



# **Accreditation Report**

**Ponce De Leon High School**

**Holmes County School District**

Brian Morgan  
1477 Ammons Road  
P. O. Box 39  
Ponce De Leon, FL 32455

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	5
Additional Information .....	6

## **Self Assessment**

Introduction.....	8
Standard 1: Purpose and Direction.....	9
Standard 2: Governance and Leadership.....	12
Standard 3: Teaching and Assessing for Learning .....	15
Standard 4: Resources and Support Systems.....	20
Standard 5: Using Results for Continuous Improvement.....	24
Report Summary.....	26

## **Stakeholder Feedback Diagnostic**

Introduction.....	28
Stakeholder Feedback Data.....	29
Evaluative Criteria and Rubrics.....	30

Areas of Notable Achievement..... 31

Areas in Need of Improvement..... 32

Report Summary..... 33

**Student Performance Diagnostic**

Introduction..... 35

Student Performance Data..... 36

Evaluative Criteria and Rubrics..... 37

Areas of Notable Achievement..... 38

Areas in Need of Improvement..... 40

Report Summary..... 42

**AdvancED Assurances**

Introduction..... 44

AdvancED Assurances..... 45

**Plan for Accreditation Report**

Overview..... 47

Goals Summary..... 48

    Goal 1: Student and teacher engagement will be increased by using quality and meaningful assignments in our English Language Arts classes to support intellectual achievement and higher order thinking. .... 49

    Goal 2: Ponce de Leon High school will improve stakeholder communication and involvement throughout the school. ... 49

    Goal 3: Ponce de Leon High School will monitor and systematically adjust curriculum and instruction in response to data obtained from multiple assessments..... 50

Activity Summary by Funding Source..... 51



# 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?**

Ponce de Leon High School is a small rural school located in northwest Holmes County. The school has a student population of approximately 300 students. Currently 98.3% of the students enrolled are Caucasian. Our school is currently a Title 1 school with 100% of our students receiving free or reduced lunch. We have one student who has been identified as LEP enrolled at this time. Over the past 3 years the leadership team, faculty, and staff have worked diligently to increase community involvement in the school. We annually hold a sixth grade orientation, Title 1 Parent Night, Veterans Day program, and parent teacher conferences. Ponce de Leon High School builds and sustains partnerships with the community and local businesses through it's various clubs and student organizations. The clubs and organizations reach out to the community and businesses based on needs and resources available. The clubs hold banquets annually to showcase student achievement and show how community and business resources are being used.

## **School's Purpose**

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

### School Mission and Vision

#### Mission Statement

With a philosophy grounded in the firm belief that each student is a unique person of intrinsic worth, the Ponce de Leon High School staff has a clear mission: to support an educational program which accommodates individuality rather than uniformity. Building upon this basic belief that our students are individuals of diversified interests, aptitudes, talents and goals, we seek to offer a program which accepts each student for who he is, and offers him a diversified program of educational equity and reality-based relevance to the world beyond the classroom. Our mission requires that our teachers gain a greater knowledge of the student as an individual and use that knowledge to assist the student in developing the potential which is inherent in each. As educators, we pledge that this mission will be an ongoing one as we seek to make a positive difference in the lives of the sons and daughters of Ponce de Leon High School and to work hard to make the vision statement a reality.

#### Vision

The Ponce de Leon High School administration, faculty, and support staff visualize literate students who are seekers of meaning and knowledge and are using this knowledge to satisfy their curiosity about life's complexities as they explore. These students will discover the old and compare it to the new as they strive to clarify their own identity and understand a world of many cultures and different beliefs. As these students progress through the educational process, they will recognize their responsibility for changing conditions detrimental to human development, opportunity, and community. They will promote equity, tolerance, understanding, and acceptance of all people. The vision mirrors an educational environment that provides for the development of the potential of all students and allows students to progress at their own ability level - yes, an environment rich with language, the arts, mathematical exercises, scientific explorations, and a program that inspires the art of communication with confidence. Looking to the future, students will harness knowledge to productive ways. The world of technology will be nothing new to them. They will have developed skills to enter the world of work or to enter another phase of education. Ponce de Leon students will be "lifetime learners."



## **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.**

100% pass rate Algebra I EOC among 8th graders

Our robotics team competed in the 2015 Sea-perch competition where they placed 3rd out of 105 schools.

10th Grade Biology participated in Project Green which encouraged students to help practice in keeping a litter free school.

FBLA 2013-2014 State President

FBLA 2014-2015 State Vice President

FBLA 2015-2016 State Secretary

FBLA 2016-2017 District President and Vice President

FCCLA students have earned 10 Gold Medals at national competitions in San Antonio, TX, Washington, D.C., and San Diego, CA

FCCLA student have earned 2 Silver Medals at national competitions

FCCLA students have earned 10 Gold and 4 Silver medals over the past 3 years at State Conference Competitive Events in Orlando.

Culinary Arts:

1 student earned Pro Start Industry Certification

18 students have earned ServSafe Industry Certification

Social Science EOC scores increased from 62% to 64%.

Girls Basketball team were district champs in 2015.

Softball team were district champs in 2014.

The high school graduation rate has increased from 70% to 81%.

## **Additional Information**

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

Ponce de Leon High School is committed to cultivating well-rounded students. Not only do we challenge our students in the core academic areas, but we also offer a variety of elective courses. Many of our students choose to participate in various clubs such as FBLA, FCCLA, Beta, FFA, and Drama/Theatre. 4 out of 5 of these clubs have new sponsors that have re-energized the programs over the last 4 years. We feel our variety of electives and extracurricular activities is one of the strengths of the school. In addition to the clubs listed above we also offer Youth for Christ, Science Club, STEM, and Aeronautics.

# 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: 2.0

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the school's purpose</li> </ul>	Level 2

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 sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains 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>•The school's statement of purpose</li> <li>•The school offers challenging educational programs and equitable learning experiences so all students achieve some degree of learning, thinking , and life skills. Offering PERT testing to qualify for dual enrollment, offering intensive reading and math courses for students as needed, a variety of career and technical education courses that offer industry certifications.</li> </ul>	Level 2

## Accreditation Report

Ponce De Leon High School

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 continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"><li>•Survey results</li><li>•The school continuous improvement plan</li><li>•Creation of data notebooks and review of the data with teachers</li></ul>	Level 2

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

The school has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success. This is evident in minutes from the School Advisory Meetings during which we discussed the school improvement plan. The mission and vision of the school is listed on the school website. Sign-in sheets from Title 1 Parent night are also included as evidence. Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice. Students are instructed on material guided by the Florida Standards. Students are offered a variety of courses as outlined in the master schedule. Students are given the opportunity to earn industry certification as well as dual enrollment credit on campus. School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available. School leaders meet regularly with faculty and staff to keep them informed about up to date policies and procedures. School leaders meet with subject area teachers to provide assistance in meeting the needs of students. School leaders offer different resources to teachers and provide coaching to the teachers in using the resources.

One strength that we have lies in the variety of electives and extracurricular activities that we have to meet the needs of our diverse student population. An area that needs improvement is the leadership team staying up to date on teaching strategies and resources for the Florida Standards and passing the information and resources along to the teachers.

In an effort to improve this weakness, we have begun meeting with different departments to identify the needs of the teachers. We have met regularly with the ELA program and have provided them with curriculum guides and have purchased the iReady Reading program to

supplement their current curriculum.

## Standard 2: Governance and Leadership

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

Overall Rating: 2.67

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> </ul>	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.	<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>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•All staff was required to complete Identifying and Reporting Child Abuse provided by the Department of Children and Families</li> </ul>	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.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Communications regarding board actions</li> </ul>	Level 3



## Accreditation Report

Ponce De Leon High School

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 in support of the school's continuous improvement plan</li><li>•New teacher orientation, Meeting with Differentiated Accountability Office as a county</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 rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.	<ul style="list-style-type: none"><li>•Involvement of stakeholders in a school improvement plan</li></ul>	Level 1

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>•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></ul>	Level 3

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

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. State and local policies and procedures are outlined in handbooks provided for each stakeholder group. Meeting are held to provide information regarding policies and procedures which are also posted on the school and district website. Professional development for professional growth are developed at the district level and information is passed along to all stakeholders. 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. The superintendent has provided ethics training annually to all faculty and staff, faculty and staff complete annual training as required. The school board staff is available when needed to assist school personnel in varying matters. 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. School board policies are made available on the district website. All personnel are given a copy of a personnel handbook at the beginning of the school year. The superintendent emails principals a copy of minutes from school board meetings. 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. School leaders meet with department leaders to collaborate on instructional goals and student outcomes. New teacher orientation programs are directed at a district level. Differentiated accountability meetings are held with teachers to discuss student outcomes and goals. Leaders rarely or never communicate with stakeholder groups. Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership. School leaders' efforts result in limited or no stakeholder participation and engagement in the school. The school improvement plan is created by the leadership team and discussed with the School Advisory Council. The criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning. The district office conducted an in-service day where the new teacher evaluation form was discussed and explained to faculty. The teacher evaluation policies and procedures are outlined in school board policies and are guided by state policies.

A strength is that we have clear expectations for both faculty and staff that are outlined in handbooks provided to the stakeholders. These are provided for both groups annually and on the district website. The district office keeps the stakeholders informed on updated policies and procedures and offers training on new procedures. One weakness that we have at a school level is the limited amount of input from teachers in the development of the school improvement plan. While the teachers are made aware of the plan, their input is limited. In an effort to improve and maintain this, teacher input will be used in development of the plan.

### 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: 2.17

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>•Posted learning objectives</li> <li>•Course schedules</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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•Common assessments</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <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>•Interdisciplinary projects</li> </ul>	Level 3

## Accreditation Report

Ponce De Leon High School

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 monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"><li>•Documentation of collection of lesson plans and grade books</li><li>•Administrative classroom observation protocols and logs</li></ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss 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 rarely occur among school personnel. School personnel see little value in collaborative learning communities.	<ul style="list-style-type: none"><li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li></ul>	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing modification of instruction. The process provides students with minimal feedback of little value about their learning.	<ul style="list-style-type: none"><li>•Examples of assessments that prompted modification in instruction</li></ul>	Level 1

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.	<ul style="list-style-type: none"><li>•Records of meetings and walk thrus/feedback sessions</li><li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li></ul>	Level 2

## Accreditation Report

Ponce De Leon High School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"><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 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"><li>•Check and Connect</li></ul>	Level 1

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>•Survey results</li><li>•Sample report cards for each grade level and for all courses</li><li>•Policies, processes, and procedures on grading and reporting</li><li>•Grading Scale, Focus, Timely reporting of grades, Code of Conduct- grading policy and policies for taking late work</li></ul>	Level 3

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

## Accreditation Report

Ponce De Leon High 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>•List of learning support services and student population served by such services</li><li>•Training and professional learning related to research on unique characteristics of learning</li><li>•Data used to identify unique learning needs of students</li></ul>	Level 3

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

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. Teachers are required to teach the Florida Standards and individualize instruction based on student needs. Teachers post their lesson plan on planbook.com and include Florida Standards being taught during the lesson. We offer Algebra 1 to our 8th grade students, this is used to encourage them to continue on a track that could lead to college credit. Industry certifications are available through our business and culinary course programs. School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment. Data meetings are held with department teachers to discuss progress monitoring assessments and standardized assessments results. 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. Middle school ELA teachers collaborated with middle school science and history teachers to integrate writing in their content area classes. These teachers were given a day to meet to share ideas and expected outcomes that would be addressed in the ELA and subject area class. The school purchased the iReady reading program to use as a supplemental instructional program to meet the individual needs of students on a computer online platform. Some of our students participated in a robotics competition where the students had to build the design and build the robot. They then worked as a team to complete various tasks in an underworld competition. Our school placed 3rd out of 105 teams that competed. School leaders 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. School leaders conduct daily walk-throughs. Lesson plans are submitted for leadership review on planbook.com. Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss 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 rarely occur among school personnel. School personnel see little value in collaborative learning communities. Middle school teachers were given time to collaborate with each other to plan units that would be taught across the curriculum. Few teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are rarely provided to guide and inform students. The process includes limited measures to inform the ongoing

modification of instruction. The process provides students with minimal feedback of little value about their learning. There is a lack of evidence in the connection between performance matters results and teacher preparation. 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. The district office has a new teacher orientation program that all new hires are required to attend. Programs that engage families in their children's education are available. School personnel provide information about children's learning. Activities at the school are listed on the school website. The district office also sends home with each student a district calendar listing individual school activities as well as important dates. Few or no opportunities exist for school personnel to build long-term interaction with individual students. Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills, and life skills. The district has recently began using the Check and Connect mentoring program to help schools implement a formal mentoring/coaching relationship between employees and students. 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. Our school uses the grading scale as outlined in the district policy. The school follows the code of conduct procedures for implementing grading policies. 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. Employees annually complete a Professional Development Plan as required by the state. The plans align with the goals outlined in the School Improvement Plan. Employees complete an annual Professional Development Needs Assessment through the local educational consortium. Employees complete survey's on in services provided through the consortium. School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations. We provide support services to students with unique learning needs as required by their IEP. The district office provides training to teachers for addressing student needs in the inclusion classroom.

A strength in Teaching and Assessing for Learning is the resources that school and district leaders have provided to the teachers so that they are better able to address student needs. This includes planning time for collaboration so that teachers are able to develop plans to teach across the curriculum. We have implemented the use of planbook.com so that teachers can submit their lesson plans electronically for administrative review. To maintain this strength we plan to continue using planbook.com and providing more opportunities for collaboration with teachers.

A weakness we have identified is the lack of evidence of teachers using student data to drive instruction. To improve this we plan to provide more school level support and training on where to gather data and how to interpret it. This year we created data notebooks for ELA and Math teachers. These notebooks contained student assessment data and individual student assessment goals to meet learning gains as defined by the FLDOE.

## 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.	<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>•Documentation of highly qualified staff</li> </ul>	Level 3

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



## Accreditation Report

Ponce De Leon High 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><li>•AR Program, I-Ready</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 all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Technology plan and budget to improve technology services and infrastructure</li><li>•Assessments to inform development of technology plan</li><li>•Policies relative to technology use</li></ul>	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.	<ul style="list-style-type: none"><li>•Agreements with school community agencies for student-family support</li><li>•Survey results</li><li>•Social classes and services, e.g., bullying, character education</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>•Survey results</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 3

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

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. 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 leaders have purchased the iReady Reading program to supplement the current reading curriculum. Teachers had requested more technology based instructional materials and as identified in student assessment results, students need more individualized remedial instruction in Reading. The use of internal funds and district level funds allowed the school leaders to acquire this program. 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. We conduct regularly scheduled fire drills. We have a maintenance schedule and regular scheduled health department and fire marshal inspections. 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. We have certified media specialist on staff who has her own budget to supplement teacher needs in the area of media. 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. School personnel complete a technology needs assessment annually through the local educational consortium. The information gathered from the assessment is used to develop the district technology plan. Teachers are then selected, based off of the results, to attend technology training. School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. We contract with a local behavioral/counseling agency to provide services to our students based off of needs identified by school personnel. We have outside agencies come into the school to provide social classes to various grade levels. 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. The district has policies and procedures in place for the IEP process as well as policies and procedures for submitting referrals.

As indicated in our survey results, we effectively provide resources and support systems. We use funds to supplement teacher resources by using data collected through needs assessments. In order to maintain this we plan to continue to provide individual needs assessments to stakeholders.

We have indicated one area of weakness is lack of documentation in collecting data to determine the effectiveness of the resources we have provided. In an effort to improve, we plan to seek guidance from the district as well as other agencies to help determine methods of collecting this data.



## 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: 2.2

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> </ul>	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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>•Evidence of student readiness for the next level</li> </ul>	Level 2

## Accreditation Report

Ponce De Leon High School

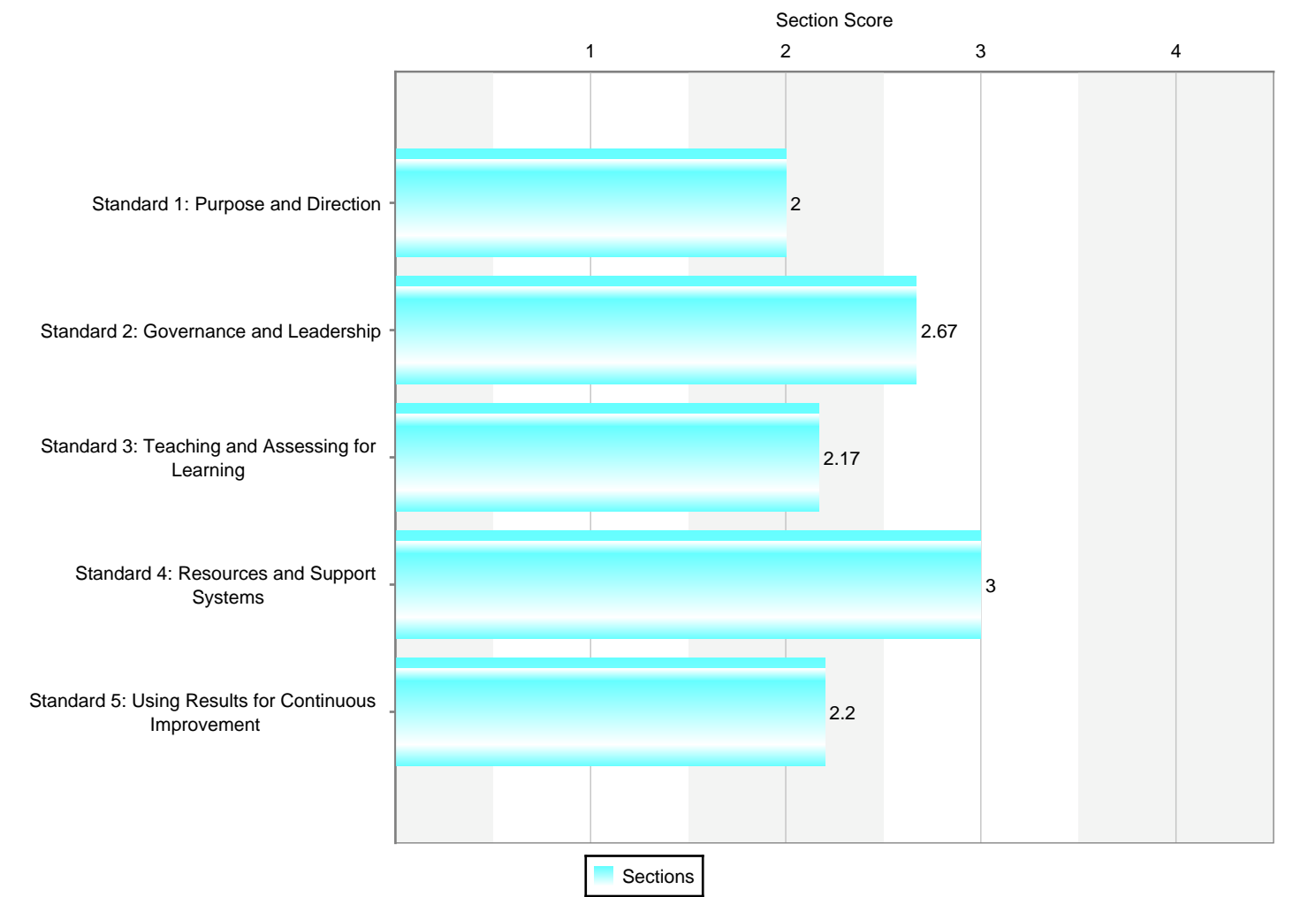
Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Survey results •Executive summaries of student learning reports to stakeholder groups	Level 2

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

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. We use a district level progress monitoring assessment called Performance Matters. Training has been provided to the teachers by the leadership team to demonstrate how to interpret the results. Some teachers use the results to plan their instruction. Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans. Teachers were provided data notebooks with state assessment results and a student break down of individualized goals for each student to meet to achieve learning gains. Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. Teachers participated in district level and school level professional development in interpreting and using data to drive classroom instruction. A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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. Career and technical education teachers complete training at the district level. Students are able to take courses that prepare them for industry certification and readiness at the next level. Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups. An area of strength we have is that we offer a variety of opportunities for students to be college and career ready. We offer a variety of industry certifications and dual enrollment courses. To sustain this strength we plan to continue to offer these opportunities to our students. An area of weakness we have identified is a lack of evidence of data being used to drive instruction. In order to improve this we plan to address this as one of our goals for the School Improvement Plan for the upcoming year.

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**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Data

## Evaluative Criteria and Rubrics

Overall Rating: 1.5

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

## **Areas of Notable Achievement**

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

According to our stakeholder surveys Resources and Support Systems, Purpose and Direction, Using Results for Continuous Improvement were areas with highest stakeholder satisfaction.

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

There was not enough data to establish a trend.

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

We do not participate in other formal surveys at this time.

## **Areas in Need of Improvement**

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

Stakeholder surveys indicated that Teaching and Assessing for Learning as the area of lowest satisfaction.

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

We do not have enough data to determine a trend.

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

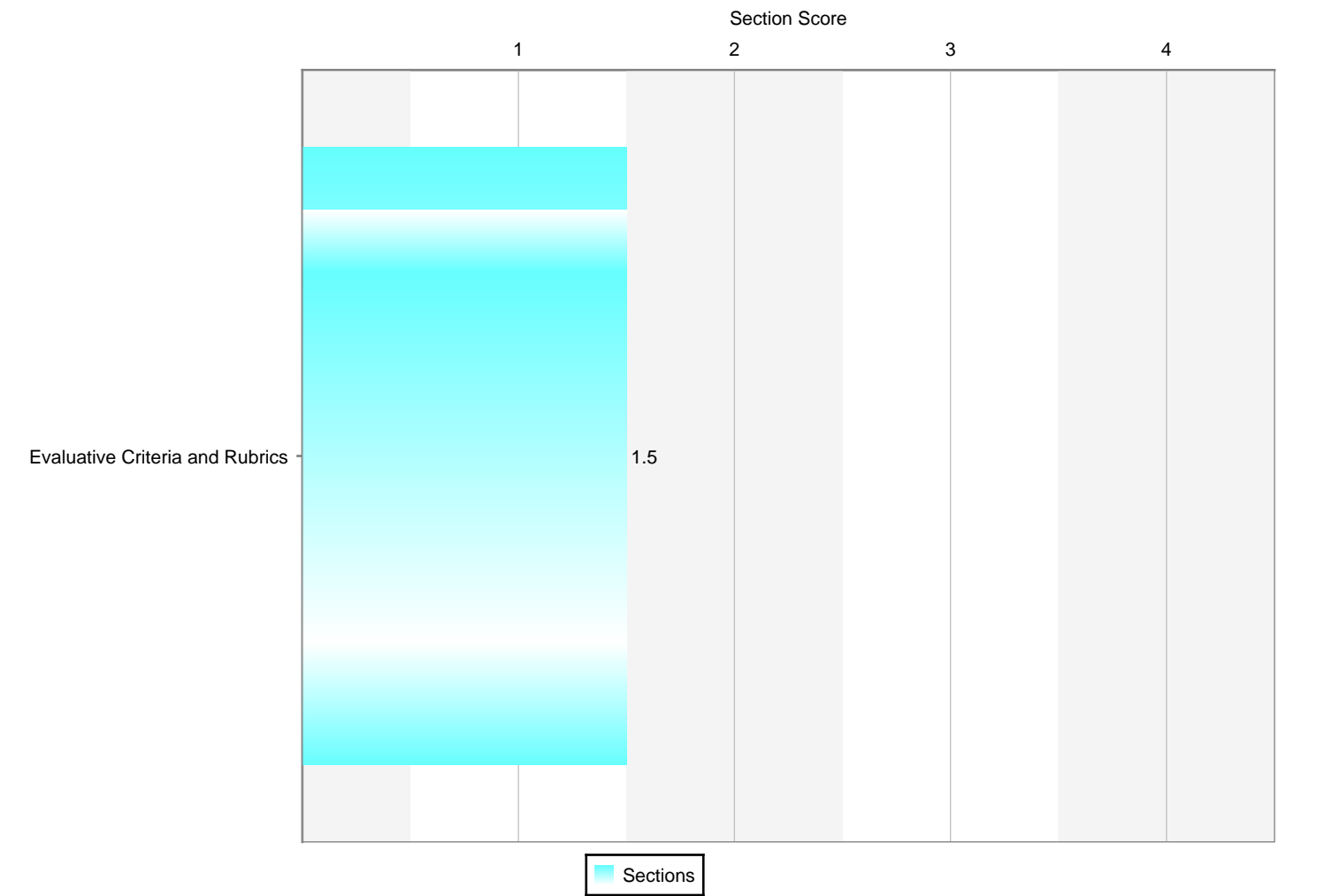
Based on the individual indicators, stakeholders feel there is a disconnect between families and the school. Results also showed that there is a lack of individual advocacy.

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

We do not offer any other formal survey to stakeholders at this time.

**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**

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		PDLH Comparison Data PDLH Admin developed comparison



## Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	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?**

Based on our 2016 FSA and NGSSS scores, our students scored above the expected levels of performance in the areas noted.

8th grade Algebra 1 FSA- 100% of students scoring a level 3 or above as compared to the state average of 86%.

10th grade Algebra 1 FSA- 40% of students scoring a level 3 or above as compared to the state average of 21%.

7th Grade Math FSA- 59% of students scoring a level 3 or above as compared to the state average of 52%.

8th Grade Math FSA- 55% of students scoring a level 3 or above as compared to the state average of 48%.

Biology EOC- 64% of students scoring a level 3 or above as compared to the state average of 51%.

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

The high school graduation rate at Ponce de Leon High school has shown a positive trend the past 2 years. The graduation rate improved from 70% in the 2014-2015 school year to 81% for the 2015-2016 school year (graduation percentages lag 1 year).

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

The overall highest performance area was 8th grade Algebra 1, United States History, and Biology.

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

The area of Social Studies (US History and Civics) is showing a trend toward increasing performance. The percentage of students increased to 64% of students scoring a level 3 or above in 2015-2016 as compared to 62% in 2014-2015.

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

The achievement gap between middle grade math and 8th grade Algebra 1 as compared to Social Studies is closing. The area of Social Studies (US History and Civics) is showing a trend toward increasing performance. The percentage of students increased to 64% of students scoring a level 3 or above in 2015-2016 as compared to 62% in 2014-2015.

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

Data collected from our district progress monitoring assessment was consistent with the data from the FSA scores.

## **Areas in Need of Improvement**

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

ELA consistently scored below the expected levels of performance on the 2015-2016 FSA assessment as listed below.

6th grade ELA- 35% scoring level 3 or above as compared to the state average of 52%.

7th grade ELA- 35% scoring level 3 or above as compared to the state average of 49%

8th grade ELA- 38% scoring level 3 or above as compared to the state average of 57%

9th grade ELA- 24% scoring level 3 or above as compared to the state average of 51%

10th grade ELA- 35% scoring level 3 or above as compared to the state average of 50%

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

The average students scoring a level 3 or above in ELA have dropped from 40% in 2014-2015 to 35% in 2015-2016.

The average students scoring a level 3 or above in Science have dropped from 55% in 2014-2015 to 49% in 2015-2016.

ELA and Science scores demonstrate a negative trend in performance.

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

The area of overall lowest performance at Ponce de Leon High School was ELA, Algebra 2, Geometry, 6th grade Math, and 8th grade Science.

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

Science and ELA are showing a decreasing trend in performance based off of score comparisons of 2014-2015 and 2015-2016 state assessment data.

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

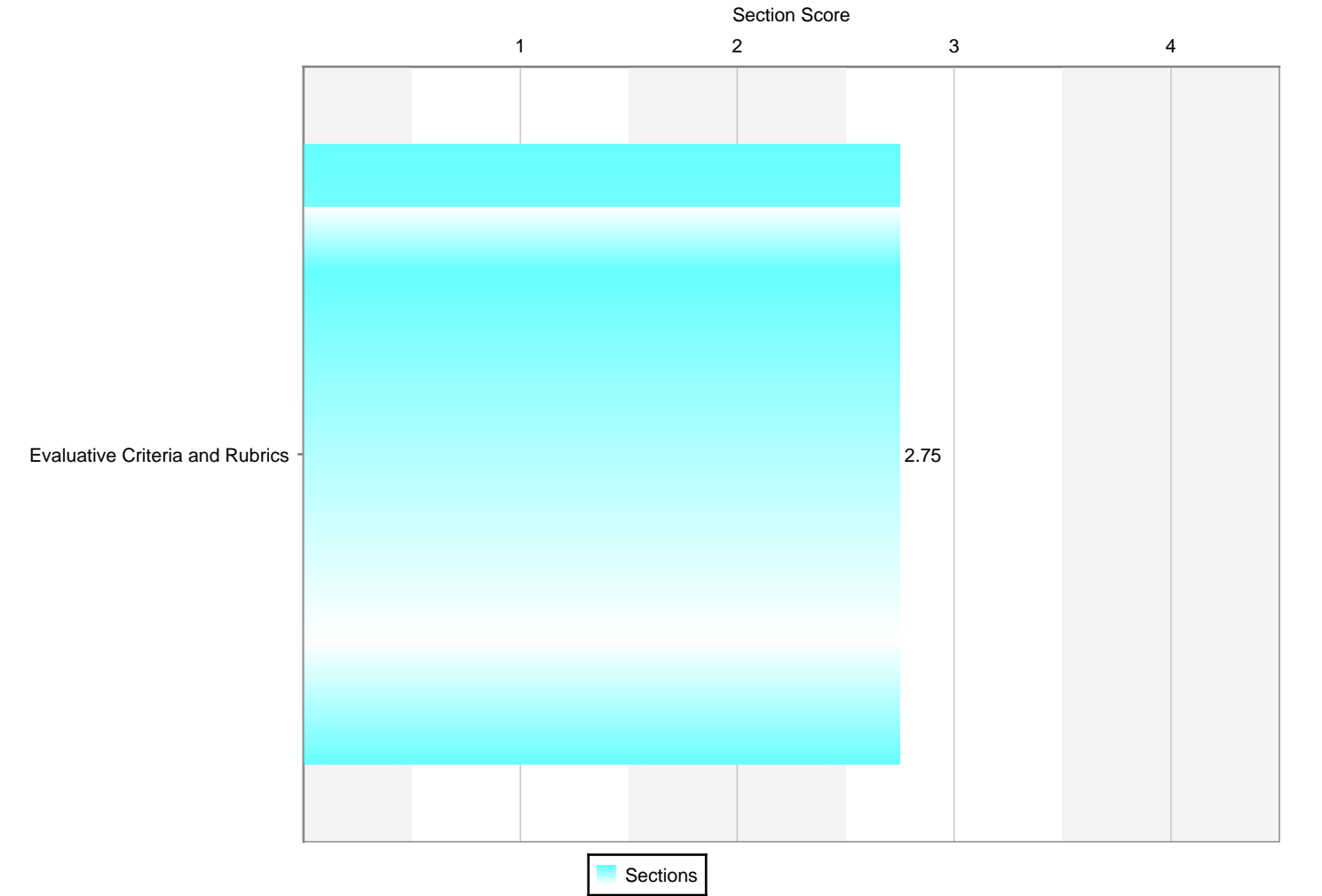
The achievement gap between ELA and middle grades Math and 8th grade Algebra 1 is becoming greater as reflected in FSA state performance data.

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

The data from the district progress monitoring assessment, Performance Matters, was consistent with the data from the FSA scores.

**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.	<p>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:</p> <ul style="list-style-type: none"> <li>- Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction</li> <li>- Mission and purpose of the institution</li> <li>- 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</li> <li>- Grade levels served by the institution</li> <li>- Staffing, including administrative and other non-teaching professionals personnel</li> <li>- Available facilities, including upkeep and maintenance</li> <li>- Level of funding</li> <li>- School day or school year</li> <li>- Establishment of an additional location geographically apart from the main campus</li> <li>- Student population that causes program or staffing modification(s)</li> <li>- Available programs, including fine arts, practical arts and student activities</li> </ul>	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		

# **Plan for Accreditation Report**

# Overview

**Plan Name**

Plan for Accreditation Report

**Plan Description**

This plan is developed for Ponce de Leon High School and details our plan to improve as a stakeholder representative body and as an educational institution.

## Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Student and teacher engagement will be increased by using quality and meaningful assignments in our English Language Arts classes to support intellectual achievement and higher order thinking.	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$3000
2	Ponce de Leon High school will improve stakeholder communication and involvement throughout the school.	Objectives: 1 Strategies: 1 Activities: 2	Organizational	\$0
3	Ponce de Leon High School will monitor and systematically adjust curriculum and instruction in response to data obtained from multiple assessments.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0

## Goal 1: Student and teacher engagement will be increased by using quality and meaningful assignments in our English Language Arts classes to support intellectual achievement and higher order thinking.

### Measurable Objective 1:

A 20% increase of Sixth, Seventh, Eighth, Ninth and Tenth grade students will demonstrate student proficiency (pass rate) on the FSA ELA. in English Language Arts by 08/01/2017 as measured by student learning gains and pass rate on the FSA ELA..

### Strategy 1:

Coaching - The leadership team will use coaching to support instructional improvement consistent with the school's values and beliefs about teacher and learning.

Research Cited: [https://www.marzanoresearch.com/resources/tips/cci\\_tips\\_archive](https://www.marzanoresearch.com/resources/tips/cci_tips_archive)

Activity - Implementation of iReady program	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will use the iReady supplemental reading program under a pilot contract with Curriculum Associates. Ponce de Leon High School will pilot the iReady Reading computer program to use as a supplemental program in middle school and high school intensive reading classes. This program will provide the student with "test like" comprehension questions and instruction. This will allow the students to become more familiar with using computers for reading activities so that they are more confident when they take computer based tests.	Academic Support Program	11/01/2016	05/30/2017	\$3000	Other	Leadership Team
Activity - Writing plan	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
ELA teachers will meet with the leadership team to develop a writing plan that will be used school wide. By providing a uniform system of writing and expectations, students are able to build on their skills every year. Teachers and students are aware of the expectations each year and a thorough writing foundation is established.	Other - Creation of school writing plan	10/13/2016	05/30/2017	\$0	No Funding Required	Leadership team/ELA department

## Goal 2: Ponce de Leon High school will improve stakeholder communication and involvement throughout the school.

### Measurable Objective 1:

collaborate to continuously improve communication with stakeholders to increase involvement. by 05/30/2018 as measured by increased stakeholder participation at school functions and submission of school surveys..

**Strategy 1:**

Partnering school surveys with various school functions. - The leadership team will use the most heavily attended school functions as a platform to have stakeholders complete informational surveys.

Research Cited: <http://education.ohio.gov/Topics/Other-Resources/Family-and-Community-Engagement/Getting-Parents-Involved/Sample-Best-Practices-for-Parent-Involvement-in-Sc>

Activity - Free admission	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents will be offered free admission to a basketball game for completing the school climate survey.	Parent Involvement	09/01/2017	03/30/2018	\$0	No Funding Required	Leadership Team
Activity - Student Orientation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Stakeholders will be asked to complete the school climate survey in the media center before they receive their new student schedule for the upcoming year.	Parent Involvement	08/07/2017	08/08/2017	\$0	No Funding Required	Leadership Team

### **Goal 3: Ponce de Leon High School will monitor and systematically adjust curriculum and instruction in response to data obtained from multiple assessments.**

**Measurable Objective 1:**

collaborate to systematically use data from multiple assessments to drive instruction. by 01/08/2018 as measured by an increase in survey evaluations in the standard of Teaching and Assessing for Learning..

**Strategy 1:**

Using data to drive instruction - The leadership team will meet with subject area teachers at the beginning of the year to issue data notebooks containing state assessment data for the teachers' current year students. The leadership team will then followup with the teachers throughout the year as progress monitoring data is available. The leadership team will work with teachers to ensure that the data is being reviewed and used to guide instruction.

Research Cited: <http://www.sedl.org/pubs/sedl-letter/v22n02/using-data.html>

Activity - Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Leadership team will meet with subject area teachers to review assessment data.	Direct Instruction	08/09/2017	05/31/2018	\$0	No Funding Required	Leadership team

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of iReady program	We will use the iReady supplemental reading program under a pilot contract with Curriculum Associates. Ponce de Leon High School will pilot the iReady Reading computer program to use as a supplemental program in middle school and high school intensive reading classes. This program will provide the student with "test like" comprehension questions and instruction. This will allow the students to become more familiar with using computers for reading activities so that they are more confident when they take computer based tests.	Academic Support Program	11/01/2016	05/30/2017	\$3000	Leadership Team
<b>Total</b>					\$3000	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Student Orientation	Stakeholders will be asked to complete the school climate survey in the media center before they receive their new student schedule for the upcoming year.	Parent Involvement	08/07/2017	08/08/2017	\$0	Leadership Team
Free admission	Parents will be offered free admission to a basketball game for completing the school climate survey.	Parent Involvement	09/01/2017	03/30/2018	\$0	Leadership Team
Writing plan	ELA teachers will meet with the leadership team to develop a writing plan that will be used school wide. By providing a uniform system of writing and expectations, students are able to build on their skills every year. Teachers and students are aware of the expectations each year and a thorough writing foundation is established.	Other - Creation of school writing plan	10/13/2016	05/30/2017	\$0	Leadership team/ELA department
Data Meeting	Leadership team will meet with subject area teachers to review assessment data.	Direct Instruction	08/09/2017	05/31/2018	\$0	Leadership team
<b>Total</b>					\$0	