



# **Accreditation Report**

**Van E. Blanton Elementary School**

**Miami-Dade 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. <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.

## 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?**

Van E. Blanton Elementary School obtains Title I funding, and is located in a low socioeconomic, urban environment at 10327 Northwest 11th Avenue, Miami, Florida 33150. The school is a two story facility containing 26 classrooms, along with an adjoining media center and a cafeteria/auditorium (cafetorium) combination. Erected in 1954, this structure was modified for WIFI capabilities and the accessibility of other technologies. The renovated media center houses a state-of-the-art closed circuit television system and internet access via 40 computer stations. In its expansion, the school constructed an annex, which houses four Kindergarten classrooms. Additional renovations contain an adjacent building east of the media center that contains two classrooms with the sole purpose of providing Special Education (SPED) services. On the outer grounds, the school has four portable classrooms and one re-locatable utilized as the Parent Resource Center.

Van E. Blanton Elementary School serves 545 pre-kindergarten through fifth grade students from the surrounding neighborhood. The student body is comprised of 75 percent Black and 25 percent Hispanic. Of the 545 students 65 percent are standard curriculum, five percent SPED and 30 percent English Language Learners (ELL). Ninety-seven percent of the students are economically disadvantaged, qualifying them for free or reduced lunch. The school also provides services to the Gifted population on-site. In previous years, Gifted students were transported to neighboring schools to receive services. But in recent years as, student performance flourished, so did the school's Gifted program. Currently, Van E. Blanton Elementary offers a Gifted program servicing approximately 10 percent of the second through fifth grade population.

The school's administration consists of a Principal and an Assistant Principal, both of whom have Master degrees in Educational Leadership. The Instructional Leadership Team consists of the Principal, Assistant Principal, School Counselor and a Reading Coach. There are 35 certified instructional personnel ranging from General Education to Special Education (SPED) teachers as well as Special Area Teachers and Student Support Personnel. Credentials held by instructional personnel include: five Educational Specialists; 13 Master's degrees; and 22 Bachelor's degrees.

Careful review of the school's academic performance on the FCAT during the last 6 to 10 years demonstrates a consistent effort, resulting in a school letter grade of A or B. However, the constant challenge in attempting to maintain such a high level of performance is reducing the number of third grade retainees and ensuring that all of the school's subgroups identified meet or exceed the performance target that increases every year. Data indicates that 11.88 percent of the 101 third grade students were retained. This figure is low in comparison to the District average of 17.2 percent and the state average of 18.7 percent. In addition, three out of the five subgroups, Black, Hispanic, and Economically Disadvantaged, failed to meet the specified performance target in Reading and Mathematics this past year; whereas the remaining two subgroups, English Language Learners and Students With Disabilities did.

Although Van E. Blanton's overall student attendance is very good considering other factors associated with the student population, improving the average daily attendance is a challenge as well. The daily average for student attendance is 96.2 percent, and the school's daily goal is 98%. In comparison however, Van E. Blanton's daily student attendance average exceeds that of the District, which is 94.88 percent and that of state, which is 93.85 percent. The school's extraordinary attendance rate among students and personnel is due largely to motivating efforts by the Leadership Team and PTSA. Students are recognized and awarded for perfect attendance with a variety of incentives including: customized pencils, certificates, medallions, special appearances on closed circuit television, as well as student

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activities and events conducted throughout the year. Faculty and staff with perfect attendance are recognized each grading period during faculty meetings and presented with certificates. At the end-of-the-year social function, faculty and staff with perfect attendance for the entire school year are awarded plaques reflecting their committed to being in school every day.

The mobility rate of the student population is 39 percent, which contributes to inconsistencies in student attendance. This relatively high mobility rate has been attributed to the economic insufficiency of the parents and unstable conditions within the home environment. Financial constraints and limitations suffered by some parents have caused families to relocate in search of more affordable housing. Moreover, students have exited the school due to instability in the home environment which resulted in placement with other relatives or caregivers.

Over the past three years, Van E. Blanton has experienced changes in the resources available for teaching and learning. Technology used for instruction has increased. Additionally, changes in personnel such as the loss of Instructional Coaches, Media Specialist/Clerk and other support staff have impacted Van E. Blanton Elementary School.

## **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.**

Van E. Blanton Elementary School's vision is to be an institution committed to excellence, where proficient staff produce proficient students through collaboration and ongoing professional development. The school's mission is to develop each student's academic, social, physical and emotional potential in a wholesome, supportive environment to create life-long learners and contributing citizens in a multicultural and changing world. Every child at Van E. Blanton is a winner every day. The staff is committed to ensuring that every student who enters the building receives a quality education, demonstrating academic growth and social develop at the conclusion of each year.

Van E. Blanton services general education students and students with exceptionalities, to include gifted students and students with learning disabilities. Although students come from diverse backgrounds and possess a wide range of academic and social skills, it is our goal to meet each child's need in order for him/her to flourish and experience success. It is believed that every child can learn, despite his/her socioeconomic condition, and it is expected that every child will become proficient and maximize his/her potential through a sound work ethic and collaborative efforts by the teacher, student and parent.

Van E. Blanton Elementary School reflects a multicultural community. The goals of the school are to simultaneously serve the academic and social needs of our students, parents and all stakeholders. The school and the community are integrally connected, as they share a common vision and purpose - provide a quality education for all children. The objective is to involve the community with the school through an array of special activities. The Principal's strong commitment to educational excellence is the catalyst that has sparked student achievement to unprecedented heights of success in spite of low socioeconomic conditions of the community.

Students at Van E. Blanton are provided a variety of culturally based programs and activities to enhance their learning experiences and overall development. Being exposed to and participating in a host of activities throughout the year such as: Career Day, Science Fair, Black History Month, Hispanic Heritage Month, Walk Safe, Say No To Drugs, Performing Arts field trips, the DARE Program, Chess Club, Science Club, Anti-bullying and Character Education, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, tap into and explore their interests, and increase self-awareness and confidence.

Achieving excellence, maximizing potential, and becoming a lifelong learner are not concepts that apply only to students at Van E. Blanton. Teachers and Administration recognize the importance of refining their pedagogical and leadership skills and are proactive in seeking out professional development. Participating in an assortment of educational trainings and courses contributes greatly to implementing the most effective and a current research-based educational strategy within the classroom and creates a solid foundation on which everyone can build.

All of Van E. Blanton's stakeholders, staff, parents and the community at large are dedicated to providing a nurturing, comfortable, safe, positive and supportive learning environment that establishes and promotes high standards and expectations for all. Developing well-rounded, proficient students who will contribute to the global stage is Van E. Blanton's primary purpose.

## **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.**

Despite the hardships our students and faculty encounter, Van E. Blanton has attained a plethora of accomplishments. Conversely and similar to other educational organizations, there are always areas that can be improved upon in order to compete with the ever-changing world of education and ensure that students experience academic success.

### **NOTABLE ACHIEVEMENTS**

Van E. Blanton Elementary School had a multitude of notable achievements over the past three years. One of our most pristine accomplishments is our school letter grade. In 2009 and 2010 Van E. Blanton earned a school letter grade of "B". In the consecutive academic school years of 2010 to 2012, the school improved one letter grade, receiving an "A". During that time Van E. Blanton Elementary was the only elementary school within our feeder pattern and surrounding community to earn such distinction. Additional achievements made in 2011 to 2012 were meeting the Annual Measurable Outcomes in every academic category set forth by NCLB.

As a Title 1 school with numerous accomplishments, Van E. Blanton was selected to become a member of the CORE Initiative. Some of the many benefits of participating in this project consisted of Professional Development (PD) that were made available to all staff members, school resources and materials, one-on-one support, and classroom guidance for instructional staff and administrators. Aside from the tremendous amount of PD available to members, CORE provided professional networking opportunities that enabled participants to meet other educators and affiliates, share instructional strategies and resources, expand and broaden their knowledge base, and establish an on-going support system. All of these components have enhanced the quality of instruction that the staff provides which positively impacts student learning and academic achievement.

Other notable achievements consist of being awarded the JCP Cares and Leonore Annenberg grants. In 2012 our school was featured on the Ellen DeGeneres Show and awarded \$100,000.00 from JCP Cares. The JCP Cares grant was a huge benefit to students, staff and the community. The school gained local and national recognition because of student achievement and was able to purchase much needed supplies and technology (i.e., Elmo's, projectors, pencil sharpeners, LCD screens, and printers). In 2011 Van E. Blanton was the recipient of the Leonore Annenberg Grant in the amount of \$66,000.00. As a result of this grant, the school was able to purchase educational resources such as library books, audiovisual equipment, computers and software.

Van E. Blanton Elementary School has consistently demonstrated high student performance during the past three years despite the many challenges that are associated with being in a low socio-economic community and is considered an example of success by the community and district.

### **AREAS OF IMPROVEMENTS**

Van E. Blanton strives to develop each student's academic, social, physical, and emotional characteristics and traits by providing a supportive, nurturing, and positive environment. Although there are notable achievements to be very proud of there are still areas requiring improvement. These include parental involvement and student attendance.

Parental involvement is a very critical component in students' academic and social development. Majority of the student population come from a low-income single parent home; and most often, parents work two jobs to support immediate family and family abroad. The

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aforementioned responsibilities as well as the child's academic needs often conflict with the time needed to attend parent-teacher conferences, provide home learning support, and participate in the Parent Teacher Association (PTA).

In addition to the need for increased parental involvement, Van E. Blanton Elementary school seeks to increase the daily average of student attendance. The school provides monthly incentives to boost student attendance and reduce tardiness. However, as a result of the mobility rate, student illness, lack of motivation and other factors beyond the school's control, the daily goal of 98 percent of students being present is not attained on a consistent basis.

## **Additional Information**

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

Van E. Blanton Elementary aims to involve all stakeholders to ensure the attainment of our mission which seeks to develop each student's academic, social, physical and emotional potential in a wholesome, supportive environment to create life-long learners and contributing citizens in a multicultural and changing world. With this mission as our driving force, Van E. Blanton Elementary has incorporated activities such as SWAT Night (Science With A Twist). SWAT Night provides parents and students with the opportunity to observe the complex and multifaceted steps involved in completing Science experiments in preparation for Van E. Blanton's annual Science Fair. Additionally, the Department of Agriculture and The Police Departments Investigation Unit are available on SWAT night to provide students with information related to the Scientific Method. At Van E. Blanton, we believe in preparing students for the future; hence, our annual Career Day provides students with the opportunity to learn about various careers and vocations for their future pursuits. Some of the career paths represented at the annual Career Day include; Attorneys, Doctors, The Fire Department, The Police Department, The Department of Corrections and the Mayor of the City of north Miami. Finally, student success is celebrated by commending students for their daily efforts during our May Day Celebration and our annual carnival as culminating activities for the school year.

# **Self Assessment with Early Learning**

## **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.	<ul style="list-style-type: none"> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Purpose statements - past and present</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> </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>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•The school continuous improvement plan</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 the External Review team members may be interested in reviewing.**

Van E. Blanton has strengths in the following areas: The schools process for review, revision, and communication of the school purpose is documented and clearly focuses on student success. School personnel maintain current and comprehensive data for student and school performance on school wide, district and state assessments. We concluded that Van E. Blanton's profile provides a thorough analysis of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Van E. Blanton will continue utilizing the current process to review, revise and communicate the schools purpose for student success.

Van E. Blanton needs improvement in the following areas: increased participation from all stakeholders, particularly parent/family involvement, is needed. Evidence confirms that not all stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction. Plans to improve the areas of need include: Implementing various strategies to solicit quality involvement from parents/guardians in student academic development and the conditions that support their learning environment.

## Standard 2: Governance and Leadership

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

Overall Rating: 3.17

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>•School handbooks</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.	<ul style="list-style-type: none"> <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>•Assurances, certifications</li> <li>•Historical compliance data</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

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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>•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></ul>	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.	<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 the External Review team members may be interested in reviewing.**

Van E. Blanton Elementary School's areas of strength: We strive to create a welcoming environment that encourages all members of the school community to participate in the academic and social growth of our students. School policies have been established to support effective school operations. Communication between students, teachers, and parents is encouraged and evident via documents such as student's code of conduct, parent surveys, monthly calendars, teacher/students/parent conferences, and parent portal access. District goals relating to the Sunshine State Standards and Common Core are apparent in teachers' lesson plans, classroom activities, and ongoing evaluations. Our administrative staff is involved in observing, supporting, and evaluating the instructional process and its resulting impact on

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student progress. Action is being taken to sustain the strength areas of strength. The school's leadership maintains policies and procedures regarding professional growth of all staff and the management of day-to-day operations effectively.

Areas needing improvement includes providing opportunities for stakeholders to shape decisions and work collaboratively on school improvement efforts. We plan on implementing strategies to include stakeholders in the decision making process for school improvement and providing some leadership roles for stakeholders.

### 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.	<ul style="list-style-type: none"> <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>•Course descriptions</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 multiple assessments of student learning and an examination of professional practice, school personnel systematically 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 systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process has clear guidelines to ensure 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>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 4

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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>•Authentic assessments</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> </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 beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Common language, protocols and reporting tools</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> </ul>	Level 3

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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></ul>	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.	<ul style="list-style-type: none"><li>•Records of meetings and walk thrus/feedback sessions</li><li>•Survey results</li><li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</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>•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>•Calendar outlining when and how families are provided information on child's progress</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Teachers have personal relationship with most of their current students. The school counselor is able to provide services to students in need of counseling services. However, there are not many opportunities for students to become familiar with teachers who are not their current teacher. Although teachers are sociable with students, there aren't many opportunities to develop long term trusting relationships.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Sample report cards for each grade level and for all courses</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Policies, processes, and procedures on grading and reporting</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 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.	<ul style="list-style-type: none"> <li>•Results of evaluation of professional learning program.</li> <li>•Evaluation tools for professional learning</li> <li>•Brief explanation of alignment between professional learning and identified needs</li> </ul>	Level 4

## Accreditation Report

Van E. Blanton Elementary School

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>•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 the External Review team members may be interested in reviewing.**

Van E. Blanton Elementary School's areas of strength are: Well-defined sets of procedures and policies are in place for a school-wide approach to curriculum, instructional design, and assignment practices. These procedures are clearly geared towards maintaining and improving teacher effectiveness and student learning. Van E. Blanton's participation in the CORE (Creating Opportunities to Reward Educators) initiative has helped make professional development an area of strength throughout the school as the CORE program provides teachers increased opportunities to improve effectiveness. Van E. Blanton's approach to teaching and assessment has proven to be effective in establishing a culture geared towards student learning. Actions to sustain areas of strength: Continue providing opportunities for staff members to participate in continuous programs for professional learning and collaborative learning communities to improve instruction and student learning.

Areas needing improvement include: Some stakeholders are using the well-defined sets of procedures and policies in place for a school-wide approach to curriculum, instructional design, and assignment practices in an isolated manner, instead of coordinating efforts across grade levels. Van E. Blanton's plan to improve areas of need: When examining the school's effectiveness, it becomes clear that a more integrated approach towards curriculum, instruction, and assessment would greatly benefit the students. By planning horizontally and vertically across grade levels and subject areas teachers will be better prepared to effectively instruct students.

### 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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</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> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	<ul style="list-style-type: none"> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <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> </ul>	Level 3

# Accreditation Report

Van E. Blanton Elementary School

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.	<ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li><li>•Survey results</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Survey results</li><li>•Policies relative to technology use</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<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>•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>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 3

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Van E. Blanton Elementary School

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**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 the External Review team members may be interested in reviewing.**

Van E. Blanton Elementary School's areas of strength: We have highly qualified teachers and support services personnel to ensure the success of all students. In spite of our limited resources, we have been able to utilize document cameras, LCD projectors, and several new computers to incorporate digital media to enhance lessons, making lessons more relevant to students. Our school support services is an area of strength for Van E. Blanton as our clearly defined vision and mission statements assist school personnel in providing services to support the physical, social, and emotional needs of our students. Based on Van E. Blanton's profile, we conclude that policies and procedures are in place to provide services that support the purpose and direction of the school and promote student success. Actions to sustain areas of strength: The recruitment and retention of qualified professionals to fulfill the roles and responsibilities necessary to support the schools purpose, direction and educational programs.

Areas needing improvement are: The technology infrastructure which supports the school's teaching and learning is inadequate. The school's leadership team is formulating a plan to infuse more technology in teaching and learning.

## 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 consistently use a comprehensive 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 all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically 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>•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> </ul>	Level 4

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>•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> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> </ul>	Level 2

## Accreditation Report

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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>•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></ul>	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.	<ul style="list-style-type: none"><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></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 the External Review team members may be interested in reviewing.**

Van E. Blanton Elementary School has strengths in the following areas: The school establishes and maintains a systematic process and procedures to collect and analyze data to improve student learning. A process exists for analyzing data and school leaders monitor student learning. Actions being taken to sustain the areas of strength are: maintaining a clearly defined and comprehensive assessment system as well as continuing to document data from all sources and use the data to drive instruction.

Van E. Blanton Elementary needs improvement in the following areas: Support staff and beginning teachers can benefit from additional professional development in interpreting and appropriately utilizing data. Plan to improve areas of need: Provide opportunities for support staff and beginning teachers to participate in professional development programs related to data analysis and interpretation, and continue school site data chats with teachers.



## Early Learning Standard 4: Resources and Support Systems

The Early Learning program has resources and provides services that support its purpose and direction to ensure success for all children.

Overall Rating: 2.64

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 describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•School budgets for the last three years</li> <li>•Assessments of staff needs</li> <li>•Personnel evaluation forms</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 2 years verifiable early childhood work experience or 2 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Personnel evaluation forms</li> </ul>	Level 3

# Accreditation Report

Van E. Blanton Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or country's equivalent and meet state/country requirements for staff credentials for the position or higher.	<ul style="list-style-type: none"> <li>•Stakeholder results</li> <li>•Policies that require relevant and related trainings</li> <li>•Staff License/certification/qualifications</li> <li>•Staff compensations/benefits</li> <li>•Personnel evaluation forms</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 8 and meets state licensure requirements for student-to-adult ratios.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 16 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 24 and meets state licensure requirements for student-to-adult ratios.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and meets state licensure requirements for student-to-adult ratios.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 30 and meets state licensure requirements for student-to-adult ratios.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> <li>•Policies that require relevant and related trainings</li> <li>•Personnel evaluation forms</li> <li>•Staff to student ratio records</li> </ul>	Level 2

# Accreditation Report

Van E. Blanton Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning 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 young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children 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>•Equipment purchasing and maintenance</li> <li>•Resource materials for training</li> <li>•School schedule</li> <li>•Alignment of budget with school purpose and direction</li> <li>•School calendar</li> <li>•Budget for authorized expenses and activities</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children 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 children, as appropriate to their age and developmental growth, 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>•Documentation of compliance with local and state inspections requirements</li> <li>•Building inspections record</li> <li>•CPR/1st Aid Certification/health safety trainings</li> <li>•Updated health records</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 3

# Accreditation Report

Van E. Blanton Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.10	Each classroom/learning space has furniture, equipment, and resources that are safe, clean, well maintained, adaptive, accessible, and developmentally appropriate for the age-group of young children they directly serve; are sufficient in number; and are organized in ways to support appropriate and effective implementation of the program.	The school meets the expectation. For example, each classroom/learning space has furniture, equipment, and resources to support the effective implementation of the program. The furniture, equipment and resources are suitable for their purposes and conducive to access and participation by most children. Work/learning equipment may be shared by multiple classrooms or age-groups. All furniture, equipment, and resources are in good repair.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•System for maintenance requests</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Building and grounds inspections record</li> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> <li>•System for maintenance requests</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.	<ul style="list-style-type: none"> <li>•Stakeholder results</li> <li>•Lists of instructional concepts with supporting classroom materials</li> <li>•Curriculum standards, guides, expectations</li> </ul>	Level 3

## Accreditation Report

Van E. Blanton Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none"><li>•Stakeholder results</li><li>•Lists of instructional concepts with supporting classroom materials</li><li>•Curriculum standards, guides, expectations</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve most of the educational program's goals and objectives. Personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Technology plan</li><li>•Survey results</li><li>•Technology and interactive media inventory</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Cyber-safety plan; policies and procedures</li><li>•Survey results</li><li>•Hardware and software inventory</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	<ul style="list-style-type: none"><li>•Lists of instructional concepts with supporting classroom materials</li><li>•Curriculum standards, guides, expectations</li><li>•Displays pictures/photos</li></ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel endeavor to determine the physical, social, and emotional needs of children in the school. School personnel provide or coordinate programs to meet the needs of children when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Intervention services referral</li> <li>•Assessment system for identifying children's needs</li> <li>•Lists of support services available to students</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school meets the expectation. For example, strict sanitary conditions for diapering and toileting are maintained. Resources are available for sanitizing all spaces directly touched by children and adults. Each child has access to child-sized toilets and sinks, and each classroom has individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Student records indicating personal needs</li> <li>•Facility/classroom design for storage space of personal items</li> <li>•Health inspection records</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.19	Arrival and departure routines focus on the care and well-being of each child and encourage a daily exchange of family and school communications regarding the care, well-being, and educational progress of the child.	The school meets the expectation. For example, children are warmly greeted upon arrival and bid farewell upon departure by adults having primary responsibility for the care and education of the child. A location is provided within the school for parents/family to drop-off and pick-up their children that may be different from the child's classroom. Parents and staff communicate regularly regarding the education, care and well-being of the child.	<ul style="list-style-type: none"> <li>•Handbooks, procedures</li> <li>•Student records indicating personal needs</li> <li>•Health inspection records</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of many young children and their families. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of young children.	<ul style="list-style-type: none"> <li>•Lists of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Professional development calendar</li> <li>•Demographics</li> </ul>	Level 2

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Van E. Blanton Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none"><li>•Handbooks, procedures</li><li>•Student records indicating personal needs</li><li>•Parent/Staff communications procedures and expectations</li><li>•Code of conduct</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	<ul style="list-style-type: none"><li>•Documentation of compliance with local and state inspections requirements</li><li>•Accident records and reports</li><li>•Safety handbooks, guidelines, procedures, expectations</li><li>•Health inspection records</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 the External Review team members may be interested in reviewing.**

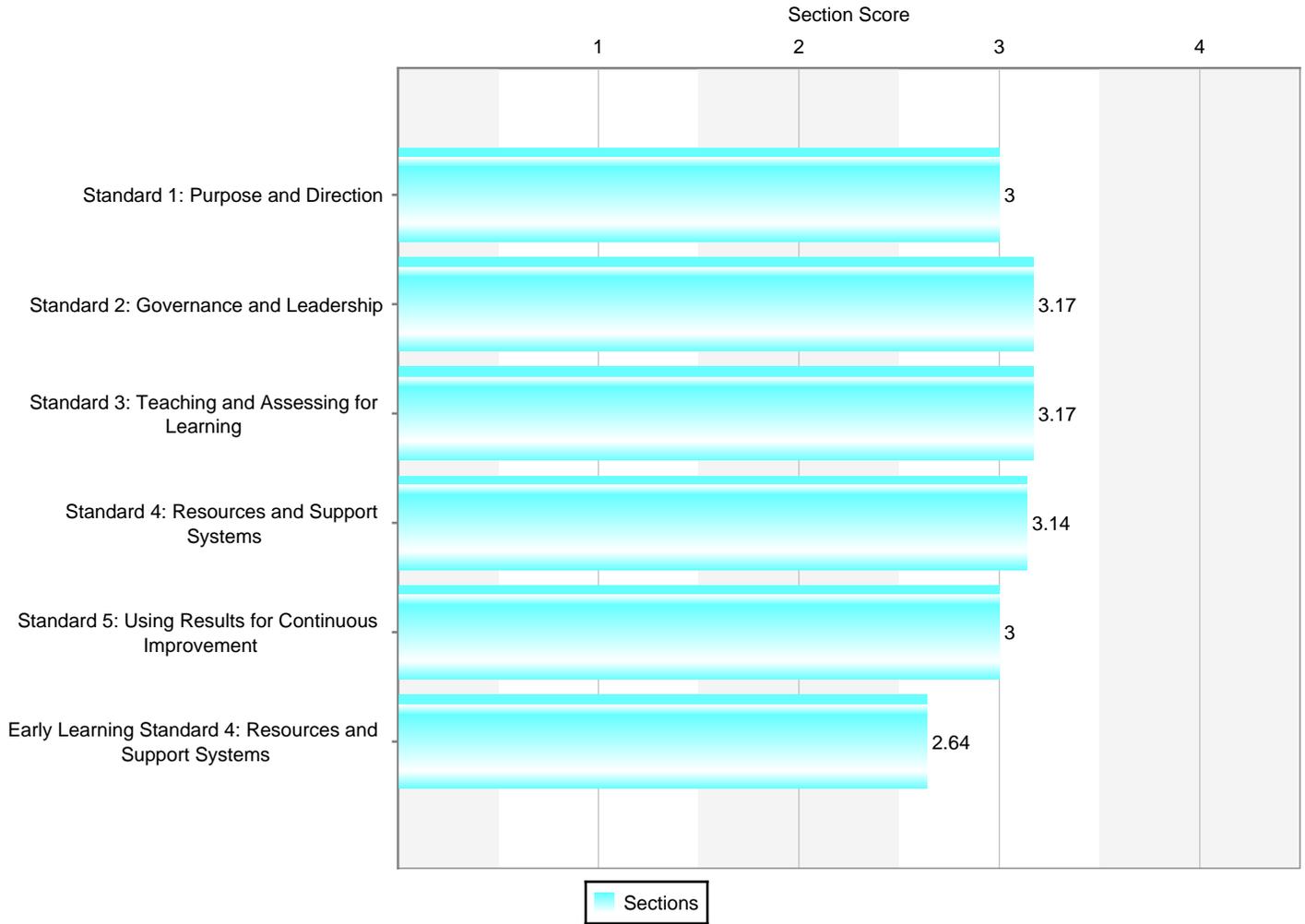
Van E. Blanton Elementary School's Early Learning areas of strength: resources and support systems adequately meet the standards to ensure the learning success of all the student population in the school's Early Learning Program. Qualified personnel are in place to help support the school's purpose, direction, and the educational program. Pre-K teachers and assistant teachers consistently promote students well-being by providing students with individual and personal care. Classrooms are equipped with sufficient indoor spaces to support creativity and developmentally appropriate learning. Students are greeted in a welcoming environment and families are supported and encouraged to become active members in the school community (ESAC, PTA, Chaperones). Upon departure, students are guided by teachers to their appropriate dismissal points creating a daily forum for family and teacher communication. Actions to sustain areas of strength: Continue employing qualified personnel such as administrators, teachers and paraprofessionals to support the schools purpose, direction and educational programs. Additionally, we will continue to maintain the learning space, equipment and resources to developmentally support the learning in our Early Learning program. Arrival and departure routines will continue to focus on the car and well-being of each child and we will continue to encourage a daily exchange of family and school communication.

Van E. Blanton Elementary School's Early Learning areas needing improvement: In the Kindergarten classes, improvement are needed regarding teacher to student ratio. While the facilities, services and equipment are relatively safe, clean, and for the most part accessible, the media center's restrictive hours limit Pre-K and Kindergarten teachers from utilizing its services. Additionally, the limited number of classroom computers and other interactive media (such as the Elmo, speakers, headphones, projectors, etc.); restrict the program's implementation of technology. The school is in need of adequate 'outdoor' spaces to satisfy the needs of early learning exploration necessary for the development of young children. Plan to improve the areas of need: Develop and implement plans to include Early Learning classrooms in the media centers hours and include early learning classroom in the technology enhancement infrastructure plan.



## Report Summary

### Scores By Section



# 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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		0401 2013-2014 Stakeholder Feedback Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

## **Areas of Notable Achievement**

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

The area indicating the highest level of satisfaction or approval from the Stakeholder Feedback Survey for parents, staff and students is Standard 1(Purpose and Direction).

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

The area showing a trend towards increasing stakeholder satisfaction or approval is Standard 1 (Purpose and Direction). Within standard 1 parents indicate that teachers take an interest in their children's education; additionally, students indicated that their administration and teachers wants every child to learn. Staff survey results indicate that the schools purpose is clearly focused on student success.

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

The 2012-2013 school climate survey is consistent with the Stakeholder Feedback sources in that students felt their teachers and administration were interested in their future. Parents indicated that teachers took an interest in their children's educational future and staff members indicated that children attending Van E. Blanton Elementary School receive a quality education.

## **Areas in Need of Improvement**

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

The area indicating the lowest level of satisfaction or approval for parents, staff and students is Standard 4 (Resources and System Support). Parents indicated that the school is overcrowded to the point that it is affecting student learning. Staff members feel that the school needs to provide a plan for the acquisition and support of technology to support student learning. Students are not pleased with the safety and cleanliness of their school.

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

The area that shows a trend toward decreasing stakeholder satisfaction or approval is Standard 4 (Resources and System Support). Parents indicate their lack of satisfaction with the school bus transportation system provided to their children. Students are not satisfied with the safety and cleanliness of their school and staff members are not satisfied with the quality of student support services.

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

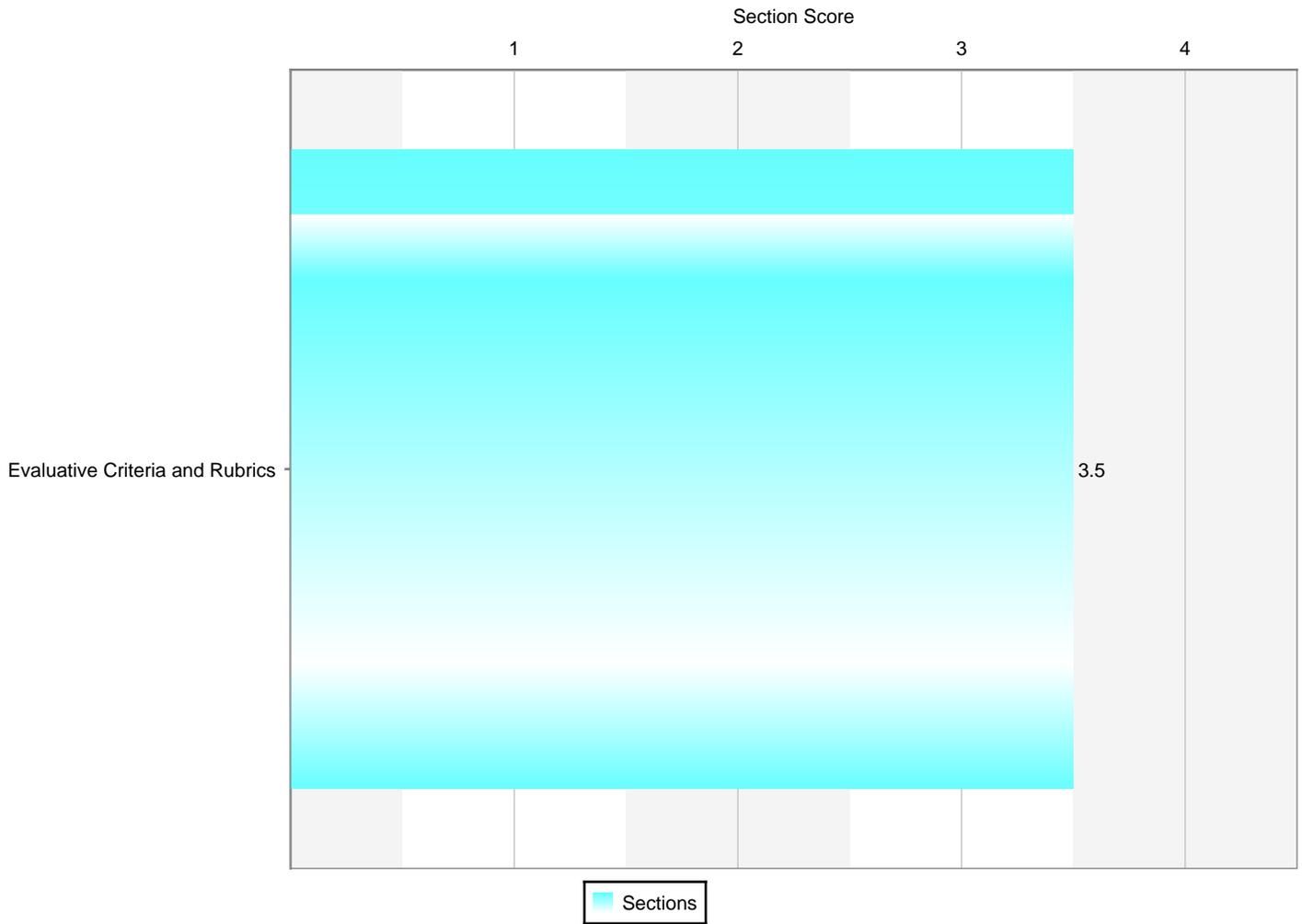
The implications of these stakeholder perceptions can lead to a decline in student enrollment and low retention rates of highly effective staff members. Additionally, parents may decide to enroll their children in schools where they feel the teacher-to-student ratio is more acceptable.

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

The 2012-2013 school climate survey is consistent with the Stakeholder Feedback sources in that students felt the school can do better with safety and cleanliness. Parents indicated that the school is overcrowded to the point that it is affecting student learning. Staff members indicated that the school had insufficient resources (e.g., funds, books, equipment, supplies, etc) for teaching and learning.

## Report Summary

### Scores By Section



# **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**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		0401 2013-2014 Student Performance Data

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

	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 demonstrate a modest decline.	Level 2

## Areas of Notable Achievement

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

Over the past three years Van E. Blanton Elementary school has consistently surpassed the expected level of performance of the lowest 25% of making learning gains in the area of Reading. The percentage of the lowest 25% students making learning gains in Reading during the 2010-2011 school year was 74%, 89% during the 2011-2012 school year and 85% during the 2012-2013 school year.

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

Areas that show a positive trend in performance are the percentage of ELL students meeting proficiency in Reading and the percentage of all students making learning gains in Reading/Mathematics. ELL students meeting satisfactory performance in Reading during the 2010-2011 school year was 25%, 38% during the 2011-2012 school year and 39% during the 2012-2013 school year. The percentage of students making learning gains in Reading during the 2010-2011 school year was 70%, 77% during the 2011-2012 school year and 68% during the 2012-2013 school year. The percentage of students making learning gains in Mathematics during the 2010-2011 school year was 78%, 81% during the 2011-2012 school year and 70% during the 2012-2013 school year.

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

The areas indicating the highest performance include the percentage of students in lowest 25% of students making learning in Reading. The percentage of the lowest 25% of students making learning gains in Reading during the 2010-2011 school year was 74%, 89% during the 2011-2012 school year and 85% during the 2012-2013 school year.

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

The subgroups that show a trend towards increasing performance is the ELL subgroup in Reading and the Black subgroup in Reading. ELL students meeting satisfactory performance in Reading during the 2010-2011 school year was 25%, 38% during the 2011-2012 school year and 39% during the 2012-2013 school year. Black students making mastery in Reading during the 2010-2011 school year was 40%, 47% during the 2011-2012 school year and 49% during the 2012-2013 school year.

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

The achievement gap is closing between the Black and ELL subgroups in Mathematics. Black students making mastery in Mathematics during 2010-2011 school year was 52%, during the 2011-2012 school year was 64% and during the 2012-2013 school year 58%. ELL students making mastery in Mathematics during 2010-2011 school year was 55%, during the 2011-2012 school year was 67%, and during the 2012-2013 school year was 58%.

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

Fall and Winter Interim Assessments scores from the 2012-2013 school year are consistent with the findings reported in the area of Reading. During the 2012-2013 school year Fall Interim Assessment Reading data indicated that 45% of students achieved mastery and 44% of students achieved mastery on the Winter Interim Assessment in Reading. This data is consistent with finding reported.

## **Areas in Need of Improvement**

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

The area below the expected level of performance is Reading and Mathematics overall proficiency at Van E. Blanton Elementary School shows a slight decline over the past three years. The percentage of students meeting proficiency in Reading during the 2010-2011 school year was 41%, during the 2011-2012 school year was 49% and during the 2012-2013 school year was 47% . The percentage of students meeting proficiency in Mathematics during the 2010-2011 school year was 52%, during the 2011-2012 school year was 65% and during the 2012-2013 school year was 59%.

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

The area which shows a negative trend in performance is Mathematics. Students meeting satisfactory performance in Mathematics during 2010-2011 school year was 52%, during the 2011-2012 school year was 65 and during the 2012-2013 school year was 59% .

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

The area indicating the lowest performance is overall Reading proficiency. The overall Reading proficiency during 2010-2011 school year was 41%, during the 2011-2012 school year was 49% and during the 2012-2013 school year was 47%.

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

The subgroup that shows a trend toward decreasing performance is Mathematics for ELL students. ELL students meeting satisfactory performance in Mathematics during 2010-2011 school year was 36%, during the 2011-2012 school year was and during the 2012-2013 school year was 47%.

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

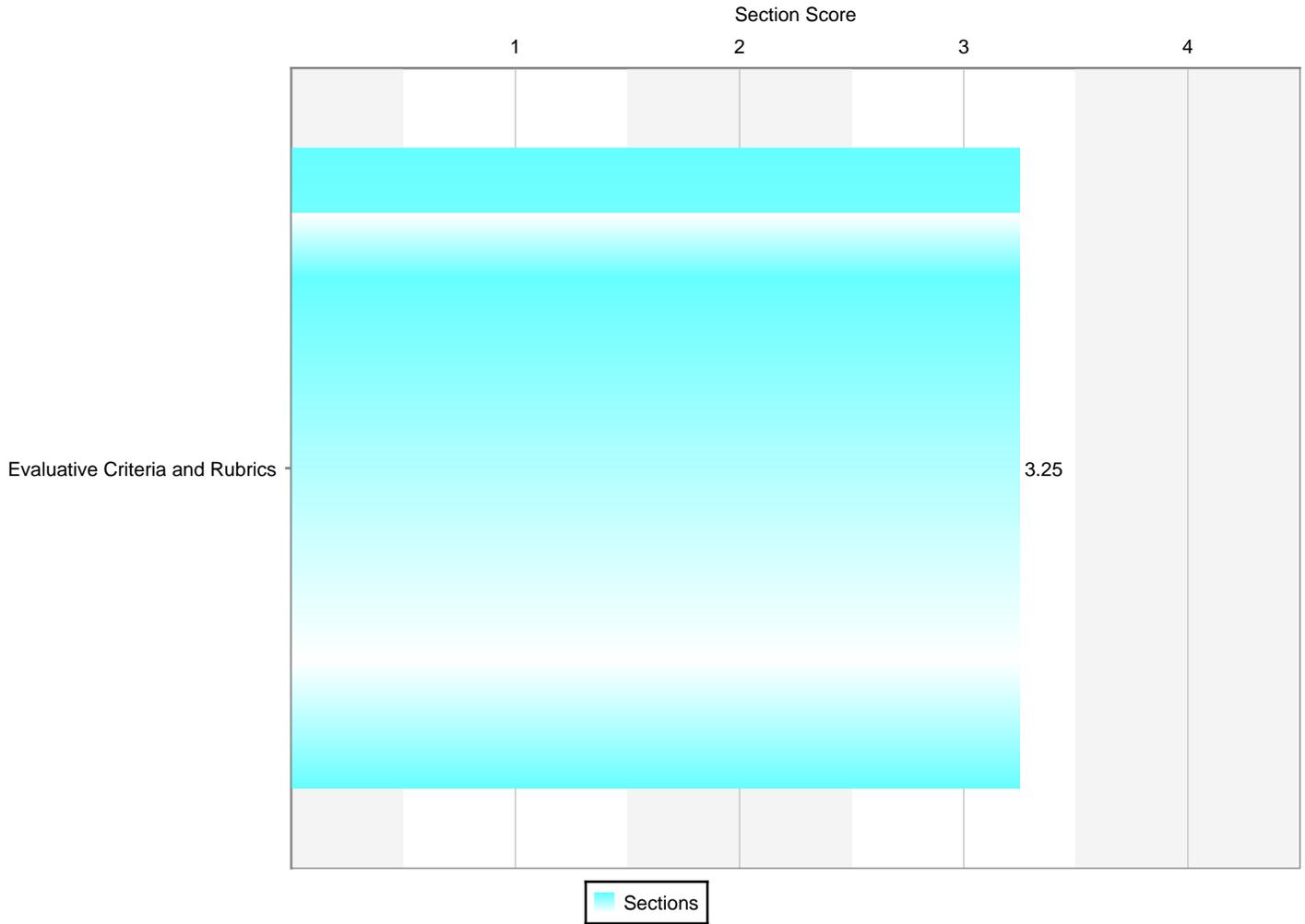
The achievement gap is becoming greater between the Economically Disadvantaged students and White Student in the area of Reading and Mathematics. ED students meeting satisfactory performance in Reading during 2010-2011 school year was 41%, during the 2011-2012 school year was 48% and during the 2012-2013 school year was 46%. ED students meeting satisfactory performance in Mathematics during 2010-2011 school year was 53%, during the 2011-2012 school year was 64% and during the 2012-2013 school year was 58% . White students meeting satisfactory performance in Reading during 2010-2011 school year was 75%, during the 2011-2012 school year was 76% and during the 2012-2013 school year was 77%. White students meeting satisfactory performance in Mathematics during 2010-2011 school year was 72%, during the 2011-2012 school year was 76% and during the 2012-2013 school year was 76%.

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

Fall and Winter Interim Assessments scores from the 2012-2013 school year are consistent with the findings reported in the area of Reading. During the 2012-2013 school year Fall Interim Assessment Reading data indicated that 45% of students achieved mastery and 44% of students achieved mastery on the Winter Interim Assessment in Reading. This data is consistent with finding reported.

## Report Summary

### Scores By Section



# AdvancED Assurances

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

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

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		0401 2013-2014 Van E. Blanton SIP