Accreditation Report

Waterloo High School

Lauderdale County Board of Education

Mrs. Regina Adams, Principal
311 School House Lane
P.O. Box 68
Waterloo, AL 35677

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Waterloo is located in North Alabama. It is a small rural community in the Western part of Lauderdale County. It is part of the Florence - Muscle Shoals Metropolitan Statistical Area known as "The Shoals". As of the 2010 census, the population of the town is 208.

The town was incorporated in 1832 on the banks of the Tennessee River. In the 1930s, the town was moved to its current location when the Tennessee Valley Authority completed the Pickwick Landing Dam, which impounds Pickwick Lake.

The median income in 2010 was $18,214; this is below the state average.
 Our school enrollment in grades K thru 12 is 322 students. The racial makeup of our school is White 96%, Black 1%, Hispanic 2%, and American Indian 1%. Our faculty is made up of 94% White and 6% Black.

The students of Waterloo are unique in that the school zone borders two other states. We have several students from Tennessee in our school population. The majority of our students are bused to school.

Another unique point for Waterloo is that work opportunities are limited, as there are few industries in Waterloo. Most families have to drive to Florence, Alabama to work or to Savannah, Tennessee.

Our vision reads, "The vision of Waterloo School is to foster a love of lifelong learning in a safe and caring environment." We formulated our vision by consulting with community members, faculty members and students.

Waterloo revised the vision for the school when SACS renewal time came. The faculty met then, formed a school committee to develop a vision statement for our continuous school improvement plan. The committee did a community survey and a school wide self assessment. The community committee was comprised of students, community leaders, parents, and business leaders. Faculty members were presented with an assessment. All the data was compiled and the above vision statement came from that information.

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.

Data from a variety of assessments is analyzed. ARMT +, DIBELS, STAR Testing, and benchmark test from the Scott Foresman Reading Series (benchmark test). Data from the testing is review at the beginning of the year for grade levels. The dynamics of classes are reviewed. Grade level data meetings take place to develop goals for achievement for the Continuous Improvement Plan (CIP). Continuous improvement is important to our school and to our community. Instruction is driven based on data from our Continuous Improvement Plan.

To prepare students, a variety of programs are utilized. These programs foster lifelong learning skills. Programs offered are ARI (Alabama Reading Initiative), AMSTI (Alabama Math, Science, and Technology Initiative), and ASIM (Alabama Science in Motion. These programs use basic knowledge to stimulate learning using manipulative and using team work to foster learning.

Waterloo provides online distance classes for courses not readily available to students due to limited resources. These classes are offered through an ACCESS computer lab. These classes continue to support the vision of Waterloo through the used of technology.
A continuous review of schedules dictates which classes offered to the students. Teachers at Waterloo use the Alabama Course of Study (COS), researched-based strategies (Best Practices), ARMT + , DIBELS, STAR, Alabama High School Graduation Exam (AHSGE), and Benchmark tests to provide the best curriculum, to provide the best learning strategies, to provide the best teaching strategies and to provide the most appropriate assessments to meet Local Standards, Alabama Standards, and National Standards. To accomplish continuous improvement meetings of all types occur through out the year, Data meeting, and PST (Pupil Support Team) meetings ARI meeting, CIP meetings.

Waterloo's stakeholders are vital to the school's success. Stakeholders are encouraged to be involved in the decision process in several ways. The staff is encouraged to provide input during various meetings and various committees.

PTO Meetings
Faculty Meetings
Data Meetings
Board Approved Meetings
CIP Committee
PST Committee
SACS Committee
Accreditation Committee
Safety Committee
Professional Learning Plan Committee
Prom Committee
AMSTI Training
ACCESS Training
Credit Recovery Program
Upward Bound Program

Shoals Scholar Dollars Program

Youth Leadership Program

Clubs: FBLA, SADD, Peers for Life (Elementary and High School), and Scholars Bowl (All Levels)

Yearbook

Sport Coaches

Waterloo's community stakeholders are welcomed to participate in school activities.

Waterloo's Alumni

PTO

SACS Committee

CIP Committee

Book Fairs

Field Day

Fund Raisers

Fall Festival

Classroom Volunteers

Sport Volunteers

Athletic Booster Club

Title I Parent Involvement meetings and programs

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.

Waterloo School faces several challenges. In the past few years, we have had challenges like everyone else in the area of funding, staff cuts and staff turnovers. We are striving to get the community and students to believe that we have the potential to be great.

The Waterloo community is very unique. The land mass of Lauderdale County ends here in Waterloo. The city of Waterloo extends no more than five miles, but the county outreach is several miles. Waterloo is at the end of the state line. Our neighboring state of Tennessee is only a few miles from our school.

More than 98% of Waterloo students are bused to school, since very few of our students are in the city limits. Most residents of this area travel to Florence, Alabama, or to Savannah, Tennessee, to work. Waterloo does not have many opportunities for work. Most of our families have an income level that qualifies Waterloo to be a Title I school.

Additional Information

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

The vision for our school despite our location and despite our population is that we have what is needed to be as successful as our large school counterparts. To believe that our location provides opportunities to do things other schools can not offer or that the large school can not replicate. We strive to make AYP just like any school in our district. We strive to improve our ARMT Math and our ARMT Reading goals. We strive to use Best Practices in all grades.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Purpose statements - past and present •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Agendas/minutes of stakeholder meetings. Pupil Support Team logs.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Survey results •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose •CIP meetings and log	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•The school data profile •Survey results •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan •Title I Annual Meeting, Parental Involvement Annual Meeting, Open House Informational Meeting, Grandparents Day Activities	Level 3

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

Strength:

Our continuous improvement plan (CIP) is facilitated by our school's leadership and communicated with our stakeholders. It provides specific goals and actions needed to achieve our high expectations for our students. Our brief vision statement states our values and beliefs about the culture of our school and the people who share that vision.

Weakness:

The remote location of our school fosters a close-knit family oriented community. However, it can make developing strong relationships with stakeholders outside of the teachers and parents of Waterloo School challenging and problematic.

One way we plan to make improvements in this area of need is for school personnel to make a personal visit to businesses located in the school district.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•School handbooks •Governing body policies, procedures, and practices •Communications to stakeholder about policy revisions •Student handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•List of assigned staff for compliance •Proof of legal counsel •Governing body minutes relating to training •Historical compliance data •Governing body training plan •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Assurances, certifications •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Findings of internal and external reviews of compliance with laws, regulations, and policies	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Stakeholder input and feedback •Survey results regarding functions of the governing body •Roles and responsibilities of school leadership •School improvement plan developed by the school •Communications regarding board actions •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Survey results •Examples of decisions in support of the school's continuous improvement plan •Examples of decisions aligned with the school's statement of purpose	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Representative supervision and evaluation reports •Job specific criteria	Level 3

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

Strength:

2.1 The governing body establishes policies and supports practices that ensure effective administration of the school.

2.1 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.

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.

2.3 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.

Weakness:

One area in need of improvement is in collaboration and shared leadership. Our plan is to seek ways to encourage more stakeholder involvement in the local decision making process.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.83

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.	•Representative samples of student work across courses •Survey results •Course schedules •Lesson plans •Posted learning objectives •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Lesson plans aligned to the curriculum •Surveys results •Common assessments •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Products – scope and sequence, curriculum maps	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Professional development focused on these strategies •Findings from supervisor walk-thrus and observations •Examples of teacher use of technology as an instructional resource •Surveys results •Authentic assessments •Examples of student use of technology as a learning tool	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Surveys results •Peer or mentoring opportunities and interactions •Documentation of collection of lesson plans and grade books •progress reports, student handbook	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote 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 sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	•Calendar/schedule of learning community meetings •Survey results •Common language, protocols and reporting tools	Level 2

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.	•Survey results •Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	•Professional learning calendar with activities for instructional support of new staff • Survey results •Records of meetings and walk thrus/feedback sessions	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Survey results •Calendar outlining when and how families are provided information on child's progress •school-wide parent compact	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Sample report cards for each grade level and for all courses •Survey results •Policies, processes, and procedures on grading and reporting •Samples communications to stakeholders about grading and reporting •Evaluation process for grading and reporting practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Data used to identify unique learning needs of students •Survey results •List of learning support services and student population served by such services	Level 3

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

Strength:

The curriculum and learning experience provides opportunities for all students to develop learning skills, thinking skills, and life skills.

Teachers use proven instructional practices that actively engage students in the learning process; provide students with opportunities to apply their knowledge and skills to real world situations.

Weakness:

Overall, more school staff needs to participate in collaborative learning communities that meet both formally and informally to ensure improvement in instructional practice and student performance. Instructional practices are monitored randomly by school leaders to ensure that teachers are teaching the approved curriculum, engagement with all students is taking place, and adequate use of content specific standards.

Another area in need of improvement is the engagement of all staff members in mentoring, coaching, and induction. Our plan is to study other such programs in use at other schools and develop our own process.

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: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff •School budgets for the last three years	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•School schedule •Survey results •Examples of efforts of school leaders to secure necessary material and fiscal resources •School calendar •POs for necessary materials, teacher class schedules, budget allocations	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Schedule of staff availability to assist students and school personnel related to finding and retrieving information •Data on media and information resources available to students and staff •Survey results •Library Media Center and AVL brochure describing information access, Library Media Center is a primary source, Computer lab schedules	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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Survey results •System web site guidelines, Internet use policy, district Technology Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Social classes and services, e.g., bullying, character education •Survey results •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •List of support services available to students •Peers, Scholars Bowl, Youth sports, Student Council, behavior brochures	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.	•Description of referral process •List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Riverbend, community support services, intervention programs, Reponse to Intervention procedures	Level 3

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

Strength:

The school calendar is carefully designed to achieve optimal instruction throughout the school year.

Our Pupil Support Team is instrumental in identifying students who are at risk and in need of special education referral. Outside resources are brought in to our school that support counseling and career planning needs for students when necessary.

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the schools purpose, direction, and the educational program.

Weakness:

Presently Waterloo has only one English teacher for grades 7-12, with both sections of classes combined into one class during each period giving her 10 different class preparations within a 6-period day. This teacher serves 153 students everyday of various ages, classes and diploma tracks which is entirely too wide of a range for any teacher to be able to effectively meet the needs of every student that they serve especially in a core class such as English.

There is also a need for a Computer Lab Aide. Our students, particularly in grades 3-8 are not receiving the computer instruction that they need, and the upkeep and maintenance of our lab is suffering due to the lack of qualified personnel.

Local personnel do what they can to maintain the overall school environment in keeping it safe, clean and healthy. However, maintenance and upkeep is an ongoing challenge.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Survey results •Documentation or description of evaluation tools/protocols •DIBELS, Scott Foresman Math, SAT, STAR, Accelerated Reader, AHSGE, ACT	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Written protocols and procedures for data collection and analysis •STAR, ASVAB, Explore Profile Summary, Reading Success Tracker, PLP self evaluations	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.	•Training materials specific to the evaluation, interpretation, and use of data •Survey results •Documentation of attendance and training related to data use •Information Now, STIPD	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuousprocess 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.	•Examples of use of results to evaluate continuous improvement action plans •Agendas, minutes of meetings related to analysis of data •Student surveys •Evidence of student growth •Description of process for analyzing data to determine verifiable improvement in student learning •Data meeting agenda reports with effectiveness summaries, agendas, improvement goals, instructional frameworks, charts for tiered instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •CIP and iNow on school website	Level 3

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

Areas of Strength:

We show strength in the development and use of the Continuous Improvement Plan through a data driven process. The INow system grade book provides a systematic means of recording and compiling assessment data, including comparison and trending.

We provide tutoring for students identified through data analysis and we use AHSGE data to provide remediation as well. We also use DIBELS and Differentiated Instruction (Tiered) to regroup students.

Actions to Sustain Our Strength:

We will continue to use assessment data to make informed decisions in order to develop our achievement goals as stated in our Continuous Improvement Plan. The use of Tiered instruction will promote student transition across the curriculum. We will continue using tutoring for students needing remediation.
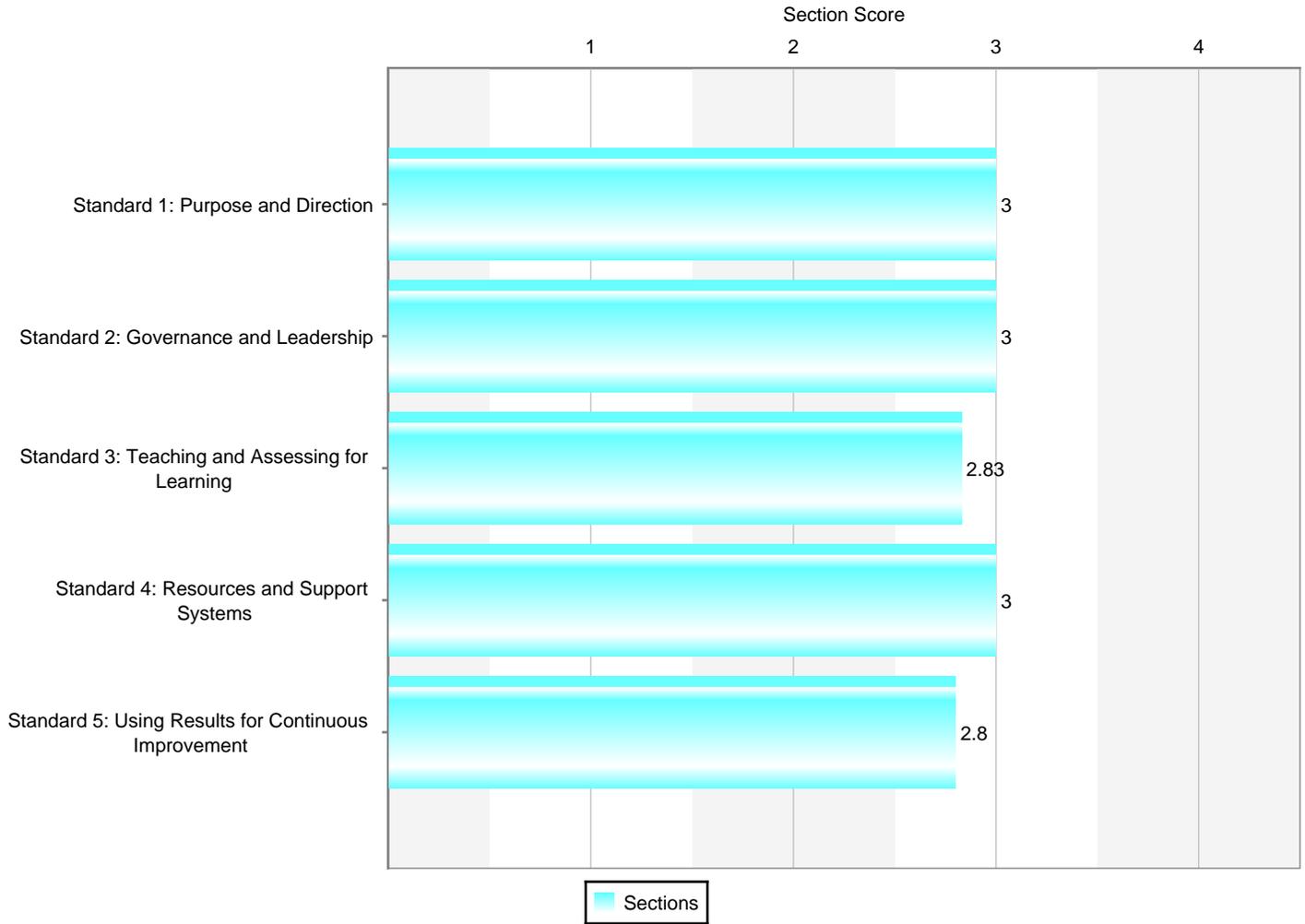
Areas Needing Improvement:

Improve the school culture for more collaborative analysis for use of current data from assessments as it applies to differentiated instruction. Currently, data analysis shows a need for improvement in Math scores in specific grades.

Plans to Improve Areas of Need:

Allow more time for Departmental meetings during faculty meetings and use data meetings for more extensive collaborative efforts overall, specifically Math.

Report Summary

Scores By Section

Section Score

Sections

Assurances Report

AdvancED Assurances

Assurance	Certified	Comment/Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	Waterloo School makes every effort to comply with all AdvancED policies and procedures.
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Waterloo School monitors all financial transactions through a recognized, regularly audited accounting system.
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	The Continuous Improvement Plan for Waterloo High School can be found at the following link. http://www.alsdecip.com/
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	Waterloo High School has developed a local Crisis Intervention Plan detailing procedures and policies for security and safety purposes. The plan is updated on a regular basis. The plan can be located in the Waterloo High School office and a condensed version is located in each classroom.

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	There have been no substantive changes during the last few years at Waterloo School.