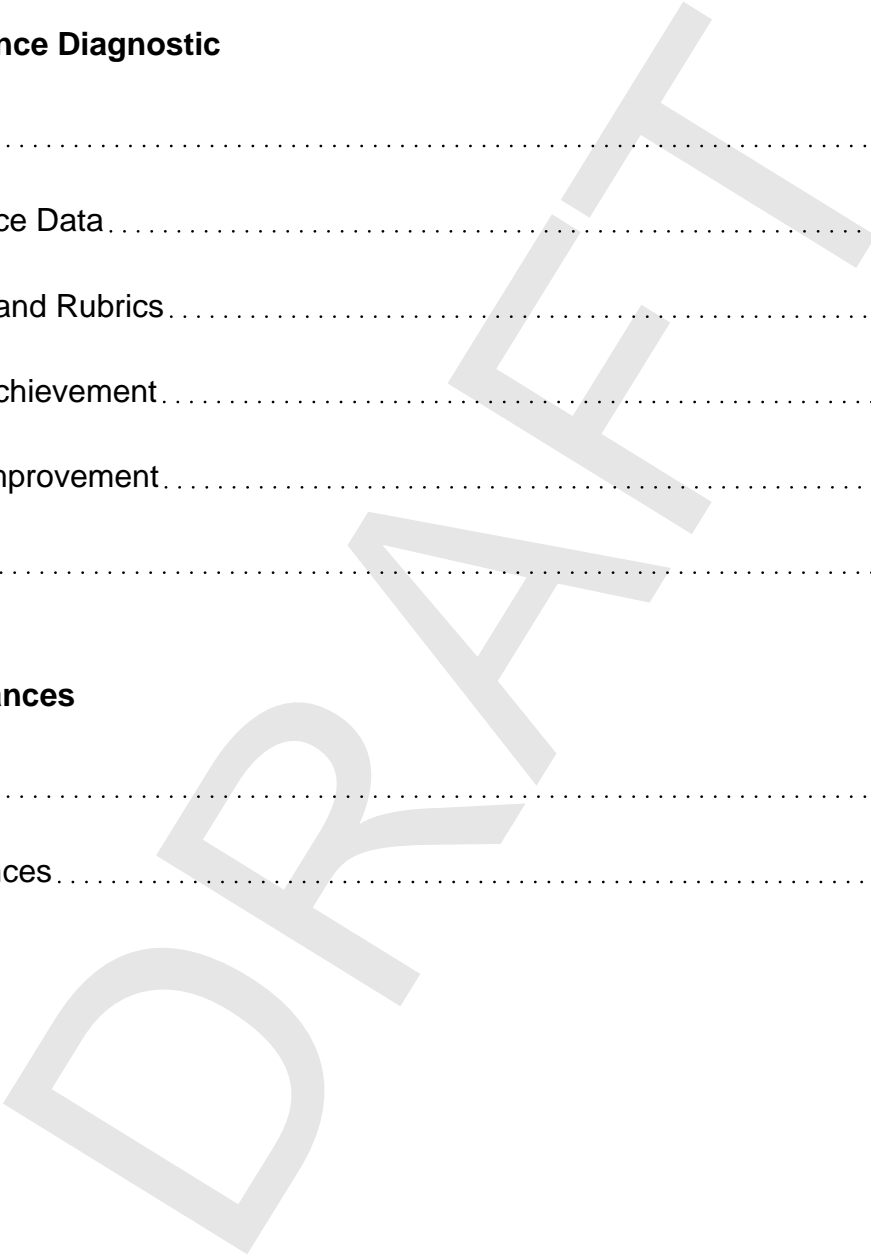
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# Executive Summary

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## **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. <br><br> 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.

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## 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?**

Holmes Elementary is situated in the Liberty City community of Miami in a predominantly African American, lower socio-economic community. Founded in 1948, Holmes houses approximately 550 students of the following demographic make-up: 98% African American, 1% Hispanic and 1% multiracial. Ninety-nine percent of the students are economically disadvantaged receiving free or reduced lunch. There are 43 instructional staff members; 67% African-American; 19% White; and 14% Hispanic of which 95% are highly qualified and 23% have advanced degrees. Forty-seven percent of the teachers are first year teachers, 26% have one to five years of teaching experience and 16% have six or more years of teaching experience. In 2007, Holmes received a much needed face-lift going through massive reconstruction. The beautiful contemporary campus serves as a constant reminder that our students deserve an excellent education.

Holmes has experienced significant change in the last three years. Unfortunately, there have been 3 principals at the helm during this period and the school's previous "C" grade designation has fallen to an "F." The leadership team has also changed. This year there are two new instructional coaches in intermediate reading and math. Teacher mobility is high due to the large percentage of Teach for America (TFA) staff employed at the school. Teach for America requires a two-year commitment and once this time has expired, TFA members are free to seek employment elsewhere. Lastly, a nearby school was closed and Holmes' enrollment increased by approximately 150 students at the beginning of the 2012-2013 school year.

The challenges we face are varied. Reading test results indicate that 19% of students are reading on grade level, and generally morale among students and staff has been low. Secondly, parent involvement is increasing but is still not at adequate levels. Because of the poor economic conditions and high rate of crime, there is a general sense of hopelessness among some in the community. The need just to remain safe and satisfy the basic needs of life are a priority. The challenge Holmes faces is to highlight the fact that education is the way to a better life and to improve academic standards while developing a sense of intrinsic motivation in the school and community.

There are features unique to Holmes Elementary that will propel us toward meeting our challenges. In the academic realm, Holmes receives support from the state, school district and a variety of organizations and businesses. Holmes has been designated as one of the lowest 100 schools in Florida in reading. As such, Holmes receives funding to provide an additional hour in the school day for reading intervention. Interventionists work with small groups, assigned using various assessments for an hour each day. Enrichment groups are also formed for those students who are on or above grade level to meet their academic needs. Holmes is also the recipient of a 21st Century grant which funds the afterschool program targeting 120 students in grades 2-5. In addition, AmeriCorps supports the academic program by providing 3 tutors who assist teachers by working with small groups of students during differentiated instruction and other times of the day.

Also, in terms of academic support, Teach for America Corp Members are employed at Holmes. They bring an energy and desire to make a difference that stimulates the entire school culture to move towards excellence. In addition, through Teach for America, Holmes has partnered with Gulliver Preparatory School to increase student reading achievement. 40 volunteer students from Gulliver come on Saturday mornings and pair up one-to-one with a 3rd or 4th grade student. They engage in read-alouds and encourage social interaction.

Holmes shares a plot of real estate with Miami Northwestern Senior High School. This unique arrangement allows for a partnership in a variety of ways. The science coach and the 5th grade science students explore many science topics including plant and animal life through

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the Aquaponics plant and gardens housed on Miami Northwestern's property. In addition, Holmes has partnered with Reviving Baseball in the Inner Cities (RBI) and the Marlins Baseball organization to form a baseball team. The team uses the baseball field at Miami Northwestern Senior High to practice. Lastly, Miami Northwestern's band led the way at our Literature Day Parade, and football players from the Northwestern have been guest readers during our literature week.

Due to it's high profile status in the community, a number of organizations and benefactors give to improve the school community. Invest in Our Children, and Miami Northwestern Classes of '64 and '72 contribute school supplies to our students. To support our Positive Behavior Support program and academic incentives for our students, McDonald's provides 160 hamburgers a month and the South Florida Youth Foundation funds Play Stations and X-Box consoles for our game room. Lastly, the Barbara Harris Foundation (the granddaughter of the school's namesake) makes generous donations yearly to support the school's program.

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## 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.**

School's Purpose:

At Holmes Elementary, we eliminate educational inequality in our urban community through character development, high academic expectations, rigorous instruction, and real-world exposure, ultimately empowering our students to successfully compete in the global marketplace.

School's Mission:

The mission of Holmes Elementary School is to develop and nourish lifelong learners by creating high expectations for student achievement, building self-esteem and providing a sequential, data-driven instructional program based on students' needs.

School's Vision:

Our vision at Holmes Elementary School is to empower students to be critical thinkers, effective problem solvers, avid readers, and technologically literate, which will allow them to be productive citizens in our global society. Holmes Elementary School will create a safe, positive, learning environment where students demonstrate the 5 Pillars of Power: Grit, Community, Excellence, Professionalism, and Drive.

Expectations for student success at Holmes are high. Standards at Holmes are based on "5 Pillars of Power" as detailed in our School Pledge:

I am a Holmes Elementary Champion!

Everything I do is driven by purpose!

I understand that knowledge is power and today I will become powerful as I show:

GRIT-Even when the work gets hard, I refuse to give up!

COMMUNITY-I treat my classmates with dignity and respect.

EXCELLENCE-I struggle to get right answers.

PROFESSIONALISM-I present myself to the world by speaking clearly and behaving well.

DRIVE- I want to be great!

I am proud of myself and excited about who I will become!

This pledge is recited every morning by student volunteers to reinforce the vision and mission of each student and teacher.

Our school's program offerings undergird our vision and mission. The Wonderworks curriculum drives our reading instruction. Go Math is our basic Math curriculum, which we supplement using Everglades Math and On Target math resources. For our reading intervention we use the Saxon program to provide phonics instruction and for enrichment a variety of novels are utilized to support those students reading above grade level. In science, instructors use Gizmos and other resources to support the science curriculum.



## 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.**

Many positive changes occurred over the last three years that have affected the school wide program. Holmes Elementary became an Education Transformation Office (ETO) school in 2010. The school has experienced a shift toward providing more rigorous, focused instruction that is aligned with current data. Sustaining and accelerating academic achievement by providing ongoing support and training for educational leaders will guarantee that our students receive a quality education. Teachers are committed to employing researched based educational strategies and techniques to promote higher order and critical thinking skills. All classrooms are equipped with the latest technology such as Smart boards, Promethean boards, computers and computer assisted instruction programs to prepare students for the 21st century. In 2011, the Knight Foundation in partnership with One Laptop Per Child launched a digital literacy program that placed a laptop in the hands of every child.

Areas that Holmes is working to improve include teacher retention and parent engagement. In order to retain the Teach for America (TFA) staff, we are transforming faculty meetings from mere informational meetings to professional development sessions. We have surveyed our TFA staff and found that they are interested in participating in Book Studies. We believe that providing professional development will increase their level of competence and confidence to remain in the teaching profession.

Another area in which improvement is necessary if Holmes is to become what we envision, is to engage parents in the school community. At the beginning of the school year a decision was made to be visible in the Liberty Square community that the school serves. As such, the leadership team met with the director of the housing development and formed a partnership. The faculty walked door-to-door before the 2013-2014 school year started and the new principal introduced herself and invited parents and students to the "Back to School" event sponsored by the school's School Board member. In addition, a Black History event was held in the Liberty Square Housing Development which included students reciting poetry, storytellers, dancers, food and fun.

Of course, the primary focus is student achievement. As a result, Holmes is looking to make progress in the academic arena. In the short term, learning gains in reading are a focus. In the long term teachers are focusing on increasing grade level proficiency. We are confident that with continued rigorous planning and instruction Holmes will be an "A" school in three years.

## Additional Information

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

The community has joined Holmes in helping to create an environment where children feel safe and comfortable. Hands-On Broward has facilitated many events in which various corporate members of the community have donated their time and talents to produce murals, organic gardens, and lush landscaping. Other partners such as SAP Technology and Panhellenic Council have contributed school supplies, computers and toys during the holiday season. Also, 5000 Role Models support a select group of boys through its mentoring program.

In addition, organizations such as the University of Florida have assisted our staff through the support of our Professional Learning Communities. In these sessions, among other activities, teachers perform action research to enhance their understanding of their individual classrooms, thereby improving their skills as instructors. University of Florida is also offering up to 4 graduate level classes free of charge to interested staff members.

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## Self Assessment

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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.

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## 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.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Purpose statements - past and present</li> <li>•- Faculty meeting agendas</li> <li>- Parent &amp; Teacher Night agenda</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> <li>•- Pillars of Power: Teacher-created school culture and classroom management system</li> <li>- Teachers regularly participate in common planning even though it is not mandatory</li> <li>- Pillars are referenced on the announcements and teachers are regularly recognized for demonstrating the pillars</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li><li>•- Data Chats, common planning, progress monitoring, coaching cycle, DI, coach's logs, common planning agendas<ul style="list-style-type: none"><li>- Leadership Team Meetings, Lesson Study, UF Teacher Fellows PLCs and Action Research, In-House Professional Development, Teacher Shadowing, Model Classrooms</li><li>- Student of the Month Activities, Parent Curriculum Night, Open House, First Grade Round-up, Opening of Schools Kick-offs</li><li>- Reading Trackers; Google Docs</li><li>- Edusoft and ThinkGate online data reporting</li><li>- Implementation Plans</li></ul></li></ul>	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.**

Holmes Elementary School engages in a systematic, inclusive and comprehensive process to review, revise and communicate our school's purpose for student success as evident through character development activities (Positive Behavior Support, mentoring, and the Pillars of Power), facilitating high academic expectations along with rigorous instruction (Data Trackers, Data Binders, lesson plans, secondary instructional focus, and differentiated instruction), and providing opportunities for students to participate in real-world extended learning opportunities (field trips and career day). The school's commitment to providing a culture that is based on shared values and beliefs about teaching and learning are demonstrated through the leadership team and teachers collaborative identification of the Holmes' Pillars of Power. Furthermore, the leadership at Holmes Elementary implements a continuous improvement process that includes data chats, progress monitoring, differentiated instruction, professional development and the coaching cycle.

Evidence of our commitment to communicating standards of excellence can be found in the Excellence in Education School Advisory Council minutes, as well as our common planning agendas, professional development agendas and data chat protocols. Additionally, classroom walkthroughs by the administrative team provide opportunities for feedback to strengthen teaching and learning.

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In our effort to sustain the areas of strength identified, Holmes will work to retain high-performing teachers through intensified professional development geared to the needs of teachers.

In our effort to sustain the areas of strengths identified, Holmes Elementary School will work to retain our high performing teachers and increase enrichment and extra curricular activities offered to our students.

The plans that we are making to improve the areas of need is to increase community engagement. A Back to School event was held at the start of the school year to introduce the school's new principal and invite the community to meet and greet teachers in a relaxed social setting where book bags and school supplies were distributed and food and drink were available at no cost. In addition, other community events are planned to engage parents and build a sense of trust and partnership between school and community.

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**Standard 2: Governance and Leadership**

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

Overall Rating: 3.0

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> <li>•Governing body minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Assurances, certifications</li> <li>•Governing body training plan</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Communications about program regulations</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•-Principal and Assistant Principal Meets</li> <li>-Attendance Policies</li> <li>-Student Code of Conduct</li> <li>-Systems for maintaining proper inventory, payroll and accounting practices</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> <li>•Classroom Walkthroughs                             <ul style="list-style-type: none"> <li>-Instructional Focus</li> <li>-Calendars</li> <li>-Data-driven Instruction</li> </ul> </li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"><li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li><li>•Governing body policy on supervision and evaluation</li><li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li><li>•Job specific criteria</li><li>•Representative supervision and evaluation reports</li></ul>	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 leadership of Holmes Elementary have set clear expectations that staff and students are held to high standards. As elaborated in the school pledge, high standards are the hallmark of student success. The leadership team engages in monitoring processes through classroom walkthroughs, and attendance at common planning meetings and data chats. The principal's open door policy encourages communication with stakeholder groups which lead to feedback, a sense of community and ownership in matters pertaining to the advancement of the school's purpose.

Staff supervision and evaluation processes result in improved professional practice and student success as evidenced by informal and formal observations, teacher surveys, and instructional reviews. In addition, the governing body regularly communicates concerning policy revisions for relevant stakeholders, clear codes of ethics, student conduct, and faculty and staff requirements.

Strengths are sustained through the classroom walkthrough and professional development calendars which maintain the focus on retaining high standards through observation, feedback and professional growth.

### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Common Planning Meeting Agendas</li> <li>-Coaches Logs</li> <li>-Data Chats</li> <li>-Instructional Focus Calendars</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Teacher evaluation criteria</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Surveys results</li> <li>•Interdisciplinary projects</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 3

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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.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Peer coaching guidelines and procedures</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Examples of assessments that prompted modification in instruction</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•-Journals with feedback -Student data reviews in Science</li> </ul>	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Black History Parent/Community Event</li> <li>•Back to School Parent/Community Event</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. 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.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Description of formal adult advocate structures</li> <li>•Student/Administrator Meetings</li> </ul>	Level 3

# Accreditation Report

Holmes Elementary

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

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

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



planning. During these common planning sessions, staff members participate in a continuous program of professional learning. The common planning sessions are fluid as they are based upon the individual needs of teachers. Our curriculum, instruction and assessment are monitored and adjusted systematically in response to quarterly data from multiple assessments of student learning and an examination of professional practice as evidenced by planning for differentiated instruction while making the necessary adjustments to the instructional program.

A method to ensure that teachers use data to identify the unique learning needs of students is the primary tracker used in grades K and 1 to monitor every reading assessment administered to students. This tracker permits teachers to view multiple data sources of a child's progress as they make educational decisions concerning placement and needs.

To provide opportunities for our teachers to learn as they lead, other collaborative communities have been initiated such as the University of Florida Teacher Fellows program. In addition to the benefits of a PLC, teachers are offered the opportunity to complete 4 graduate courses free of charge. The Book Clubs teachers participate in, also provide continuous professional learning through interacting with text that is relevant to professional practices and situations.

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### 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.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Survey results</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•Hourly Teachers serve as Interventionists</li> <li>-Volunteers</li> </ul>	Level 3

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

# Accreditation Report

Holmes Elementary

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.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•System for maintenance requests</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•-Cafeteria Health Inspection</li> <li>-Safety Inspection</li> <li>-Work Orders</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Budget related to media and information resource acquisition</li> <li>•Survey results</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> <li>•Assessments to inform development of technology plan</li> <li>•Survey results</li> <li>•Policies relative to technology use</li> <li>•-Smart Boards</li> <li>-Projectors</li> <li>-One Laptop per Child</li> </ul>	Level 3

# Accreditation Report

Holmes Elementary

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.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Schedule of family services, e.g., parent classes, survival skills</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> </ul>	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.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•-School Psychologist -Rtl Team -Counselor</li> </ul>	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 identified strengths for Holmes Elementary include the allocation of qualified professional and support staff and material resources to teachers to utilize as they fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program. The allocated positions include instructional coaches in reading, mathematics, and science as well as the Positive Behavior Support Coach. The individuals in these positions provide instructional and behavioral support school wide through cycles of intervention to monitor and improve their areas of responsibility.

To support the emotional and mental needs of our students, a school psychologist, counselor and special education teacher have been allocated to support students who encounter challenges academically and emotionally. Student Services personnel implement a process to determine the counseling, assessment, referral, and educational needs of students. When necessary, Individual Education Plans are written

after interventions are introduced, if students don't respond and need further assistance.

In addition to these resources, students and school personnel at Holmes have access to a range of media and information resources such as MP3 players, iPods, Smart Boards, computers, etc. to support the school's educational programs.

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## 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.	<ul style="list-style-type: none"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> <li>•-Baseline Assessment                             <ul style="list-style-type: none"> <li>-Fall and Winter Interim Assessments</li> <li>-Florida Assessments for Instruction in Reading</li> <li>-Write Score</li> </ul> </li> </ul>	Level 3

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

# Accreditation Report

Holmes Elementary

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.	<ul style="list-style-type: none"> <li>•Policies specific to data training</li> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Description of process for analyzing data to determine verifiable improvement in student learning</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•-Student Services Team</li> <li>-Response to Intervention</li> <li>-Florida Assessments for Instruction in Reading Data Chats</li> </ul>	Level 3

# Accreditation Report

Holmes Elementary

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Survey results</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	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 leadership team effectively monitors and communicates information about student learning, and provides support for student learning and achievement. Evidence includes the monitoring and tracking of student data and progress; ensuring that a dedicated time is established for data chats, common planning debriefing, and school wide data trackers. Multiple assessment measures include Florida Assessments for Instruction in Reading, STAR, Fall and Winter Interim Assessments, and mini benchmark assessments. Systematic processes and procedures for collecting, analyzing and applying reading data from multiple sources are maintained using a school-produced primary tracker in grades Kindergarten and first.

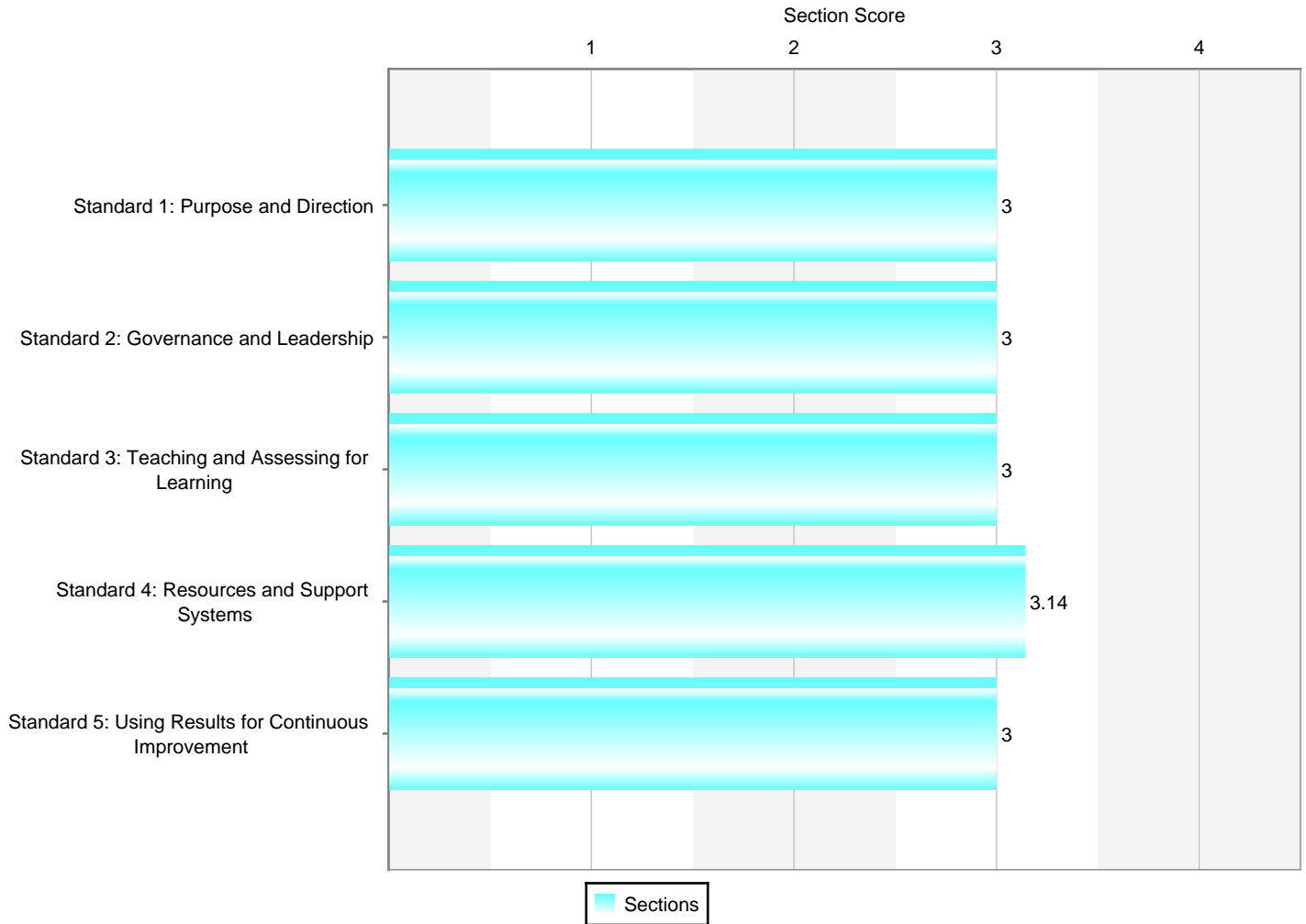
Data is analyzed during common planning meetings, data chats, and leadership team meetings to determine verifiable improvement in student learning. Additionally, the Florida Continuous Improvement Model allows for fluidity of structures, practices and procedures to maintain optimum student learning.

Strengths will be sustained through scheduled common planning and data chat meetings. Artifacts include common planning agendas and data chat protocols.



## Report Summary

### Scores By Section



## Stakeholder Feedback Diagnostic

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## **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.

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Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		2013-2014 Stakeholder Survey Report 2501

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## 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

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## Areas of Notable Achievement

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

Standard 1 and Standard 3 received the highest level of satisfaction. Standard 1 - Purpose and Direction received high marks because the vision and mission of the school are clearly set forth and students and teachers hear them daily through the recitation of the school's pledge. Students know what is expected and teachers routinely use the 5 Pillars of Power to reinforce positive school culture.

Standard 3 received high ratings because "teaching and learning are priority #1." The staff is focused and determined to increase student achievement. Instructional coaches, region and district support personnel move mountains to ensure that teachers receive the assistance needed. Common Planning is a major component of this support network and it is an essential tool used to empower teachers to achieve success with their students.

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

Standard 5, Using Results for Continuous Improvement is showing increasing satisfaction, because this school year, data analysis has been emphasized as a necessary component in increasing student achievement. Data chats and grade level meetings are held to ensure faculty understand how to analyze data and use it to improve student success..

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

Standard 3 is consistent with findings from the parent form of the 2012-2014 School Climate Survey, in that 80% of parents either strongly agreed or agreed that "My child is getting a good education at this school."

## Areas in Need of Improvement

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

Standard 4 is most likely the lowest area for a number of reasons. There are a number of computers that are not operable. That is being remedied this school year through computer purchases using school funds. Secondly, we are overcrowded, so special area classrooms have been converted to general education classroom space. Lastly, there have been issues with the school's air conditioner which was recently replaced.

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

The air conditioner and computer problems which were resolved were a major point of dissatisfaction because they were issues for a number of years.

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

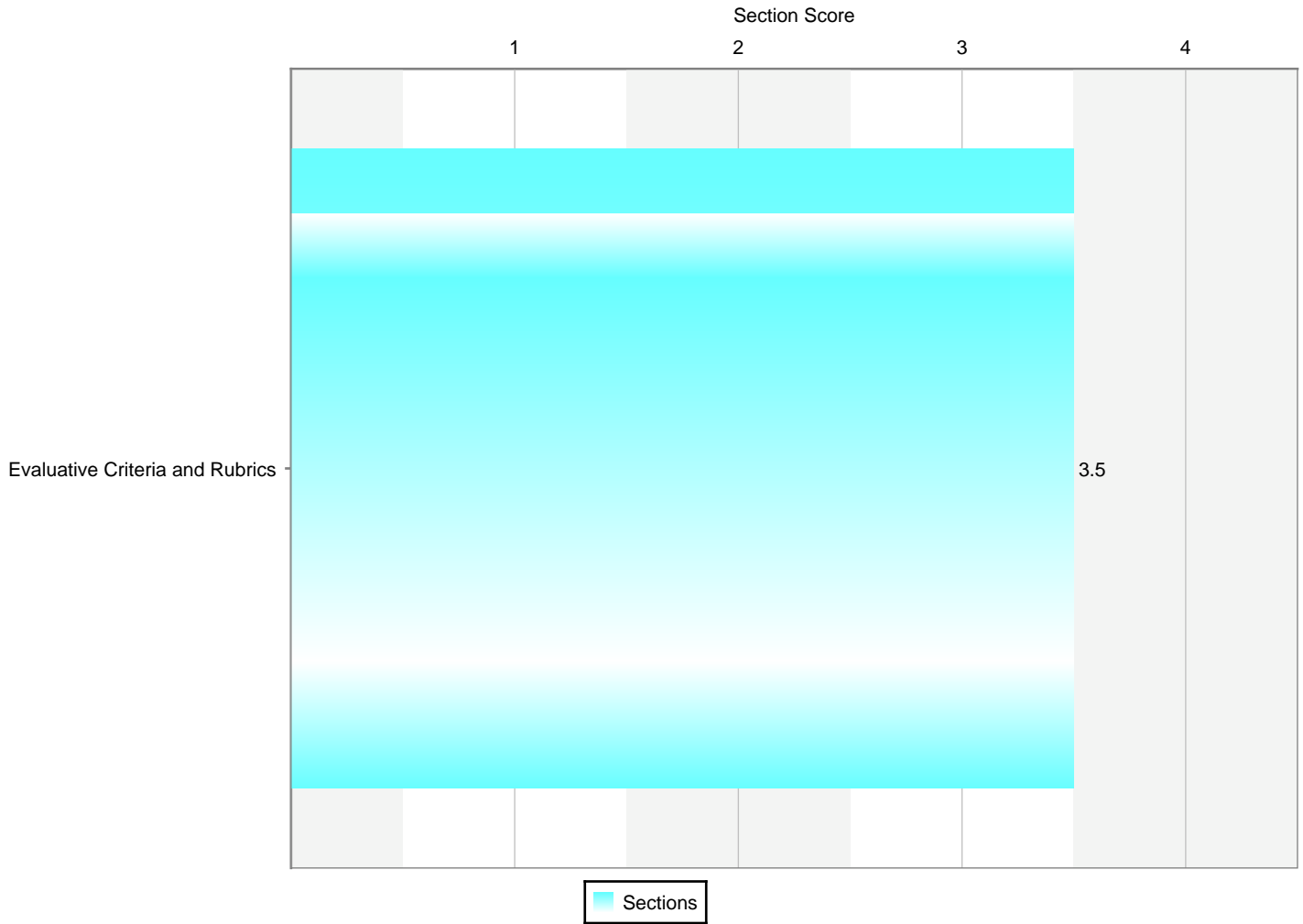
Perceptions are changing because of issues that have recently been resolved. The air conditioner issue to be specific, has benefited from bond dollars which were recently used to replace the school's chiller. In addition, computers were purchased using school funds to ensure equity in all of the classrooms.

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

Standard 4 was consistent with results from the 2012-2013 School Climate Survey. 55% of teachers strongly agreed or agreed that there were "...too many students in each class" and 52% strongly agreed or agreed that there were "...insufficient resources."

## Report Summary

### Scores By Section



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# Student Performance Diagnostic

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## **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.

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**Student Performance Data**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	N/A	2013-2014 Student Performance Data 2501

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## Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

## Areas of Notable Achievement

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

The areas above the expected levels of performance are Learning Gains for Lowest 25% in Reading and Mathematics. The learning gains of the lowest 25% in reading in 2011 were 54%, in 2012, 74% and in 2013, 66%. In math, the learning gains of the lowest 25% were 56% in 2011, 91% in 2012 and 66% in 2013. These gains met the learning gains progress standard. It is essential as the school moves toward proficiency to ensure students are at the very least making a year's worth of growth.

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

Science is showing an upward trend. Science scores from 2012-2013 were 38% and 41%. In addition, third grade math scores are generally moving upward as evidenced by proficiency rates of 37%, 36%, and 46% from 2011- 2013. In the primary grades a positive trend in Kindergarten reading demonstrates over 70% of students ready to read according to the Fall 2013 AP1 administration of the FAIR test. The highest rate in the last six years. For grades 1 and 2, similar gains indicate that these grades will meet growth standards set by the region by the end of the school year.

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

The areas with the overall highest performance are math which indicate that 48% of our students are satisfactory, as well as overall learning gains for math which was 67% as measured by the 2013 FCAT Test.

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

Holmes has the Black and Economically Disadvantaged subgroups. Unfortunately, neither one is showing a trend toward increased performance.

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

The achievement gap is not decreasing between any of our subgroups.

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

The Fall and Winter Reading Interim Assessment data for school year 2012-2013 are consistent with the results of the FCAT reading assessment which indicated that only 19% of Holmes students were reading at a proficient rate. The reading scores for 3rd grade on the Fall and Winter Interim tests were 18% and 16% and the FCAT proficiency rate was 15%. Fourth grade data for the Fall and Winter Interim assessments for school year 2012-2013 were 17% and 14%. The FCAT reading proficiency score was 14%.

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## Areas in Need of Improvement

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

The areas below the expected levels of performance on the Florida Comprehensive Assessment Test were: In 2012, Reading-33% and Mathematics-49%; In 2013, Reading-19% and Mathematics-48%.

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

The areas that show a negative trend in performance on the Florida Comprehensive Assessment Test were: 3rd grade reading in 2012 and 2013 of 22% and 15% respectively; 4th grade reading in 2012 and 2013 of 23% and 14%, respectively; 5th grade reading in 2013 of 30%; and 5th grade math in 2013 of 43%.

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

The 2013 Florida Comprehensive Assessment Test Reading proficiency rate of 19% across 3rd, 4th and 5th grades is the lowest overall performance. The 2013 administration of the Stanford Achievement Test in grades 1 and 2 indicate average percentiles in the low 30s.

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

The subgroups that show a trend toward decreasing performance are Students With Disabilities in mathematics with a decrease of 14 percentage points from 2012-2013 and reading with a 5 percentage point decrease. In addition the Economically Disadvantaged group decreased by 12 percentage points in 2013.

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

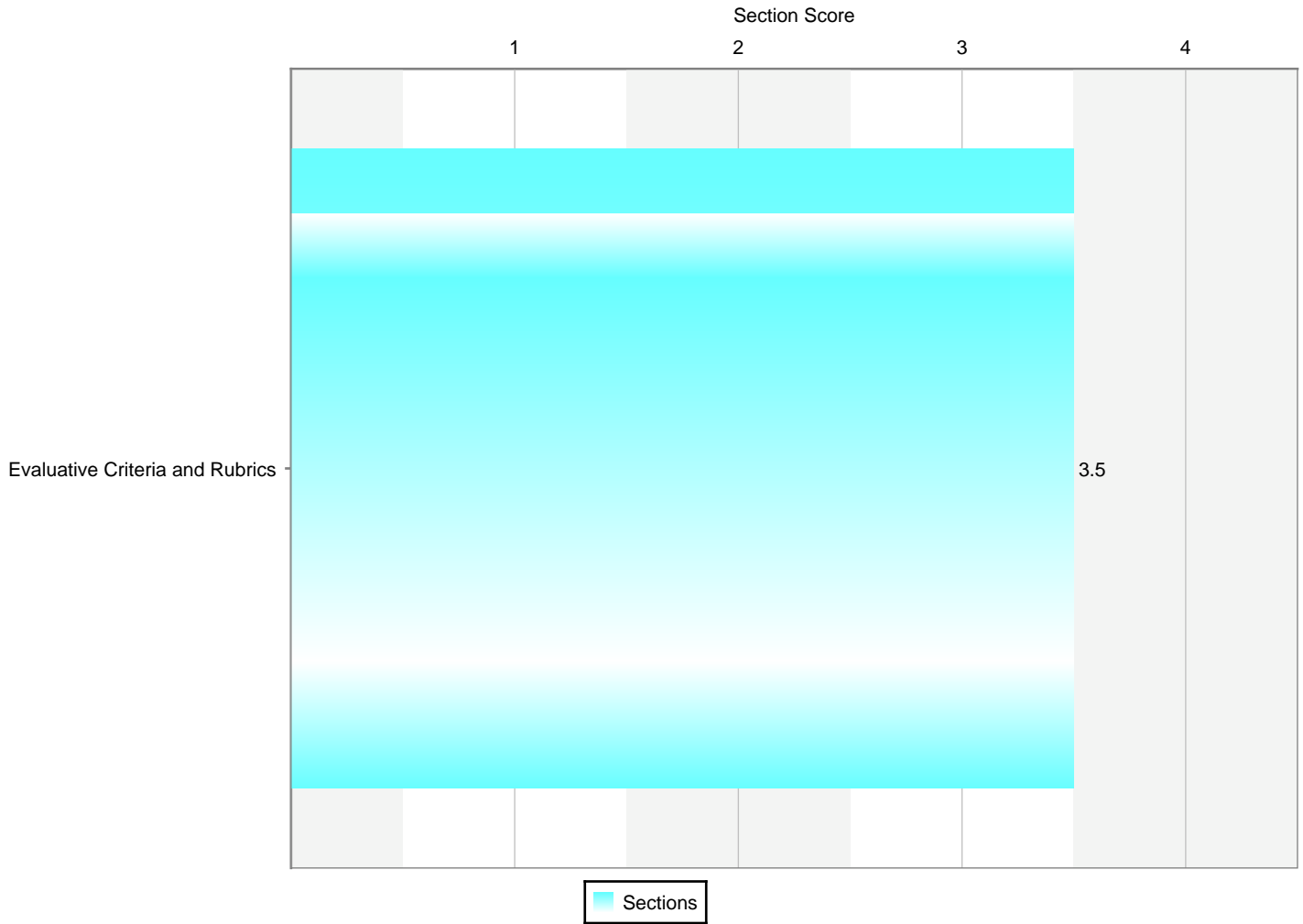
Comparing our black students with whites across the district, the achievement gap in reading widened from 44 percentage points in 2012 to 58 percentage points in 2013.

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

The Fall Interim Assessment data are consistent with the FCAT 2013 data for 3rd and 4th grade reading. The Fall proficiency levels for 3rd grade were 18% and for 4th grade, 17%. The Florida Comprehensive Assessment Test measured reading proficiency at 15% for 3rd grade and 14% for 4th grade.

## Report Summary

### Scores By Section



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## AdvancED Assurances

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## **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.

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**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		2013-2014 School Improvement Plan