



Accreditation Report

Flat Shoals Elementary School

Rockdale County Schools

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TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7

Self Assessment with Early Learning

Introduction.....	9
Standard 1: Purpose and Direction.....	10
Standard 2: Governance and Leadership.....	13
Standard 3: Teaching and Assessing for Learning.....	16
Standard 4: Resources and Support Systems.....	23
Standard 5: Using Results for Continuous Improvement.....	27
Early Learning Standard 4: Resources and Support Systems.....	30
Report Summary.....	39

Stakeholder Feedback Diagnostic

Introduction.....	41
Stakeholder Feedback Data.....	42

Evaluative Criteria and Rubrics 43

Areas of Notable Achievement..... 44

Areas in Need of Improvement..... 45

Report Summary..... 47

Student Performance Diagnostic

Introduction..... 49

Student Performance Data..... 50

Evaluative Criteria and Rubrics..... 51

Areas of Notable Achievement..... 52

Areas in Need of Improvement..... 54

Report Summary..... 56

AdvancED Assurances

Introduction..... 58

AdvancED Assurances..... 59

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?

Flat Shoals Elementary was built in 1973 in Conyers, Georgia, a suburb outside of Atlanta, Georgia. Currently Flat Shoals Elementary serves about 670 students from Pre-Kindergarten through the fifth grade under a school-wide assistance plan through Title I. While Flat Shoals experiences some transient students throughout each school year, many of our students and their families complete their entire elementary education experience with us. Along with a very stable staff, Flat Shoals has created a school community committed to the development of personal relationships and support for each student.

In the last three years, Flat Shoals has experienced a decline in the number of students who attend. In 2009, the district reorganized the school zone and Flat Shoals underwent a transformation from being the largest school in the county with over 900 students to a school that housed about 700. We have continued to see declining numbers in recent years which has been attributed to the rental properties that are a part of our school zone. The demographic percentages for Flat Shoals Elementary have remained stable throughout the last three years with the school being comprised of 76.3% African American, 10.9% Hispanic, 6.9% Caucasian, 3.3% Asian, and 1.8% Multi-Racial. The student body is 55.7% male and 44.3% female. The staff has also experienced a reduction due to the declining enrollment. Flat Shoals has 30 classroom teachers in grades Pre-Kindergarten through fifth grade for the upcoming 2013-2014 school year. Flat Shoals will also be supported by eleven paraprofessional staff, two inter-related special education teachers, three Early Intervention Program teachers, a speech teacher, art teacher, music teacher, writing teacher, and physical education teacher. Flat Shoals also serves English Language Learners from both the Flat Shoals community and the Peeks Chapel community which is supported by one certified and two classified staff members. Flat Shoals is home to two self-contained classes of students who are moderately intellectually disabled. For this program we have two teachers and four support staff members. With the media specialist and front office staff, custodial and cafeteria staff, the total number of staff at Flat Shoals Elementary will be eighty-three. The average years of teaching experience is 15 and all of our certified staff are highly qualified. The staff is 70% African American, 29% Caucasian, and 2% Hispanic. The student body and staff demographics reflect the demographics that are seen in the community as a whole.

Flat Shoals is unique in the stability that has remained within the building even while the community at large has experienced great economic changes. Between the very stable staff and the fairly stable student body, Flat Shoals has been able to create an atmosphere where everyone is known and is supported. Our focus has been on the development of relationships in order to increase our student achievement. We believe that students need to feel safe and secure in their environment in order to develop educationally and socially. This has been a factor in our continued achievement even while we have seen an increase in the amount of students who receive free and reduced lunch. The increase in students who receive free and reduced lunches has changed how Flat Shoals addresses the needs and academic progress of its students. The school currently has two counselors on staff to help support families and the school. With the school housing two self-contained special education classes as well as English Language Learners from two school zones, the school is diverse not only in ethnicity, but academic focuses, culturally, and socially. Our students are then exposed to and encouraged to participate with a variety of people which has become a foundation of our mission and vision at the school.

School's Purpose

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

A Dynamic Learning Community is the purpose of Flat Shoals Elementary. This phrase sets the standard that Flat Shoals Elementary will continually grow, develop, and seek to meet the needs of our students through instruction, practice, and challenges that are productive and support our students to become life-long learners.

The mission of Flat Shoals Elementary defines who we are, our purpose, and the means by which we will accomplish this purpose:

The mission of Flat Shoals Elementary, a dynamic learning community, is to ensure that students achieve their highest potential as life-long learners and aspire to be productive members of our global society through:

- a partnership of students, teachers, families, and community;
- an engaging curriculum;
- enrichment activities;
- embracing individuality.

The beliefs of Flat Shoals Elementary support those of Rockdale County Public Schools and define the values that we hold in our school community:

We believe that:

Family is the most important factor in the development of the individual;

A safe and orderly environment is essential to teaching and learning;

Education is the most important asset in maximizing the opportunities of an individual and community;

Every person deserves a voice and is worthy of respect;

All human beings have the capacity to learn;

Every person deserves the opportunity to succeed through a world-class education;

Each person is responsible for his or her own actions;

Faith gives meaning and purpose to life;

Students are at the core of all educational decision-making;

Diversity is embraced and strengthens our community;

Every student's educational success is the responsibility of the family, student, school personnel, and community.

The parameters that were developed for Flat Shoals Elementary by stakeholders define the boundaries in which we will work to accomplish our objectives:

Parameters

We will make all decisions based solely on the best interest of the student;

We will provide all students with open and equitable access to rigor;

We will always honor the worth and integrity of each person;

We will not engage in any activity that does not support our primary-secondary instructional program;

We will not allow external factors to adversely affect our pursuit of excellence;

We will demand the best of everyone.

Accreditation Report

Flat Shoals Elementary School

The purpose, mission, beliefs, and parameters of Flat Shoals Elementary determine the program offerings and expectations for our students. The mission statement begins with the incorporation of all stakeholders having a partnership in order to provide a quality education. These components are brought together through opportunities for parents to participate in their child's education through parent education classes, PTA events, classroom meetings and conferences, as well as special events such as luncheons and special performances. Second, Flat Shoals continues to provide an engaging curriculum through professional development offerings to the staff that address their personal and professional interests in various curriculum subjects, as well as continued support through the county on curriculum and changes in educational objectives. In order to provide the enrichment activities at Flat Shoals Elementary that are listed in the mission statement, we have sought staff members and their various talents to provide opportunities for students to engage in programs outside of the school day and even within the school day. At this time, FSE provides classes and clubs in the areas of math and science, cotillion, Spanish, music, art, physical education, safety patrol, and the morning news show. Lastly, to embrace individuality, FSE is based on developing relationships with all students and their families. Students are encouraged to participate in the variety of the enrichment activities listed above. In order to participate it is imperative that the school manage the schedule of these activities in order to allow all students access.

FSE has a banner that encompasses all of these items and the expectations for students, staff, and the community - BE EXTRAORDINARY!

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.

Flat Shoals Elementary has achieved several notable successes. In the last three years, Flat Shoals Elementary has shown growth in student achievement on the Georgia Fifth Grade Writing Assessment. The percentage of students who scored in the meets and exceeds categories on the writing assessment has increased each of the last three years. Beginning in 2011, the students scored 81%. In 2012, 85% of the students scored in the meets or exceeds categories and then in 2013, 89% of the students scored in the meets or exceeds categories. The continued focus on the five categories of writing and writing in all subject areas has supported the growth that FSE has experienced.

Another area of notable achievement has been on the Georgia Criterion Reference Competency Test (CRCT). Flat Shoals Elementary has received recognition for the last three years for being a school that scored above 90% in the areas of Reading and English Language Arts in both the All Students category as well as in the subgroups of Students With Disabilities and Economically Disadvantaged. Flat Shoals also achieved 90% in the area of Math in the All Students category. During the 2012 administration, FSE saw above 90% performance in both Reading/ELA and Science. In 2013, FSE scored above 90% in Reading, English Language Arts, Math, and Social Studies. The academic performance of the students at FSE has led to the school being recognized as a Title I Distinguished School for seven consecutive years. Flat Shoals Elementary also received the 2010 Gold Award from the Georgia Governor's Office of Student Achievement for greatest gain for students meeting or exceeding standard.

Flat Shoals also experienced notable achievements in items not related to student academic performance. The fourth grade class at Flat Shoals held the record for Largest Game of Tag documented by Guinness Book of World Records. We have also increased the participation in our running club in the last three years to over 100 students that run before school three mornings out of the week. We have also increased the size of our chorus and the math/science club.

Flat Shoals is working to address the areas that need improvement. In the area of student academic performance, continued work needs to be done in the areas of math and science for all students. There is also a need to continue to work with the performance of the Students With Disabilities and English Language Learners subgroups. In both the subject areas and in the subgroups, the students at FSE have performed below 90%.

Continued work is also needed in increasing parental involvement at the school. While FSE has worked to create a parent resource and involvement center, participation continues to be low. The average attendance outside of Curriculum Night continues to be well below half of the student population. Increasing parental involvement continues to be a part of the strategic plan and goals at FSE.

Additional Information

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

Flat Shoals Elementary has been a school-wide Title I school since 2005. While many would see this as a reason for staff, students, and the community to not have high expectations for academic performance, Flat Shoals Elementary has continuously proven that high expectations and performance are a part of the school no matter the odds. The staff is committed to excellence through rigorous instruction, the parents through support and commitment, and the community through continued encouragement of programs and special projects. Flat Shoals has become a school that exhibits excellence in many arenas and the goal in going forward is to continue to Be Extraordinary!

Self Assessment with Early Learning

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.33

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Minutes from meetings related to development of the school's purpose •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is 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"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose 	Level 2

Accreditation Report

Flat Shoals Elementary 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">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	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 the External Review team members may be interested in reviewing.

Flat Shoals Elementary has established a process for review, revision, and communication of the school's purpose. We have established a mission statement to ensure that our students are lifelong learners who are productive members of society. We believe this can be accomplished by partnering with teachers, families, and community members utilizing an engaging curriculum, providing enrichment opportunities, and embracing individuality. Various stakeholders, including the school council, leadership team, and school staff review the mission statement on a continuous basis to build consensus and remain focused on our purpose. In addition, we communicate the mission statement to others by prominently displaying it on the school website and in the front lobby of the school. The process is formalized and implemented on a regular schedule. This was also indicated as a strength for FSE on all of the stakeholder feedback forms.

Flat Shoals Elementary School has committed to the sharing of values and beliefs about teaching and learning with all stakeholders. The documentation that this has been shared with our community has scored us at a level 2 on indicator 1.2. At FSE, our parents, staff and community play a very important role in realizing our shared values and beliefs and this commitment is regularly reflected in the communication among leaders and staff, but could be displayed more prominently in our communication to our community. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. We are committed to developing numerous relationships within our community in order to benefit our students and our community abroad. The Leadership Team was implemented to articulate what is meant by high expectations for all students and teachers. The school leadership team has also set a plan for roll-out and monitoring of the implementation of Common Core Curriculum. Flat Shoals Elementary is proud to provide academic and behavioral opportunities for our entire learning community. Our faculty and staff are encouraged and expected to participate in training related to technology for the classroom and professional development opportunities within their content area(s). Such practice will allow our teachers to maintain current research-based educational initiatives which they can continue to increase student achievement in their classrooms.

Flat Shoals Elementary School's leadership implements a continuous improvement process by doing several things that provide clear directions for improving conditions that support student learning. The school has leadership team meetings which consist of the Administration, each grade-level chairperson, and representatives from the specialty areas. The team meets monthly to discuss issues and ideas that will improve our school's learning environment. We have also have a Leadership Advisory Committee which is made up of teachers, administrators, parents, and community stakeholders. They meet quarterly to discuss ways of improving the education of our

students and includes any items the community feels are needed. Also, we have PTA, staff, and Strategic Planning Team meetings.

Each nine weeks students take a Benchmark exam which assesses the skills the students have been taught. This assessment provides comprehensive data that helps us to maintain a profile of current student data and school performance. Through technology, the data is organized and easily accessible to Administrators and teachers. The data is then used to guide and differentiate the instruction the students receive.

Utilizing our Common Core curriculum, teachers are taught through staff development courses how to deliver an engaging curriculum. After instruction, students' learning is assessed and documented through formative and summative assessments, report cards, pre- and post-tests, CRCT scores, and Benchmarks. The school provides students with various ways to enrich their education such as Program Challenge, before and after school tutoring, and differentiated instruction.

Our improvement goals have measurable performance targets in the following areas. Our Benchmark exams have criteria of scores above 50% meets the standards and above 84% exceeds. The CRCT standards are a score of 800 meets and 850 exceeds. The report card rubric has 2 as progressing toward the standard, 3 as meeting the standard, and 4 as exceeding the standard. An additional measurable performance goal is the Teacher Keys Effectiveness System. Teachers set goals for themselves in various areas on a yearly basis. There is a formal and informal observation component to ensure that performance goals are being realized. Teachers are scored as Ineffective, Needs Improvement, Proficient, and Exemplary. Evidence and artifacts are kept to document and support goals teachers have committed to. The school engages in a collaborative group called Next Steps where teachers are partitioned by subject area. We meet regularly to discuss current data for the various subjects and we gather ideas for improvement in those subject areas. The data collected is used to differentiate instruction in classrooms based on standards. In addition it's used to identify EIP students as well as before and after school tutorial students. The teachers and Administrators meet quarterly to discuss students' performance, and set goals to improve next quarter. Teachers review students' performance with summative, formative, and Benchmark data. To document improved student achievement and instruction, teachers use CRCT scores and Benchmark scores. For instruction, lesson plans, professional development, and strategic improvement plans are used.

Flat Shoals Elementary is committed to providing a dynamic learning community for each student as stated in the mission statement. Many processes are in place to address the needs of each student with an emphasis on relating data to instruction. We could further enhance our purpose and direction by ensuring that a larger group of representatives from all stakeholder groups participate in creating the vision and carrying out our purpose, sharing the values and beliefs to all stakeholders throughout all communications, and continue to increase the level of accountability for all school personnel for the overall quality of the implementation of all interventions and strategies.

Standard 2: Governance and Leadership

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

Overall Rating: 2.33

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"> •Governing body policies, procedures, and practices •Staff handbooks •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel 	Level 2

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 generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body 	Level 2

Accreditation Report

Flat Shoals Elementary 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">•Examples of collaboration and shared leadership•Survey results•Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Survey responses•Involvement of stakeholders in a school improvement plan	Level 2

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 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.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	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 the External Review team members may be interested in reviewing.

Flat Shoals Elementary has policies and practices to support the school's purpose and direction, and the effective operation of the school. Most of these policies and practices promote effective instruction and assessment that produces equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. For example, students and parents receive handbooks which discuss rules and procedures at the school and classroom level. Teachers receive online access to a handbook and also participate in the Compliance Director modules for the areas of sexual misconduct, copyright, sexual harassment, and code of ethics. Overall, the governing body at the county level and at the school level establishes policies and support practices that ensure effective administration of the school which leads FSE to score a 3 on indicator 2.1.

The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. The 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 governing body generally 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 usually maintains a distinction between its roles and responsibilities and those of school leadership.

The leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose which is scored at a level 3 for indicator 2.4. They expect all students to be held to standards. The school leaders at Flat Shoals Elementary support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community. Throughout the year, teachers assess data from benchmarks to provide remediation and support student learning. Flat Shoals teachers also use pre- and post-test scores to assess student learning. For professional development, teachers at Flat Shoals were allowed to choose from the following classes: Differentiated instruction, Book Study, Technology, and Math. At the beginning of the year, teachers are given directives and tools needed to collect and handle funds. The administration of Flat Shoals participates in monthly principal meetings and Assistant Principal of Instruction meetings. Flat Shoals leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. The Building Leadership Team meets with administration and strives to implement decisions and actions that align with the school's mission. The administration of Flat Shoals shares in student learning support by encouraging innovative collaboration, shared leadership, and professional growth through staff and community surveys.

The administrators of Flat Shoals have virtual access to the common evaluation system known as TKES (Teacher and Leader Effectiveness System). This system further supports the ability of Flat Shoals, Rockdale County, and the state of Georgia to ensure consistency and comparability in teacher and leader effectiveness and evaluation. Teachers begin the evaluation process with a self-assessment, followed by the process of setting goals for the school year. Teachers are evaluated multiple times through the year with the capability to view comments based upon performance. There are pre, mid, and post conferences throughout the school year to ensure that the staff is working to build capacity to impact student achievement.

Flat Shoals Elementary staff and administration can make improvements in engaging stakeholders effectively in the support of the school's purpose and direction. Although Flat Shoals has community sponsors that donate funds and supplies, the community stakeholders do not work collaboratively on school improvement efforts. Flat Shoals can improve on receiving feedback to shape decisions for school improvement.

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: 2.5

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"> •Survey results •Lesson plans •Posted learning objectives •Representative samples of student work across courses •Enrollment patterns for various courses •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.	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"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 2

Accreditation Report

Flat Shoals Elementary School

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 sometimes 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 groups of students when necessary. Teachers sometimes 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"> •Teacher evaluation criteria •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

Accreditation Report

Flat Shoals Elementary School

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

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

Accreditation Report

Flat Shoals Elementary 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"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	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.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Description of formal adult advocate structures 	Level 2

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

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none">•Results of evaluation of professional learning program.•Evaluation tools for professional learning•Survey results•Brief explanation of alignment between professional learning and identified needs	Level 2

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">•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 3

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

Flat Shoals Elementary provides curriculum and learning experiences in each course/class to all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. We use all three components to guide teaching practices and ensure student learning. There is some evidence to indicate that the curriculum and learning experiences prepare students for success at the next level. Some learning activities are individualized for each students in a way that supports achievement of expectations.

Using pretests and post tests, teachers at FSE group students according to results and create differentiated classrooms to tailor learning. The use of this data gives FSE a score of 2 on indicator 3.2. The integration of content on a grade level happens frequently at FSE. One of our strengths was integrating in our "specials" classes (Art, Music, PE, and Writing) in order to reinforce concepts taught in the classroom. We also have various clubs that meet after school such as the Math and Science club, that apply the hands-on skills for students once a month.

The Teaching and Assessing for Learning standard can only be met when rigorous learning opportunities are provided for all students. Teachers at FSE use proven brain based instructional strategies to provide sufficient opportunities to develop learning, thinking and life skills. School leaders monitor and support the improvement of these practices through the use of data collection and the setting of measurable goals. Our instructional design lends itself to ample opportunities for challenging learning expectations. Our county based performance assessments are integrated assessments that allow remediation and enrichment. Data is also collected based on the needs of our students through benchmark testing every 9 weeks, as well as SRI, Early Star Literacy and AR reading programs. We support our students' needs through Response to Intervention, Early Intervention and Gifted Support. We also have various after school clubs and teams that support Common Core standards.

Accreditation Report

Flat Shoals Elementary School

Flat Shoals scored at a level 2 for indicator 3.3. Teachers plan according to county wide pacing guides, as well as using data from quarterly benchmarks in order to plan for instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Grade levels collaborate to integrate content and use the current technology in the classroom, including Activboards, laptop computers and Ipads. Students are required to lead student-led conferences, which require self-reflection on student achievement.

Evaluation of all staff members is a key piece to being a successful school. Our leaders use the Teacher Keys evaluation system as protocol for evaluating classrooms. The Teacher Keys system assures administration that curriculum is being aligned to our county wide curriculum maps, as well as our Common Core Standards. The evaluation system also ensures us that teaching and learning falls in line with our belief system at Flat Shoals. Teachers are formally observed twice a year and informally four times a year. Teachers are also required provide evidence in three meetings a year that they are actively working on a personalized growth plan, to improve teaching and learning in the classroom setting. In addition to our evaluation system, teachers are required to turn in lesson plans weekly as well as enter grades, by standard, in our computerized grade book.

All members of the Flat Shoals Elementary staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Teachers participate in communities that are structured around their grade level and also meet in vertical teams related to the subjects of Reading/Language Arts, Math, Science, Social Studies, and Writing. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices regularly occurs among most school personnel. School personnel indicate that collaboration causes improvement in students achievement.

All teachers use an instructional process that informs students 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.

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 program set expectations for all school personnel and include measures of performance. At FSE, these programs are directed and monitored by our counseling department.

Programs that engage families in their child's education are available. School personnel regularly inform families of their children's learning progress. This information is provided during teacher-led and student-led conferences that take place once each semester, the distribution of progress reports mid-quarter, report cards at the end of each quarter, phone calls, and agendas.

School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills. Again, this structure is developed by our school counselors, but we have also experienced an informal structure that support individual students due to the very low turnover in staff that we have experienced. This allows students and their families to develop relationships with our staff that may last several years.

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. The ability to use common grading and ensure that it is implemented consistently across the grade level is supported by the rubric and documents provided by the county's curriculum department.

Accreditation Report

Flat Shoals Elementary School

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 the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.

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. While this information is shared informally between teachers on formative assessments, we also set aside time to meet formally to discuss such data as benchmark assessments, writing results, and use other data sources (demographic data, attendance data, etc) to help school personnel address each child's needs and strengths.

Flat Shoals Elementary can continue to improve in the area of Teaching and Assessing for Learning by continuing to grow the school professional development program. This program should seek to build the capacity among all professional and support staff and to be systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. Indicated on the staff surveys is a need to ensure that all staff members are working to identify individual student needs and address those needs through providing specific and timely feedback about learning, implementing common grading policies across the grade level, using multiple assessments to modify instruction, and training teachers on how to implement a formal process that promotes discussion about student learning.

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: 2.29

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"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Safety committee responsibilities, meeting schedules, and minutes 	Level 2

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. 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"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information 	Level 2

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 few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	<ul style="list-style-type: none"> •Survey results •Policies relative to technology use 	Level 1

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"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Accreditation Report

Flat Shoals Elementary School

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 endeavor to determine the counseling, assessment, referral, educational, and career planning 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.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	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 the External Review team members may be interested in reviewing.

The policies, processes, and procedures at Flat Shoals Elementary and in Rockdale County ensure that school leaders have access, hire, place and retain qualified professional and support staff. The administration at FSE systematically determines the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.

Flat Shoals Elementary uses its instructional time, material resources, and fiscal resources to support the purpose and direction of the school. The administrative team (i.e. principal, assistant principal and counselors) make sure teacher have what they need to effectively implement the curriculum as prescribed by the state of Georgia. This is done through collaborative planning, data analysis, and professional development. Funding is allocated each year for the purchase of updated resources as it relates to current trends in education.

Our school leaders have clear expectations for safety, cleanliness, and a healthy environment. School personnel and students are held to these standards and do their best to achieve these goals. Some measures are in place that allow for the tracking of the school environment. This tracking includes creating and monitoring our school safety plan, following state and county guidelines related to fire and school safety, ensuring that inspections take place in a timely manner, and that we adhere to the drill and practice schedule established by the state. There are improvement plans at the county and school level that is followed for the benefit of everyone in the building.

Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school through the use of the media center at FSE. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. The media specialist provides lessons and instruction that supports the curriculum for media and informational resources at each grade level.

Flat Shoals has a wealth of technology resources, including ActivBoards, document cameras, two computer labs, two or more computers per classroom, and a recent, dramatic upgrade in speed to the local network infrastructure.

Flat Shoals is meeting the standard by implementing several processes to determine the physical, social and emotional needs of each student in the school. Parents are provided with a list of services to assist with the needs of students. Flat Shoals provides a monthly newsletter with survival skills and ideas on how to nurture students' academic needs. Flat Shoals also coordinates programs to meet the

Accreditation Report

Flat Shoals Elementary School

needs of students, including Parent University, a Parent Liaison and access to several community resources. Flat Shoals has developed a partnership with community agencies to provide family support. Scheduled development classes provide emotional support to students include the Changes program, bullying prevention, and character education. Flat Shoals measures the effectiveness of these programs, and school personnel use the data to evaluate programs. For example, RTI meetings are implemented to address academic and behavioral needs of students. These programs are reflected in the school improvement plan and are implemented to meet the needs of students. Flat Shoals has also achieved the ASCA Ramp certification for our counseling program.

Flat Shoals can continue to improve in the standard of resource and support systems by working to meet the needs of all students through a stronger and more open mentoring program and through providing more materials to support the individual learning needs of students. We also need to develop a more comprehensive technology plan given the significant changes that have occurred due to budget cuts. Attention to the training of teachers on the use of technology and finding ways to maintain and expand our current technology tools are goals of FSE.

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: 2.6

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"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance 	Level 3

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

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

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth	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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals	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 the External Review team members may be interested in reviewing.

The leadership at Flat Shoals Elementary works collaboratively with the staff to ensure that we continue to raise the achievement of our students. This is done by analyzing data and using it as a basis for modification and improvement of strategies used throughout the year. School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessment about student learning and school performance. The area of Using Results for Continuous Improvement was indicated as a strength across stakeholder group surveys.

On indicator 5.2, Flat Shoals Elementary scored a 3. Our school follows systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources used by professional and support staff. These 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. Our school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, and programs.

Most of our professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.

Flat Shoals has developed policies and procedures for analyzing data that determine verifiable improvement in student learning, including

Accreditation Report

Flat Shoals Elementary School

student readiness for and success at the next level. These 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.

The last indicator in Standard 5, 5.5, was scored at a level 2. The administration and leadership team monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. This is the first year that FSE has worked to develop a data team with representatives from all areas of instruction and the school to monitor all data sources across the building. In the past, these results have been communicated to some stakeholders at various times. However, this is an area that will be addressed through the data team and the work it will complete.

We will continue to develop and implement a plan to include all parents, community members, business people, and faith based groups in our improvement process. In standard 5, Flat Shoals Elementary will also continue to work on communicating the results of student learning to all stakeholders by providing this information in multiple delivery methods, as well as communicating the results of all assessments in a timely manner.

Early Learning Standard 4: Resources and Support Systems

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

Overall Rating: 3.41

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •School budgets for the last three years •Staff License/certification/qualifications •Professional and support staff/child ratios 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	The school employs qualified Administrators/Directors for each administrative position to support the school's purpose, direction, and the educational program.	Administrators/Directors have an advanced level degree or higher or an Associates Degree/credential in early childhood education, or 60 credits with a minimum of 24 credits in early childhood education, child development, or elementary education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience or a combination of both. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school employs qualified teachers for each professional teaching position to support the school's purpose, direction, and the educational program.	All lead teachers have an advanced level degree or higher or an Associates Degree/credential in early childhood education or 60 credits with a minimum of 24 in early childhood education, child development, or elementary education and verifiable early childhood education experience/work. A documented plan for meeting this expectation within a 2-year timeframe, or governmental documentation showing the equivalency of credentials and experience is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications 	Level 4

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff License/certification/qualifications •Personnel evaluation forms 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 6 and a maximum teacher to student ratio of 1:3.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 20 and a maximum teacher to student ratio of 1:10.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement, and retention of professional and support staff •Policies that require relevant and related trainings •Staff to student ratio records 	Level 4

Accreditation Report

Flat Shoals Elementary School

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

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and children, as appropriate to their age and developmental growth, are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Written health and safety policies •Facilities and equipment maintenance records and schedules •Building inspections record •CPR/1st Aid Certification/health safety trainings •Updated health records •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school exceeds the expectation. For example, each classroom space has its own bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled. Some or all of the classrooms have the capability for independent temperature-control. For example, the spaces for infants may be temperature controlled separately from the spaces for older age-groups of young children.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Facilities and equipment maintenance records and schedules •Building and grounds inspections record •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests 	Level 4

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.9	Each classroom/learning space has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of young children; is highly functional for program delivery; and encourages positive staff-to-child relationships.	The school meets the expectation. For example, classroom space meets the minimum state/governmental measurements per child. Classroom space enables multiple small group activities to occur but the reorganization of furniture and equipment is necessary to accommodate the activities. Arrangements are in place to ensure the safety and security of children.	<ul style="list-style-type: none"> •Written health and safety policies •Records of depreciation of equipment •Facilities and equipment maintenance records and schedules •System for maintenance requests 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	<ul style="list-style-type: none"> •Written health and safety policies •System for maintenance requests 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school exceeds the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	<ul style="list-style-type: none"> •System for ordering/maintaining sufficient supplies •Lists of instructional concepts with supporting classroom materials •Curriculum standards, guides, expectations 	Level 4

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school exceeds the expectation. For example, the school provides for each child's comfort. There are constant opportunities to meet each child's need for relaxation, rest and/or sleep. All children are supervised at all times.	<ul style="list-style-type: none">•System for ordering/maintaining sufficient supplies•Curriculum standards, guides, expectations	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Data on media and information resources available to staff and children•Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	<ul style="list-style-type: none">•Policies relative to technology use	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school exceeds the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child-created, and include examples of children's creative work beyond specified learning activities. All children have examples of their individual work displayed within their learning environment. Staff changes the materials for each theme/unit.	<ul style="list-style-type: none">•System for ordering/maintaining sufficient supplies•Curriculum standards, guides, expectations•Displays pictures/photos	Level 4

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children 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 young children.	<ul style="list-style-type: none"> •Examples of child assessments •Intervention services referral •Example of home and community interventions •Social classes and services, e.g., bullying, character education •Lists of support services available to students 	Level 3

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

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

Accreditation Report

Flat Shoals Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. 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 most young children.	<ul style="list-style-type: none">•Lists of services available related to counseling, assessment, referral, educational, and career planning•Demographics•Description of referral process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school exceeds the expectation. For example, all staff members continuously create a climate of acceptance and respect of all other staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff member(s) sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none">•Handbooks, procedures•Student records indicating personal needs•Parent/Staff communications procedures and expectations•Written policies on positive guidance strategies	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	<ul style="list-style-type: none">•Documentation of compliance with local and state inspections requirements•Accident records and reports•Safety handbooks, guidelines, procedures, expectations•Health inspection records	Level 3

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

The Early Learning Program at Flat Shoals Elementary is an area of strength in our school. The program, with the support of the Bright From the Start Grant, has excelled in many areas.

The foundation of the program begins with ensuring that qualified professional and support staff are hired, placed and retained. Clearly defined policies, processes, and procedures ensure that the administrative staff have access to hire, place, and retain qualified professional and support staff at Flat Shoals Elementary. The number of positions allotted are determined by the Bright From the Start grant agreement. These positions are also provided sustained fiscal resources to achieve the purpose and direction of the school.

Accreditation Report

Flat Shoals Elementary School

Flat Shoals Elementary has administrators/directors that have an advanced level degree or higher in early childhood education and 3 years verifiable early childhood work experience or 3 years verifiable educational administrative experience.

The Early Learning Program at FSE also scored a 4 on indicator 4.3 and 4.4. The lead teacher has an advanced level degree in early childhood education and verifiable early childhood education experience/work. In addition, the assistant teacher has meets the state/governmental requirements for staff credentials and has 2 years verifiable early childhood work experience.

The school maintains a class-size of young children to teachers that supports the care and developmentally appropriate learning, growth, and development of young children. For the classes that are held at FSE, the age group of 48 to 60 months, maintains a maximum group size of 24 and meets the state license requirements for student-to-adult ratios. For Kindergarten, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.

The instructional time, materials resources, and fiscal resources are sufficient to support the purpose and direction of the early learning program. These resources are focused solely on supporting the purpose and direction of the school as evidenced by the Bright From the Start Grant documentation. Instructional time is fiercely protected in policy and practice at FSE. School leaders work to secure material and fiscal resources to meet the needs of all young children and allocate these items so that all children have equitable opportunities to attain challenging learning expectations. The continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.

A safe, clean and healthy environment is important to creating opportunities for students to learn. Clear definitions and expectations have been developed and shared, school personnel and children are accountable for maintaining these expectations, and improvement plans are developed and implemented by appropriate personnel as necessary. The early learning program's indoor spaces are also regularly assessed and maintained to ensure that they are accessible to all students, ventilated, lighted, and temperature-controlled. The spaces that primarily serve our early learning program students have direct access to bathroom/washing facilities, sinks, and drinking water. Our classroom has sufficient usable floor space and size to support the creativity and developmentally appropriate learning, growth, and development of our young-children.

The early learning program at FSE also scored high in the areas of indoor and outdoor equipment. The classroom items meet individual students needs and support the effective implementation of the program, while the outdoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings.

If you were to visit the early learning program at Flat Shoals Elementary, you would find that the classroom has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that they are well equipped with materials supportive of the purpose of each learning/interest center. There are also comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.

Our students in the early learning program have access to interactive media and information resources through the media center, as well as through the technology that is in the classroom. These resources help our students to achieve the educational program's goals and objectives. As with the overall program at FSE, an area noted for improvement would be the technology infrastructure that supports the school's teaching, learning, and operational needs. A more comprehensive technology plan to improve our technology services is needed.

Flat Shoals Elementary exceeds the expectations for providing a classroom/learning space that incorporates displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the

current learning activities, and showcase children's work and creativity.

The process for providing the support services needed to meet the physical, social, and emotional needs of young children have been implemented at FSE. Our counselors and other support personnel provide or coordinate programs to meet the needs of all children in the school. The effectiveness of the programs is measured and facilitate the improvement plans so that we can more effectively meet the needs of young children.

The early learning program at FSE exceeds the expectations in providing sanitary conditions for diapering and toileting by maintaining access to sinks and surfaces that are not shared for food preparation and diapering, the classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies, children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions.

The children who are in our early learning program at FSE are warmly greeted upon arrival and bid farewell upon departure by the teacher and assistant each day. Our families are provided a location within the school to drop-off and pick-up their children that is different from their classroom.

Our early learning program students are provided services that support the counseling, assessment, and educational referral needs of all students. This is done through a clearly defined and systematic process that also measures the program effectiveness, and leads to the development of improvement plans to meet the needs of all young children.

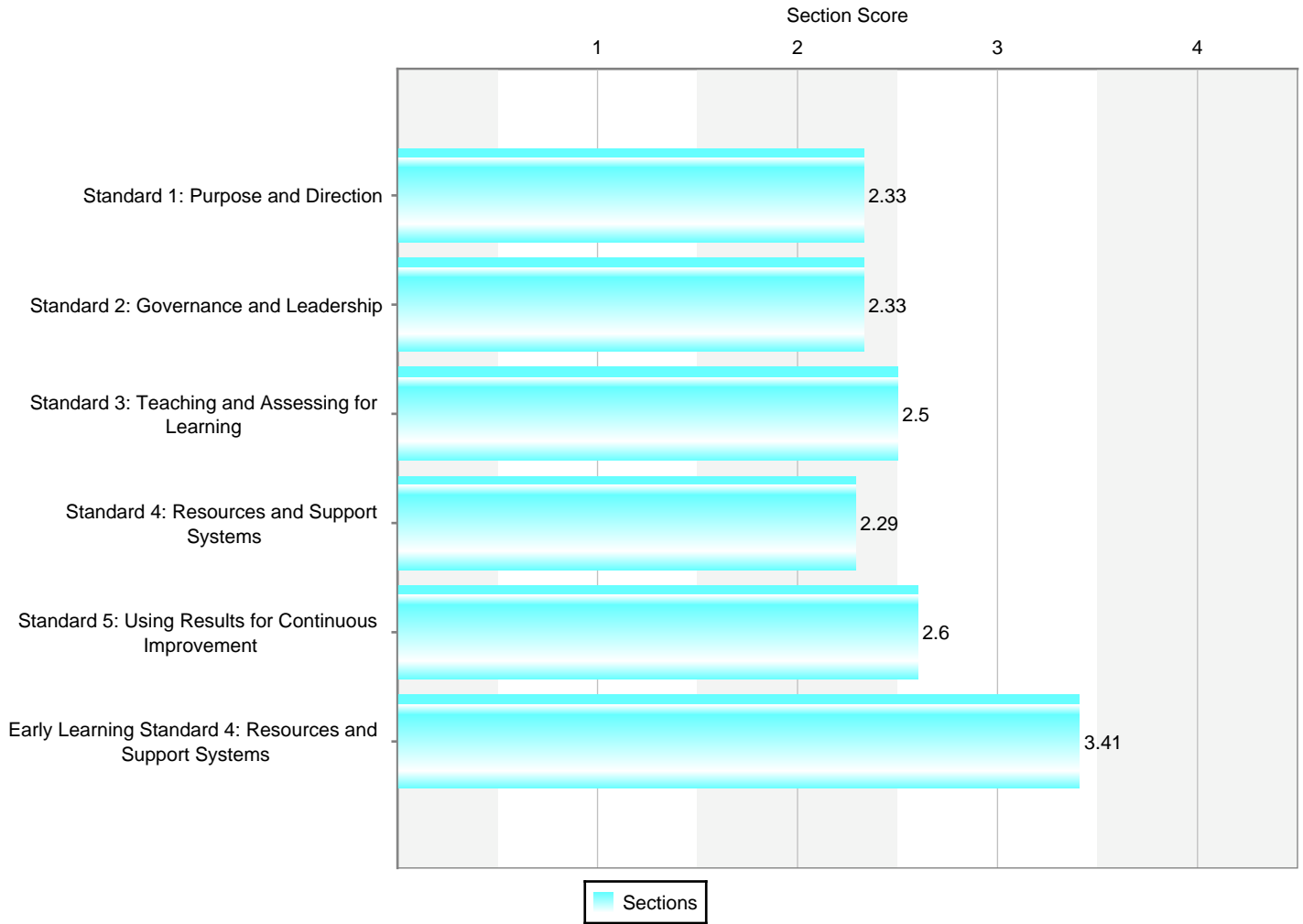
The staff members who work in our early learning program, as well as throughout the school, continuously create a climate of acceptance and respect of all other staff and young children in our building. The staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Our teacher and assistant sit and eat with our children during all meal times where they model appropriate manners and social behaviors.

All of the indoor and outdoor spaces are inspected to ensure that they are free from hazards and dangerous circumstances. The adults take immediate action to remove/prevent hazards as they may occur. The students are continuously supervised by adults at all times.

Again, the early learning program at FSE continues to grow and develop as one of the premiere programs in the community. The area in most need of developing is related to our technology plan for all of our students, but particularly for our young children. This need can be addressed through a technology plan that is designed to meet the educational, social, and developmental needs of those who attend Flat Shoals Elementary while addressing the fiscal and technological infrastructure.

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		FSE Stakeholder Feedback Data Report

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	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?

There were two areas that stood out as having the highest level of satisfaction or approval in all stakeholder groups at Flat Shoals Elementary. The first falls under the standard Purpose and Direction. In this particular section, the parent surveys indicated that 92% of our parent community believes that our school's purpose statement is clearly focused on student success. This area was also high in the student surveys with 98% of students indicating that their principal and teachers want every student to learn. The staff indicated with 100% positive feedback that our school's purpose statement is clearly focused on student success.

The second area that indicated a high level of satisfaction or approval from all stakeholder groups was in the standard Using Results for Continuous Improvement. All groups responded in a positive manner regarding the leaders and the teachers monitoring data related to the school's continuous improvement goals and informing the parents of their child's learning progress. The positive ratings in this category were 89% for parents, 100% for staff, and 95% for students.

These areas were affirming of the purpose and goals of Flat Shoals Elementary to provide students with a dynamic learning community focused on them and their progress.

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

Analysis of survey results from all stakeholders indicate an increasing satisfaction rate for standard 5, Using Results for Continuous Improvement. Climate surveys, along with informal school surveys indicate parent and staff's satisfaction has increased over a period of time. All stakeholders are overall satisfied with the level of information and the use of results to direct continuous improvement goals at Flat Shoals Elementary. Therefore, the leadership fosters a culture that emphasizes a focus on using results to direct instruction and increase student learning.

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

The climate survey of 2011/2012 also suggests Standard 1, Purpose and Direction as an area of noticeable achievement. The school's mission statement and vision are clear, simple, and relate to all students overall expectations and academic success. The results of this standard are also most consistent with findings from other stakeholder feedback sources. The school's leadership team works hard to implement a continuous improvement process. This process provides clear direction for improving conditions that supports student learning.

Areas in Need of Improvement

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

The results of the stakeholder surveys were not consistent in the area(s) of overall lowest level of satisfaction. The areas of concern were varied from Governance and Leadership to Resources and Support Systems. With only 70% of the parents agreeing, the area of concern for this stakeholder group was the school's governing body not interfering with the operation or leadership of our school. It is not clear from the open responses why this particular indicator was scored the lowest among all of the questions, but some attention needs to be given to the outside influences that might impact our school.

In the staff surveys, the overall lowest level of satisfaction or approval was noted on the indicator regarding providing sufficient material resources to meet student needs. It can be concluded that staff members have a strong desire for materials that can better support them in offering differentiated instruction to all students. Identification of their needs and seeking funds or resources to meet those needs would help address this concern for our staff.

In the student stakeholder group, the area with the lowest overall satisfaction or approval rating was related to Governance and Leadership. 81 students responded that they did not agree that students treat adults with respect. This would indicate that there is a negative perception about how the adults in the building are being treated. To address this concern, students could be questioned regarding potential causes and solutions to creating a culture of respect for all individuals in the building.

The survey results in each stakeholder feedback provided different potential items to address, but it was also supportive of the efforts that have been made and give us indication of next steps in making Flat Shoals Elementary Extraordinary.

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

The area related to Resources and Support Systems has shown similar results when referenced in other formal and informal surveys. The need for more support in the area of technology and a more focused technology plan for FSE has been indicated. With the changing technology (Student Information System, Grade Book, Parent Portal, etc.), it is important that we keep staff, students, and parents updated with all new changes and updates for all stakeholder groups.

What are the implications for these stakeholder perceptions?

Going forward, it is important to ensure that we provide our parents with more opportunities for governance and leadership and for them to participate in the development of the school's focus and goals. This participation could help increase our parents' awareness of the processes, opportunities, and the need for support in order for all students to be successful. The perception that there is negative outside influence on our school has the impact of lowering parental commitment to our building goals. All stakeholders at FSE need to be working for the same common goal within our school - student success.

For our staff, we need to ensure that we provide the tools necessary to meet the needs of all students and that we hold all teachers accountable for the success of our students. It is critical to our success that teachers understand the teaching and assessing for learning

standards, and that we apply those skills consistently throughout all of our classrooms. The perception that only some of our classrooms are applying these principles can greatly affect the progress we make as a school.

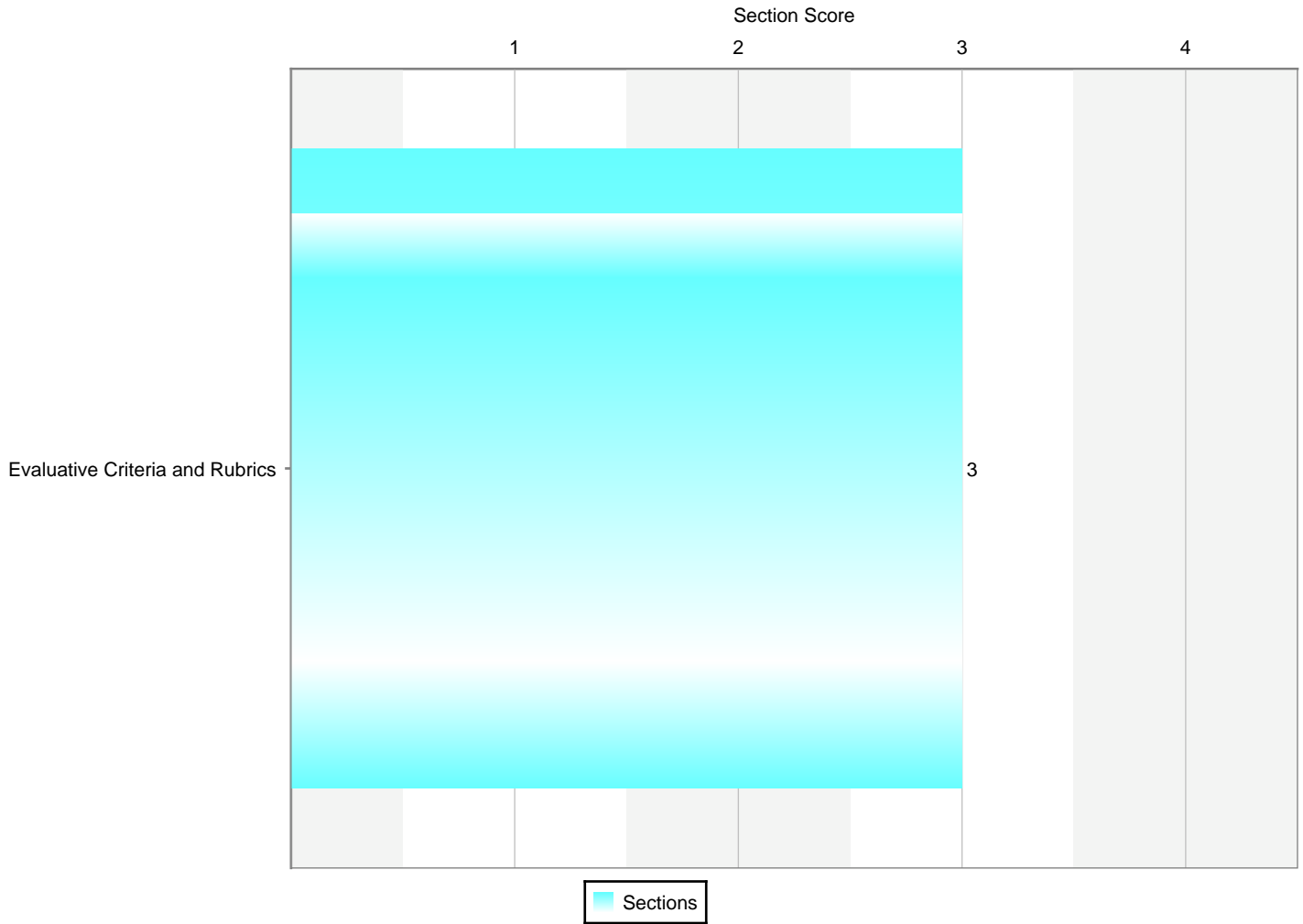
For our students to perceive that adults are not treated with respect has the implication that our students begin to show less of the exemplary behavior that is expected. Moving to address their concerns quickly and directly, the staff and parents can positively impact their school experience and thus, influence their academic achievement.

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

The reported findings from the staff surveys indicated a need for more resources and a concern that not all staff members are consistently supporting individual student learning needs has been shown on previous informal and formal feedback sources. The parent responses regarding governing body interference was a question that has not been addressed with our community before. The negative responses indicate a need for the school to be actively sharing the processes that are used for making decisions for our community. The same can be said for the student results as well. The question addressing the respect shown by students to adults is one that will need to be address in future questionnaires and surveys completed with the students to ensure that we are addressing this concern.

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		RCPS Elementary Student Performance Diagnostic

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

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

Areas of Notable Achievement

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

The area that is above the expected level of performance for Flat Shoals Elementary is Math. Throughout the 2012-2013 school year, FSE provided many resources to our students and parents to help increase our performance in this area. Math has continued to be a strong subject for FSE on the first and second quarter county benchmarks.

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

Flat Shoals Elementary showed a positive trend in performance in the areas of Reading, Math, Science, and Social Studies on the Georgia Criterion Reference Test in the all student category. There were positive trends throughout the school year on the benchmarks with FSE performing in the top 5 of the schools on most assessments. However, we were pleased to see the results on the Georgia Criterion Reference Test. We also showed a positive trend in performance in the area of Math on the CRCT-M (the alternative assessment provided to a portion of our special education students). On the Grade 5 Georgia Writing Assessment we also showed a positive trend in performance moving from 85% in 2012 to 89% in 2013. Flat Shoals Elementary has shown growing strength in the areas of style and organization on the writing assessment.

Which area(s) indicate the overall highest performance?

During the 2013 administration of the Georgia Criterion Reference Test at FSE, the area of Math was the highest overall score. This was in line with the positive trends we had experienced during the year on the county benchmark assessments. This has not traditionally been the case at Flat Shoals. The area of Reading and English Language Arts have conventionally been our highest areas of performance with FSE experiencing a year where all students passed the English Language Arts portions of the test. FSE has continued to work for our students to provide the support needed in all areas with a concentration in our upper grades on Math.

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

At FSE, the subgroups of English Language Learners and Student With Disabilities have both shown a trend toward increasing performance. During the 2013 administration of the Georgia Criterion Reference Test, Students With Disabilities made a 36.7 point increase in the area of Reading/ELA from the previous year. The subgroup of English Language Learners also displayed an increase of 20.8 points in the area of Mathematics. Students With Disabilities also increased in this area by 31.1. points. Our Economically Disadvantaged Students follow the trend of our all student categories by also showing an increased performance rate in the subject area of Math.

Between which subgroups is the achievement gap closing?

While the subgroup of Student With Disabilities has not met the Measurable Performance Objective set by the state, for our students at FSE this subgroup has shown achievement results that are closing the gap with all students.

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

We have seen an increase in the Math assessment results during the school year on our formative assessments which was then consistent with our results on the CRCT. Again, FSE has traditionally performed above expectations on the Reading portion of the state assessments. This is true during the school year as students complete the benchmark assessments each quarter that are administered by the county. Throughout the year, the use of WriteScore data in 5th grade also displayed results for our students that was then consistent with the 5th Grade Georgia Writing Assessment.

Areas in Need of Improvement

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

Flat Shoals Elementary showed a below expected level of performance on the English Language Arts portion of the Georgia Criterion Reference Test.

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

Flat Shoals Elementary showed a negative trend in performance on the English Language Arts portion of the Georgia Criterion Reference Test. The expectation that we have for our students in this area was not reflected in their scores. Traditionally, FSE has shown a great strength in this area. There was also a negative trend in performance on the Reading portion of the CRCT-M for our Students With Disabilities subgroup.

Which area(s) indicate the overall lowest performance?

Overall, the area of lowest performance was Science in grades 3 - 5 on the Georgia Criterion Reference Test. Teachers have worked with county level personnel and with other teachers under a county grant to increase our knowledge and skills in this area. This area continues to need support as we move forward with the new accountability system.

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

While our Student With Disabilities subgroup displayed a positive increase in performance on the Math portion of the CRCT-M, they displayed a decreasing trend in the areas of Reading and English Language Arts. The students at FSE work in classrooms where the teachers collaborate and co-teach with our Special Education Personnel. This structure has provided many of our students the support they need to increase in their areas of concern. However, many of the students are facing great challenges in these areas and while they have shown growth on county and school assessments, they did decrease on the 2013 administration of the CRCT.

Between which subgroups is the achievement gap becoming greater?

Again, the achievement gap has become greater in the area of English Language Arts for our subgroup of Students With Disabilities. This subgroup has become larger in number and needs continual monitoring to ensure that our students are not falling behind.

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

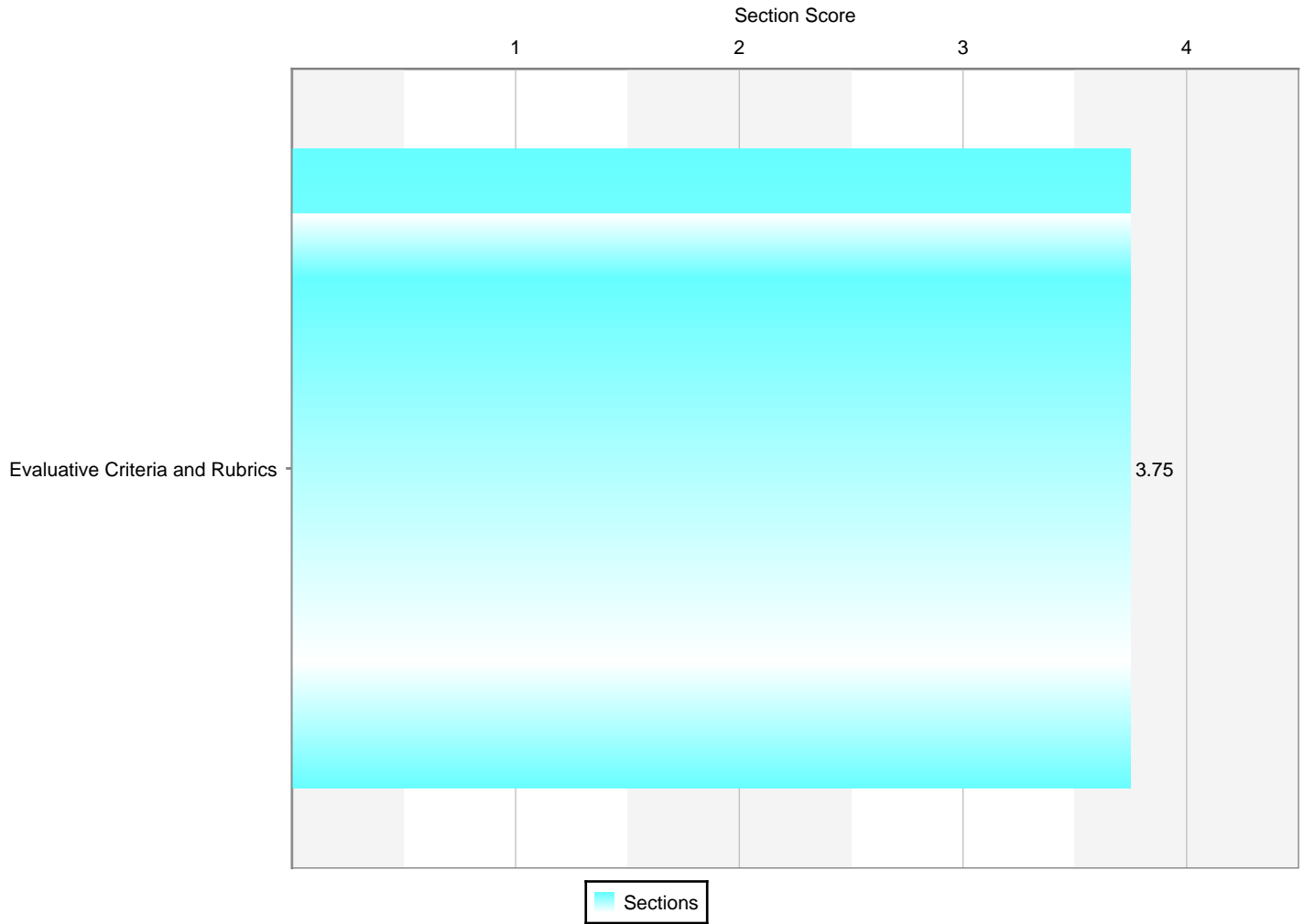
We did not expect to see the negative trend for the Student With Disabilities subgroup as indicated on the summative assessment based on our results from the formative assessments completed throughout the school year.

Accreditation Report

Flat Shoals Elementary School

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

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

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

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

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		FSE SIP Documents