



Accreditation Report

Lula Elementary School

Hall County School System

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Executive Summary

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?

Lula Elementary School is located in eastern Hall County in the foothills of the Northeast Georgia mountains. It is located within the city limits of Lula, just 12 miles north of Gainesville. It is a division of the Hall County Public School System and functions as a Kindergarten through Fifth grade school. Many of the student's families have lived in the Lula community for generations. Lula Elementary has had an average enrollment of approximately 500 students since 2010. The number of students receiving free and reduced meals has increased from 58% in

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.

The mission of Lula Elementary School is to empower students to become lifelong learners and enable them to achieve their maximum potential. Our faculty and staff believes that a rigorous curriculum delivered by a dedicated staff will produce exemplary students. All stake holders will do their utmost to ensure that each student is prepared with 21st century skills to compete in global advancements. The school offers the P.A.W.S. (pacing academics with students) to students who are struggling academically in grades third through fifth each morning from 7:20-7:45. Additionally there is a designated R.T.I. (Response To Intervention) for each grade level on a daily basis to provided remediation and acceleration as needed for every student. Beginning in the fall of 2014 Lula Elementary will pilot the D.O.G. Academy (Discovering Our Gifts Academy) in 4th grade. Students who were selected by staff based on academic strengths will participated in a blended learning experience. This will be a program of choice in the future. A variety of after school programs, Junior Master Gardeners, Good News Club, and in 2014 LEGO Robotics are offered to help students develop outside interest. The school also serves as a location for youth sports and for the Boy Scouts and Girl Scouts of America

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.

Additional Information

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

Students in grades four and five are ability grouped. In 2012 students typically had three teachers if they were in fourth or fifth grade and in 2013 they had four teachers. 2014 students in 4th and 5th typically had two teacher. The teachers on these teams have also changed and there are two new 4th grade teachers. 2014 was the first that third grade ability grouped for mathematics and ELA. A system level decision was made for the 2013-2014 school year to eliminate instructional coaches at non-title schools and this has had a dramatic effect on sustainable professional learning.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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.

Standard 2: Governance and Leadership

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices 	

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings •The school board and superintendent are very supportive of local school initiatives. Many operational decisions have to be made at the district level and this sometimes has a negative effect on instructional time. However with a district the size of Hall it would be difficult to have complete autonomy in regards to operations. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Collaboration, while strong in individual grade levels, is not always cohesive as a school. The past years have seen changes in the community make up which has challenged the way in which we communicate with parents, and the level of parent/community involvement. Innovative, new programs have begun at Lula with strong parent and community support. Student led conferences in the past three years have been well received by parents and teachers. 	Level 2

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"> •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •Communication plan •Stakeholders are frequently invited to participate in the School Improvement process, however participation is limited. The school improvement plan is shared with school council and PTO and they are offered the opportunity to provide feedback. At present, stakeholders have not expressed a desire to be involved in the development of the school improvement plan or other academic initiatives. 	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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •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 	

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

Cite sources of evidence External Review team members may be interested in reviewing.

The governing body provides clear direction about academic expectations, procedures, and policies. They have also allowed schools to develop unique programs for the benefit of students. The new statewide evaluative process has allowed the administration to gather and analyze teacher performance and its affect on student achievement. Collaboration among individual grade levels is a strength. There is room for improvement for collaboration across grade levels and disciplines. Guidelines needs to be established including what is discussed, when and by whom in accordance to school standards to create a more opportunities for collaboration. While we would like more involvement from stakeholders, various factors have limited involvement compared to past years. Current staff development meets the needs of classroom teachers according to the school improvement plan, however non-classroom teachers and support staff needs are not being met. Future staff development will be provided based on the needs of non-classroom teachers and support staff.

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: 2.33

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"> •Lesson plans •Representative samples of student work across courses •Each grade level includes some learning opportunities that are individualized for student learning. We follow the county curriculum maps, as well as a master schedule. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Standards-based report cards •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Each grade level gives pre and post assessments in each unit in reading, math, and writing which are aligned to the county unit guides. Some grade levels have standards based report cards. All grade levels follow county curriculum guides. 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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"> •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 •Daily RTI time is used to instruct students on their individual levels. Technology is used in research and to supplement instruction. Professional development is occurring on a regular basis with an emphasis towards math. Some examples of student collaboration are math talk, turn and talk in reading, and interdisciplinary collaborative projects. 	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 •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs •Administrators consistently formally and informally monitor instructional practices by giving feedback and being visible in classrooms. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Certified staff members participate in weekly collaborative grade level planning. Certified staff members have opportunity to participate in collaborative learning communities such as Math Lab and Math Talks. Classified staff lack opportunities to participate. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that 	

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	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 •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices •We do not have an instructional coach, so we attend professional learning throughout the system. We have electronic teacher handbooks on our staff drive. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Our school provides multiple opportunities for parents to be engaged in their child's education. We provide various types of communication such as weekly newsletters, emails, Hall County Messenger, Remind 101, Facebook, Twitter, websites, and school website. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them 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"> •Survey results •Students are well-known by their classroom teachers and specialized teachers. There are processes such as global RTI and PAWS(Pacing Academics With Students) which track the progress of at risk learners. Though not formalized classroom teachers work as an advocate for their students each school year. Each year the current grade level teacher, support teachers and administration work collaboratively to build homeroom classes and schedules for the following year. 	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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting •Common report cards are utilized throughout the 	

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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 special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none">•Survey results•List of learning support services and student population served by such services•Training and professional learning related to research on unique characteristics of learning•Data used to identify unique learning needs of students•Unique learning needs are identified through pretests, data collection, anecdotal records, and teacher observation. RTI provides students with opportunities for intervention and enrichment based on their learning needs. Teachers participate in grade level global RTI meetings monthly to discuss progress. More emphasis is put on special populations of students rather than all students.	Level 2

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

Strengths

Our school's curriculum includes challenging learning experiences for all students. Each grade level provides learning opportunities that are individualized for student learning. Teachers and staff monitor and adjust teaching to meet the needs of student learning. County-aligned pre and post assessments are given in reading, math, and writing and county curriculum guides are followed throughout grade levels. Our school leaders monitor and support the improvement of teachers and their teaching to ensure the success of our students. Formal and informal evaluations are given by administrators who are visible in the classroom and consistently provide feedback for teachers from their observations. Numerous types of communication are available to parents to ensure that we engage families in their children's education and keep them informed.

Needs Improvement

Teachers use various instructional strategies to ensure engagement and success for their students. Daily RTI time is used to instruct students on their individual levels and technology is used to supplement instruction. This time provides students with opportunities for intervention and enrichment as determined by individual student learning needs. Professional development is occurring on a regular basis with an emphasis towards math. Certified staff members participate in weekly collaborative grade level planning and have the opportunity to participate in collaborative learning communities such as Math Lab and Math Talks. Classified staff lack opportunities to participate. Our teachers use a variety of rubrics and others tools to ensure that students understand expectations and to give feedback. We do not have an instructional coach, so professional learning is attended through the system. While students are well-known by their classroom teachers
SY 2014-2015

and specialized teachers, there is no formal structure in place to ensure that each student is well known by at least one adult advocate. Common report cards as well as common unit assessments and scoring guides are utilized throughout the county. Certified staff participates in regular professional development based on student needs as identified in the School Improvement Plan.

Sustaining Strengths

Teachers provide students with learning opportunities to help them master the curriculum and develop lifelong learning skills. Teachers will continue to plan and create lessons to foster lifelong learning and a challenging curriculum. Teachers use a variety of data to monitor and adjust instruction to meet students' needs. Teachers will continue to collect data from county-wide common assessments, student work, conferencing, and teacher observation. School leaders will continue to observe and evaluate instructional practices to ensure students' success. Teachers and administrators will continue to keep families engaged in their students' learning and inform them regularly of students' progress.

Plan of Action for Weaknesses

Teachers will continue to provide research-based instructional strategies and grading in the classroom. We will work toward more personalized instruction for every student. Teachers will continue to develop interdisciplinary units of study so that students can further apply their knowledge and skills while using technology and other learning tools. While teachers feel that they are participating in collaborative learning communities, other staff members such as paraprofessionals will take an active role in school-provided learning opportunities. Grade levels will provide opportunities for all teachers to implement instructional processes that inform students of learning expectations. Teachers are committed to using exemplars and anchor papers in their teaching.

School-level personnel will provide mentoring, coaching, and induction program guidelines. Teachers will receive training on expectations. Students are well-known by their classroom teachers and specialized teachers. Many adults throughout the school are familiar with student situations; however, there is no formal structure in place.

Standard 4: Resources and Support Systems

The school provides resources and support services that support the school's purpose and direction to ensure success for all students.

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Routines and procedures are in place to support the school safety plan and is part of a continuous effort to maintain a safe, healthy and clean environment. With 5 different day-porters and 4 different managers within 15 months, with an outside contract cleaning company, cleanliness is still a work in progress. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •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 •Abundance of resources 	1 0 0 1 419.6 2490T

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Assessments to inform development of technology plan •Policies relative to technology use •District technology department has a plan which includes upgrades and replacements for technology within schools. Policies are in place regarding Bring Your Own Device, Student Acceptable Use policy for internet, staff laptop agreement and modules on Cyber Safety and Code of Ethics. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students •School personnel endeavor to determine the physical, social, and emotional needs of the students within the school. The school personnel provide support opportunities to all 	

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures or coordinated with	Measures of program effectiveness are in place, and school personnel use the data from these measures or coordinated with	Principal discusses any changes

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

Areas of Strength

The standard four school personnel committee was responsible for examining the services and resources available to stakeholders at Lula Elementary School (LES). The committee found that the instructional time is optimized with very few interruptions throughout the school day for homeroom classes and budgeting for material resources is equitably distributed among homeroom for needed materials. Abundant resources are available for parents, students, and staff to support life-long learning, both within the building and online. All upper grade students participate in a digital literacy class offered through the media center.

Our committee also felt that important routines and procedures are in place to support our school safety plan and a continuous effort is made to maintain a safe, healthy, and clean environment for all students and staff.

Due to a lack of technology devices available for student instruction, LES has adopted Bring Your Own Device (BYOD) to allow students to utilize the devices from their homes within the school setting. LES has policies in place regarding such devices, require students and parents to acknowledge our Student Acceptable Use Policy for accessing school Internet by signing agreement forms, and require all staff members to complete yearly modules regarding Cyber Safety and Code of Ethics. Staff members are also required to sign a staff laptop agreement.

Actions to Sustain Areas of Strength

The school personnel committee recommends that LES continue to gather teacher input when creating school-wide schedules concerning the instructional needs of specific classes (such as: ESOL, SPED, Gifted/Enrichment, and EIP courses) to meet all student needs within our learning environment.

School personnel will continue to meet yearly to discuss any changes that may need to be made to our school safety plan and replace members of the team as considered necessary. The principal of LES will continue to monitor the needs of our school environment and communicate these needs to our contracted cleaning service.

In regard to the lack of technology and/or outdated devices, the district technology department has noticed the need for additional materials to be available within our school to accommodate with student learning and future testing requirements. Therefore, a plan has been established by this department to include upgrades and replacements for technology within our school.

Areas in Need of Improvement

Due to school system budget cuts, the committee feels that additional funding is needed within the school setting to maintain and increase the standard of success among our student population. Non-homeroom teachers do not have access to the funding to purchase basic classroom supplies needed for instruction. These teachers rely on donations and grants for needed materials.

Although LES provides numerous support services to meet the physical, social, and emotional needs of the student population being served, the committee finds only anecdotal evidence. Students and families within our school community have access to programs such as: Backpack for Love, holiday assistance, monthly guidance classes to promote character education, and programs that promote physical fitness among our students, families, and staff.

Even though LES provides services that support the counseling, assessment, referral, educational, and career planning needs of all students, the school lacks improvement plans and evaluations in place regarding these programs. School personnel are provided monthly opportunities to meet for global RTI to discuss any concerns or needs regarding student academic success and to determine the steps needed to more effectively meet the needs of all students. Students are offered engaging programs to peek their individual interest in school based work experience learning. These programs consist of career choice classes offered by the guidance counselor, Junior Master Gardeners, and Lego Robotics.

LES functions within district guidelines based upon personnel allotment. However, our school committee feels that with additional staffing in certain areas of the school, there would be fewer conflicts when creating the school-wide master calendar: Instructional Coach, ½ time SpEd teacher, ½ time EIP teacher, ½ Gifted teacher, ½ Data Entry clerk, and an additional lunch monitor.

The committee feels that the technology infrastructure currently in place does not support the school's teaching, learning, and operational needs with the devices being utilized at LES. However with the district technology department plan that has been proposed, the infrastructure problems will be addressed as well.

Actions to Improve Areas in Need of Improvement

The committee recommends that if additional funds become available, additional faculty and staff will be considered to accommodate the needs of our school, as well as, be allocated for classroom resources. The committee recommends funding for additional technology devices and a technology infrastructure with increased wifi access to support the school's teaching, learning, and operational needs to be of top priority.

School personnel will evaluate the current programs in place to meet the physical, social, and emotional needs of the student population being served and make any needed changes to more adequately serve these needs. Additional programs will be reviewed and made available to our school families on as needed basis.

The school committee will continue to share areas of interest or expertise, provide club opportunities based upon this interest or expertise,

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 •School personnel administer locally produced Student Learning Objectives, Developmental Reading Assessments, Developmental Math Assessments, and CCGPS based unit pretests and posttests that are provided and monitored by the Hall County School District. Local and state assessments are approved by the governing body. 	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 •Written protocols and procedures for data collection and analysis •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 •LES uses systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources. The Leadership Team utilizes standardized test data to create a School Improvement Plan that is shared among stakeholders. Short Term Action Plans are also created and monitored by submitting data every 6 weeks. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning and instruction. 	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.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Professional learning schedule specific to the use of data •Survey results •Leaders and teachers use a variety of assessments to gain knowledge about and meet the needs of their students. While standards and data drive instruction, LES is not including a need for PL specific to the use of data in order to achieve the maximum potential of school n and aim 	4. Whi 531.2tion at

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Lula 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.	<p>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</p> <p>personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, the next level.</p>	<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 • Examples of use of results to evaluate continuous improvement action plans • Evidence of student readiness for the next level • Evidence of student growth • Evidence of student success at the next level • LES has adhered to the Hall County School District assessment schedule ensuring, through use of DRAs, SLOs, RTI process, and Math/ELA Unit assessments, verifiable improvement in student learning, including readiness for and success at the next level. 	Level 3

Accreditation Report

Lula Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups •Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using both formal and informal data sharing to all staff members, PTO members, and Local School Council members. 	Level 3

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

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. Hall County School District strives to continuously provide standards based resources that improve the effectiveness of instruction, student learning, and the conditions that support learning. The HCSD also provides a wealth of instructional and assessment strategies and/or resources that guide planning, classroom instruction, and assessments.

Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff among grade levels and the Leadership Team. 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. To improve, we need to implement more vertical planning/conversations ensuring that all stakeholders are aware and invested in student learning and achievement of LES.

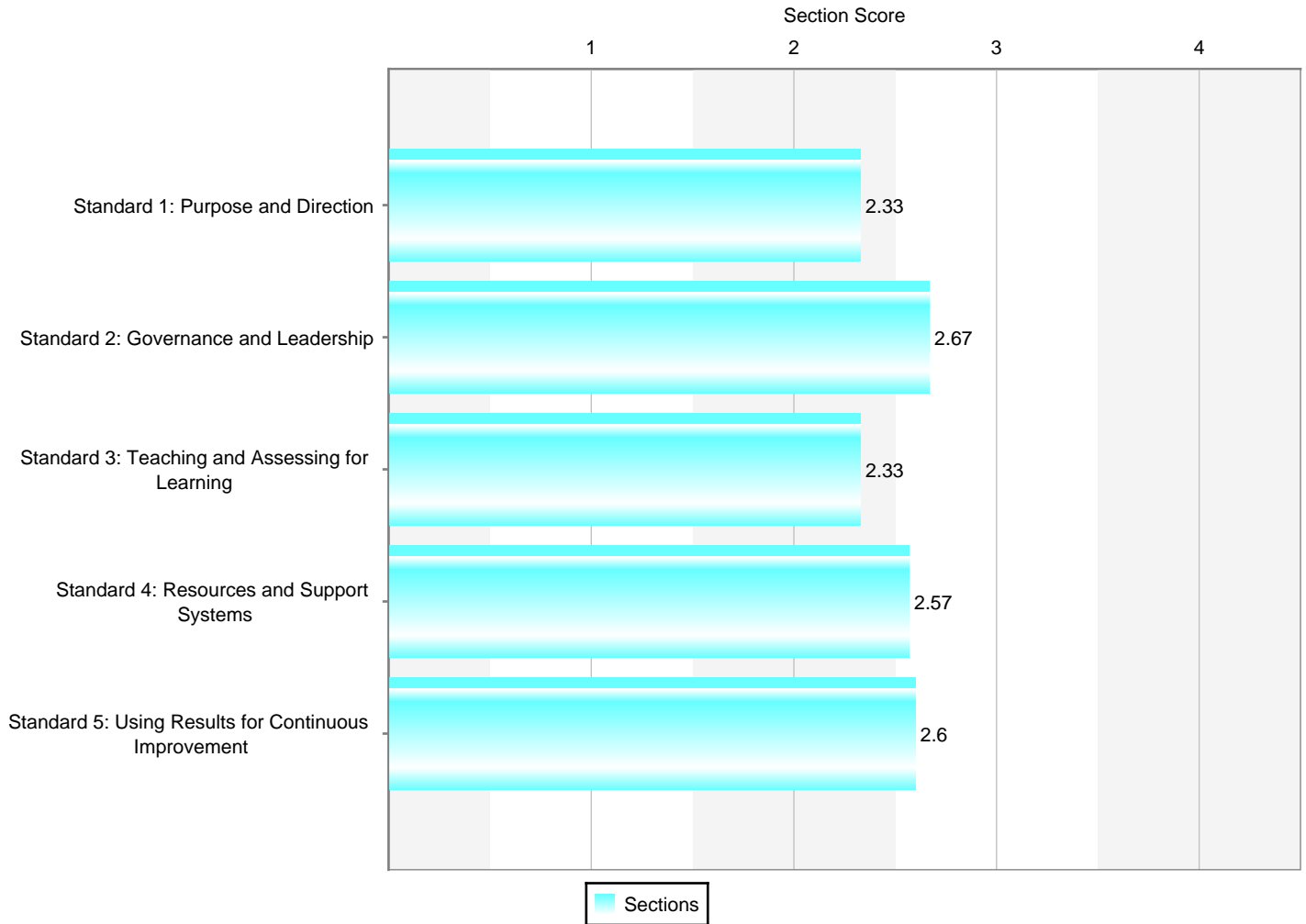
Cited as an area of needed growth, few professional and support staff members are assessed and formally trained in a professional development program related to the evaluation, interpretation, and use of data. With budget cuts at the district level, our school lost the Instructional Coach position, which ensured regular and systematic professional development in many areas, including data use. We are unable to provide evidence such as:

- Documentation of attendance and training related to data use
- Policies specific to data training
- Professional learning schedule specific to the use of data
- Training materials specific to the evaluation, interpretation, and use of data

Lula Elementary School's leaders and staff will continue to utilize multiple measures of data to drive instruction and continue the development of school improvement and short term action plans.

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			

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Students felt strongest about purpose and direction, specifically that all staff want students to learn, that they are learning new things, and that everyone wants students to do their best. Parents felt most favorably about resources and support systems noting that instructional time is protected, it is a safe environment, and that the facilities support student learning. Staff felt that leadership and all of the staff were accountable for student learning and had consistently high expectations.

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

Parents felt most favorably about resources and support systems noting that instructional time is protected, it is a safe environment, and that the facilities support student learning.

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

There was little historical data available.

Areas in Need of Improvement

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

The area with the lowest score for students was that the principal and teachers asked them how they felt about school but even this was a low percentage with only 18 percent of students responding negatively. Parents felt there should be great individualization of student learning. The staff felt that more technology should be made available and that the lack of an instructional coach to mentor and sustain professional learning has had a negative impact upon the school.

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

There is clearly a need for an increase in technology and in increase in student engagement and sustained school wide professional learning.

What are the implications for these stakeholder perceptions?

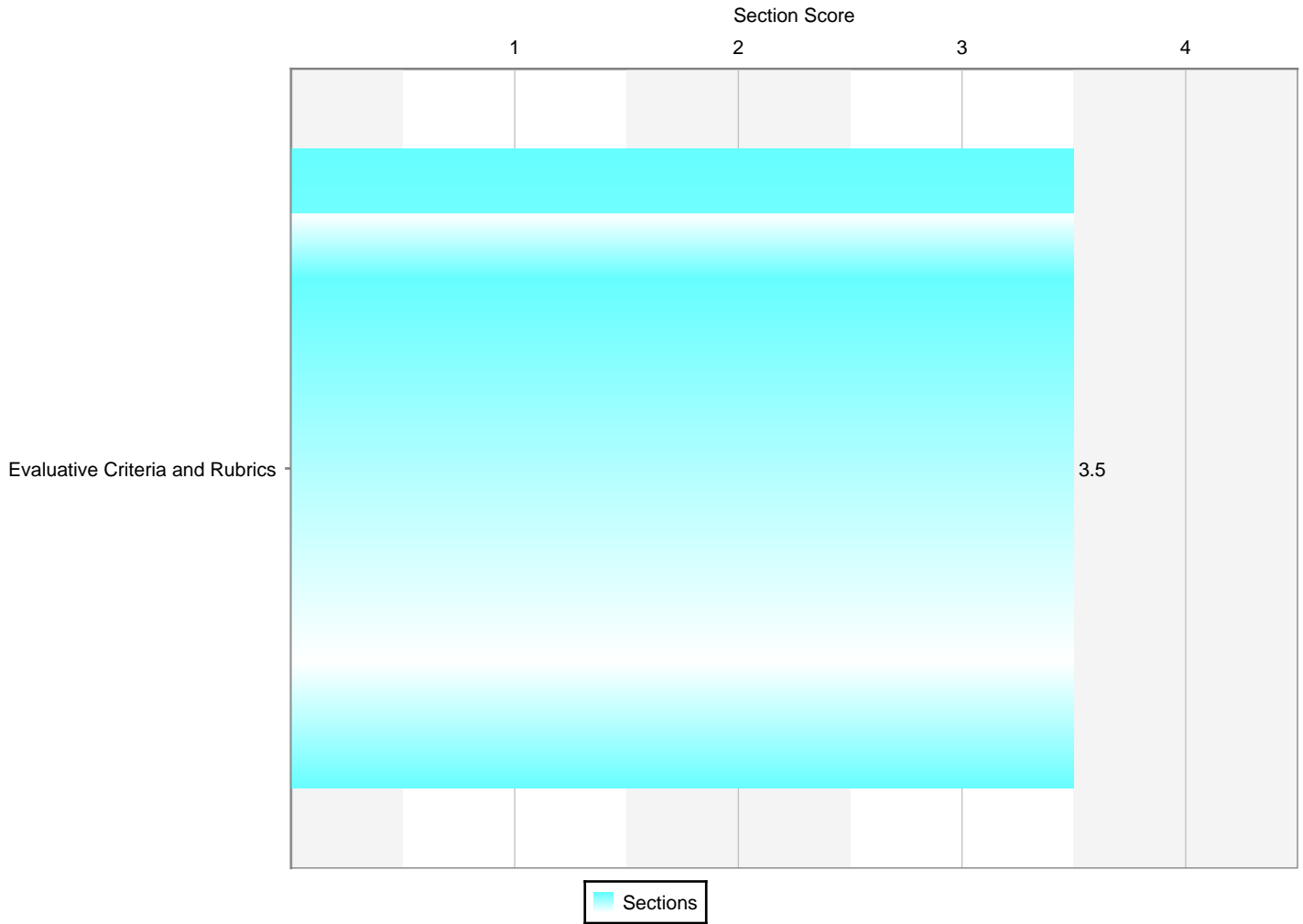
With support from the central office there is a new technology plan in place which will increase the amount of technology available to students. As the mission and vision evolve a greater focus will be placed upon student engagement.

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

The difference in the technology available to students and staff continues to be an issue. Parents, teachers and staff all wish more technology was available. Many schools in the district are Title 1 schools and they have many more resources. At the district level a long term plan is in place to help solve some of these issues.

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.

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement of 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	

Areas of Notable Achievement

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

There have been significant gains in all tested areas in fifth grade since 2011. The way the state measures growth has changed significantly. Using the recalculated CCRPI during the 2011-2012 school years Lula's score was 68.7, 2012-2013 score was 71.7 and 2013-2014 score was 78. The number of points for achievement from 41.1 to 44 and in 2013-2014 rose to 48.1. There were gains in all areas over the last 3 years. 2012 to 2013 saw a significant increase in the number of 5th graders achieving a Lexile measure equal to or greater than 650.

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

In grades third through fifth the number of students who have met or exceeded the reading portion of the CRCT from 2011 to 2014 has increased from 87% to 95% and the number of students who exceeded in reading has gone from 29% to 47%. In grades third through fifth the number of students who have met or exceeded the ELA portion of the CRCT from 2011 to 2014 has increased from 85% to 89%. In grades third through fifth the number of students who have met or exceeded the science portion of the CRCT from 2011 to 2014 has increased from 65% to 77%. In grades third through fifth the number of students who have met or exceeded the social portion of the CRCT from 2011 to 2014 has increased from 60% to 81%.

Gains among ED (economically disadvantaged students) in grades three through five are as follows from 2010 to 2014: Reading scores that meet or exceed have risen from 90% to 95% and the percentage of students who exceeded on the CRCT has increased from 31% to 47%. ELA scores that meet or exceed have risen from 86% to 89% and percentage of students who exceeded on the CRCT has increased from 24% to 47%. Science scores that meet or exceed have risen from 64% to 77% and the percentage of students who exceeded on the CRCT has increased from 15% to 31%. Social Studies scores that meet or exceed have risen from 56% to 81% and the percentage of students who exceeded on the CRCT from 2% to 15%.

Which area(s) indicate the overall highest performance?

In 2014 100% of fifth grade students met or exceeded the reading portion of the CRCT. Grades three through five have shown an increase in the number of students that exceed on the Reading portion of the CRCT. Students are also making significant gains in reading Lexile scores as well.

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

Economically disadvantaged students are showing growth in all areas but math where the pass rate seems to remain essentially the same. ELL students have had significant increases on the reading portion of the CRCT.

Between which subgroups is the achievement gap closing?

ED students and all students now have similar scores.

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

The increases in reading on the CRCT are consistent with improving DRA scores in fourth and fifth grade.

Areas in Need of Improvement

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

There has been little change in math scores over the last four years. It should be noted that there have been faculty changes which in some way may affect math scores. Both in 2013-2014 and 2014-2015 there has been and will be more PL focused on mathematics. Social Studies and science pass rates have been below state and county averages. Third grade has not been able to meet the county goal of 90% on the DRA in third grade.

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

Currently there are not any trends which have a significant effect on student achievement.

Which area(s) indicate the overall lowest performance?

Social Studies and Science on the CRCT are the areas where we have our lowest scores. Scores in both of these areas have been on the rise in fifth grade. Fourth grade has shown growth in Social Studies.

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

The only subgroup with significant numbers at Lula Elementary is ED students and their data in every area but math has shown an increase in the last four years.

Between which subgroups is the achievement gap becoming greater?

Currently there is not a subgroup where the achievement gap is widening.

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

All findings are consistent.

Report Summary

Scores By Section

	Section Score			
	1	2	3	4
Evaluative Criteria and Rubrics			3	

Sections

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		safety assurances Lula Emergency Preparedness

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		SIP1415Lula