Accreditation Report

Sugar Hill 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?

Sugar Hill Elementary School is located in eastern Hall County. The school serves approximately 740 students, and 92% receive free and reduced lunch. Seventy-five percent of our students are Hispanic, 15% are Caucasian, 6% are African American, 2% are multi-racial. Fifty-five percent of our students are English Language Learners. By tradition, the school environment is a close knit family oriented community. As a result, the children are loving and respectful. Students watch out for younger siblings and treat each other with kindness. Even though our community is one of poverty, the families are willing to give what they have whether it is to cook for an event or to donate canned goods for a food drive as they can empathize with others in need. The school offers free morning tutoring and free after school tutoring with transportation through the Sugar Hill Acceleration Academy (SAA). Students also have before and after school opportunities to participate in activities which offer enrichment such as the Drama Club, the Running Club, the Art Club, Girl Scouts, Boy Scouts, YMCA, Techno Kids, the Knitting Club, and Odyssey of the Mind. Parents attend events by the hundreds such as Curriculum Night, Field Day, Parent Teacher Organization Performances, Honors Ceremonies, Talent Night, and the Valentine Dance.

Teachers are creative and seek out a variety of "outside-the-box" resources to support our students.   Our strengths and accomplishments include the creation of a loving, caring environment for children especially ones with special circumstances. Communication between staff and administration is ongoing, the teachers are included in many major decisions, and input is encouraged through the Leadership Team. At Sugar Hill, we truly operate as a team for the benefit of the children.

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 school mission statement for Sugar Hill Elementary is "What we believe, we can achieve!" We truly operate under this mission statement. Even though we serve a diverse, high-poverty population of students, we make no excuses. If we instill the belief in our students that they can learn and can succeed, then they can, they will, and they have succeeded according to standardized tests. We make data-driven decisions to provide an appropriate educational setting for each child. Each grade level monitors monthly progress based on assessment data gathered in each classroom through the implementation of running records, end of unit formative assessments, informal assessments, teacher-student conferencing, and teacher observation. The data is collected, collaboratively analyzed, and is summarized in our data room. We use these outcomes to guide the formation of the school's school improvement plan and professional learning plan, which in return improves classroom instruction. Sugar Hill Elementary has fully implemented standards-based classrooms to increase

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.

Due to the hard work and collaboration of the staff and community, Sugar Hill Elementary has reached several milestones in the last five to seven years. We have active Partners in Education where as we had none five years ago. Six years ago we were in a "Needs Improvement" status category. We flipped our math scores from 25% meeting or exceeding the state criterion test six years ago to 86% meeting or exceeding in the spring of 2012. Forty-six percent of all students tested met the benchmark in Reading on the CRCT in 2007 whereas 90% of all students tested met or exceeded the benchmark in Reading on the CRCT in 2012; a 44 percentage point gain.

As a result of the noteworthy improvements that we have made over the last five years in achievement, Sugar Hill Elementary School was named a 2013 National Blue Ribbon School this past October. Lindsey Rhodes, one of our Kindergarten teachers, was named a Georgia Innovative Teacher in February of 2014. In addition, we have implemented a school-wide Wellness Campaign. Due to our efforts to encourage students eat healthy foods and to exercise we earned the Bronze Award in 2013 from the Healthier Alliance Group, and we earned the Governor's SHAPE Gold Award in 2012 and 2013. In addition, we were named a Title I Distinguished school in 2010. Most recently, we received recognition in the local paper, The Times, in April of 2014 for growth according to CCRPI scores.

By reaching out to the parents and community for input, we have increased community involvement exponentially. For example, only three parents attended the March PTO meeting in 2007 whereas 300 parents attended the March PTO meeting of 2014 where 2nd and 3rd grade students performed and showcased multi-cultural learning. We have achieved stabilization of leadership and school improvement and have moved past the difficulties of having three different principals in the years of 2007, 2008, and 2009. Discipline referrals have decreased, administrators spend more time in classrooms supporting instruction, and teachers have been empowered to influence change.

Several of our teachers have also participated on county level and state level committees to develop SLO (Student Learning Objective) assessments which correlate to the Common Core Georgia Performance Standards and the state's new accountability system called the

Additional Information

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

At Sugar Hill Elementary, we actively engage stakeholders through planned events with our parents, our school nurse, our Bilingual Parent Liaison, our counselor, and our community partners. Many engaging family events are available to our families each year. In September, we offer Curriculum night where we serve a free meal to the entire family through community and partner donations so that parents can visit classrooms to receive information regarding what the students will be learning for the year. We offer festivals and events such as Family Fitness Day, the Spring Fling, and the Fall Festival. These events bring the school and community together.

Our school is fortunate to have a full-time school nurse. She completes student hearing, vision, and dental screenings in house. She has a strong relationship with parents/families and is greatly trusted within the community. She arranges free dental care for our neediest families through programs such as "Help a Child Smile" in which she brings a dental team to the school. For vision support, the nurse also coordinates with "Hometown Lens Crafters" which is a vision program that provides free vision screening and glasses.

Sugar Hill Elementary is also fortunate to have a full-time Parent Liaison. She has a dynamic personality and is trusted and loved by the community. She organizes monthly bilingual Parent Outreach Meetings where she addresses topics of parent choice such as how to help your child with homework and how to help your child to stay out of gangs.

In addition, Sugar Hill Elementary School has a devoted counselor who goes the extra mile to help our families. She arranges a "Backpack of Love" program which she coordinates through a local church. It gives our neediest families nonperishable food items every Friday so that the children have good food to eat over the weekend. She arranges holiday help in December through "We Care", the Salvation Army, the Rotary Club, and local churches so that our neediest children receive new shoes, clothes and even a few toys for Christmas. She coordinates a mentoring program for students, a Career Day for students in which community business come in to share information about

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's2,ss.		

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

Strengths:

Our purpose statement is student-related. Leadership provides minutes from leadership and school council minutes related to the development of the schools purpose. Our mission statement is shared daily on morning announcements.

Leadership implements and requires the use of a documented continuous improvement through our Short Term Action Plan/School Improvement Plan to support student learning. There is a Short Term Action Plan in place that is updated often and implemented through instruction before (AM tutoring), during (classroom instruction) and after (Sugar Hill Accelerated Academy) school. We use formative and informative assessments (data room) to drive our instruction (to remediate/ to enrich students).

We provide real world applications, science projects, and units with DOK levels across the curriculum integrated with essential questions. We provide STEM activities through Health/Enrichment, as well as the classrooms, for remediation/enrichment for students. School leadership holds us accountable for high expectations.

Our leadership continually improves support for student learning through leadership meeting and weekly grade level curriculum meetings minutes. Our leadership creates a two-way communication between faculty and staff members through the use of our weekly Sugar Stick (weekly faculty newsletter) and email. Leadership provides a two way communication between stakeholders through Monday folders, PTO letters, Curriculum Night, School council, surveys, and parent outreach meetings.

Weaknesses:

We still need to develop a more formal process for revising the school's purpose and involve parents. We do not have a student handbook stating our school purpose. We need to do more peer observations/awareness walks to view other teaching methods across the grade levels.

Next Steps:

We need to add more parent input into our purpose statement. We need a more formal process for revising the school's purpose. We could

create a student handbook stating our school purpose. We could perform more peer observations/awareness walks throughout the building to hold each other accountable for overall quality of implementation of interventions and strategies. We could send RTI T2 minutes to parents. Survey results should be shared with faculty/staff.

Standard 2: Governance and Leadership

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

Overall Rating: 3.33

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.	•Staff handbooks •Communications to stakeholder about policy revisions	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings	Level 4

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:

Leadership ensures that the professional learning opportunities are provided to all teachers to meet goals for achievement. For example, we have a professional learning menu of after school opportunities on site. As a school, we continue to look for ways to improve instruction and further our professional knowledge.

Administration has high expectations for all teachers and holds teachers accountable by conducting formal and informal observation and year

Weaknesses:

We do not reach out to the community through social media as much as we would like to. We have a school website that we update once every couple of months, but that is not enough. We do not provide parents and students with a student/parent handbook to communicate school policies and practices.

Next Steps:

We need to communicate with more of the community and involve stakeholders by setting up and using social media (i.e. Twitter, Face book).

We need to create a digital student and parent handbook and have teachers add them to their teacher web page. Handbooks should be offered in both English and Spanish

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: 2.75

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 most students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level. Most like courses/classes have equivalent learning expectations. Little individualization for each student is evident.	•Survey results •Lesson plans •Representative samples of student work across courses	Level 2

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.	•A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Products – scope and sequence, curriculum maps	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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.	•Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations	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.	•Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs	Level 3

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.	•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.	•Examples of assessments that prompted modification in instruction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •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	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	•Survey results •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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Curriculum and activities of formal adult advocate structure	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's		

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:

We use our Data Room to monitor the implementation of the curriculum and teachers look at student work together at grade level meetings. Leaders complete Walk throughs and formal observations. Leaders attend curriculum meetings, RTI, EIP, SPED, and ESOL meetings. Teachers collaborate about instruction during planning meetings, half day CCGPS Days, in sessions with the instructional coach, and through professional learning groups after school.
We keep track of coverage of the CCGPS, give unit assessments, SLOS, DRA, and RTI progress monitoring assessments.

Teachers are offered a professional learning menu based on interests or areas of need. We fully implement RTI Tier II and Tier III and collaborate frequently about those tiers. The following services are coordinated to support instruction: ESOL, EIP, IEPs, RTI, SEARCH. New staff is assigned mentor teachers and we have an instructional coach.

In terms of parent and family support, our parent liaison conducts parent outreach meetings concerning topics of parent interest. Our October Curriculum Night is highly attended and enjoyed by our families. Our counselor coordinates the Backpacks of Love program which provides support for families who might not have enough food over the weekend. We communicate academic progress to parents through report cards, Monday folders, contact logs, and class dojo.

Weaknesses:

We still need to improve in "providing ALL students with challenging opportunities to develop learning skills." We need to do more of the following: students assessing themselves and student use of technology to create products. We need to evaluate our parent involvement plans so that we can find more "programs to engage all parents."

Next Steps:

We would like to implement a Program of Choice for Talent and Career Awareness in the fall of 2015. This program would allow us to increase enrichment opportunities for our students through exposure to fields of practice, opportunities to participate in cluster activities by interest, and service learning projects. We also need to seek new strategies, like our science themed Curriculum Night, to increase parent involvement.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

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

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

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.	•Budget related to media and information resource acquisition	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure is modern, fully functional, and meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure	Level 4

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.	•Schedule of family services, e.g., parent classes, survival skills •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Description of IEP process •Description of referral process	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.

Strengths:

Our principal is strategic about hiring qualified employees. We follow a school schedule. Classes are rarely interrupted during the day.

Diverse needs are met by utilizing ESL, EIP, and reading intervention teachers. Students receive small group instruction many times a day.

Safety measures are in place throughout the school.

We have regular fire drills, evacuation drills, and other emergency procedures in place.

We have technology in every classroom and that technology is updated regularly when the budget allows. We have personnel available to assist students and faculty in the media center and in the computer lab.

Personal, emotional and social needs of students are met through classroom guidance classes that are implemented by our guidance counselor. Parent classes are offered on a regular basis through our parent liaison and instructional coach. Our counselor advises students and parents about various services and programs available to them in our community.

Weaknesses:

School personnel have no control over the choice of the contracted cleaning company and the quality of maintenance. The building is dirty and is not effectively or consistently cleaned.

We have different types of technology in each room. Therefore, there is little consistency in what is available from room to room due to waves of funding.

There's always the need for updates from time to time. At times, some equipment is outdated or is unusable.

It is difficult to address all of the needs of our students with one counselor. We need two counselors or a counselor and an in-house school psychologist.

Next steps:

More parental involvement would help meet the needs of students (i.e. academic needs, emotional/social needs, etc.).

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 l pTectve nssmTj 0

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.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans	Level 3

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

Strengths:

Our data room is updated each month and represents an effective way to monitor each of our school improvement goals that relate to academic progress. From the data that we collect and examine, we are able to plan and justify both support for struggling learners and enrichment for excelling learners. We definitely use data to drive our instruction.
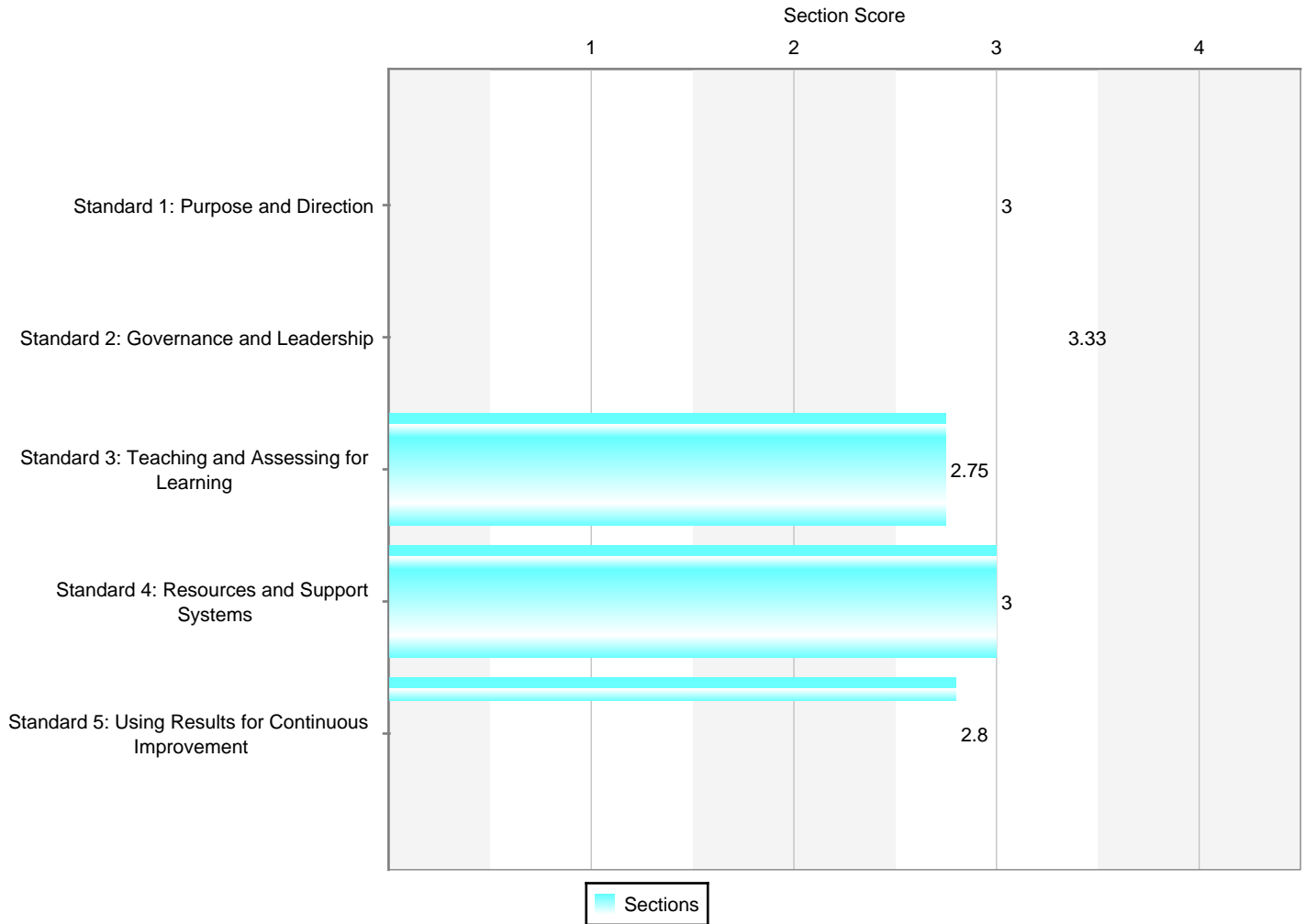
Weaknesses:

We need specific training and professional learning for support staff. Our support staff includes specials teachers and paraprofessionals. Their training opportunities are somewhat limited due to our schedules and the availability of appropriate professional learning.

Next Steps:

We need to seek out extra support for new teachers with a special emphasis on "in-class" support. "In-class" support might include modeling and co-teachers. We need to provide multiple opportunities for all staff members to observe instruction within the building. We need to visit other schools to share and observe new ideas as well.

Report Summary

Scores By Section

Section Score

1	2	3	4

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3.33

Standard 3: Teaching and Assessing for Learning — 2.75

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 2.8

Sections

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	Please see the attached document below.	Sugar Hill Stakeholder Feedback Diagnostice Data Document

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). 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 well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

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

Parent and Staff ratings for Standard 1: Purpose and Direction.

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

According to the Student, Parent, and Staff surveys, Standard 5: Continuous Improvement, is an area that is showing a trend towards increasing stakeholder satisfaction.

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

Standard 1: Purpose and Direction and Standard 5: Continuous Improvement
The findings for this standard are consistent with TKES student surveys and LKES staff surveys.

Areas in Need of Improvement

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

The lowest area noted in the staff survey in the areas of Teaching and Assessing for Learning (Standard 3)..

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

Standard 3: Teaching and Assessing for Learning

Staff, students, and parents feel like students are taking too many assessments. Students take required "in-house" assessments such as the DRA and Unit Assessments that we use to adjust instruction. However, students also have to take multiple SLO assessments and a variety of standardized tests on top of these "in house" tests. Although the information is good to have and use to adjust instruction, many stakeholders feel that we are spending more time testing than we are instructing.

What are the implications for these stakeholder perceptions?

Stakeholders, in general, feel that students have to take too many assessments. Stakeholders feel that instructional time is lost with some of these tests.

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

These findings are consistent with TKES surveys and LKES surveys.

Report Summary

Scores By Section

Section Score

1	2	3	4

Evaluative Criteria and Rubrics — 4

Sections
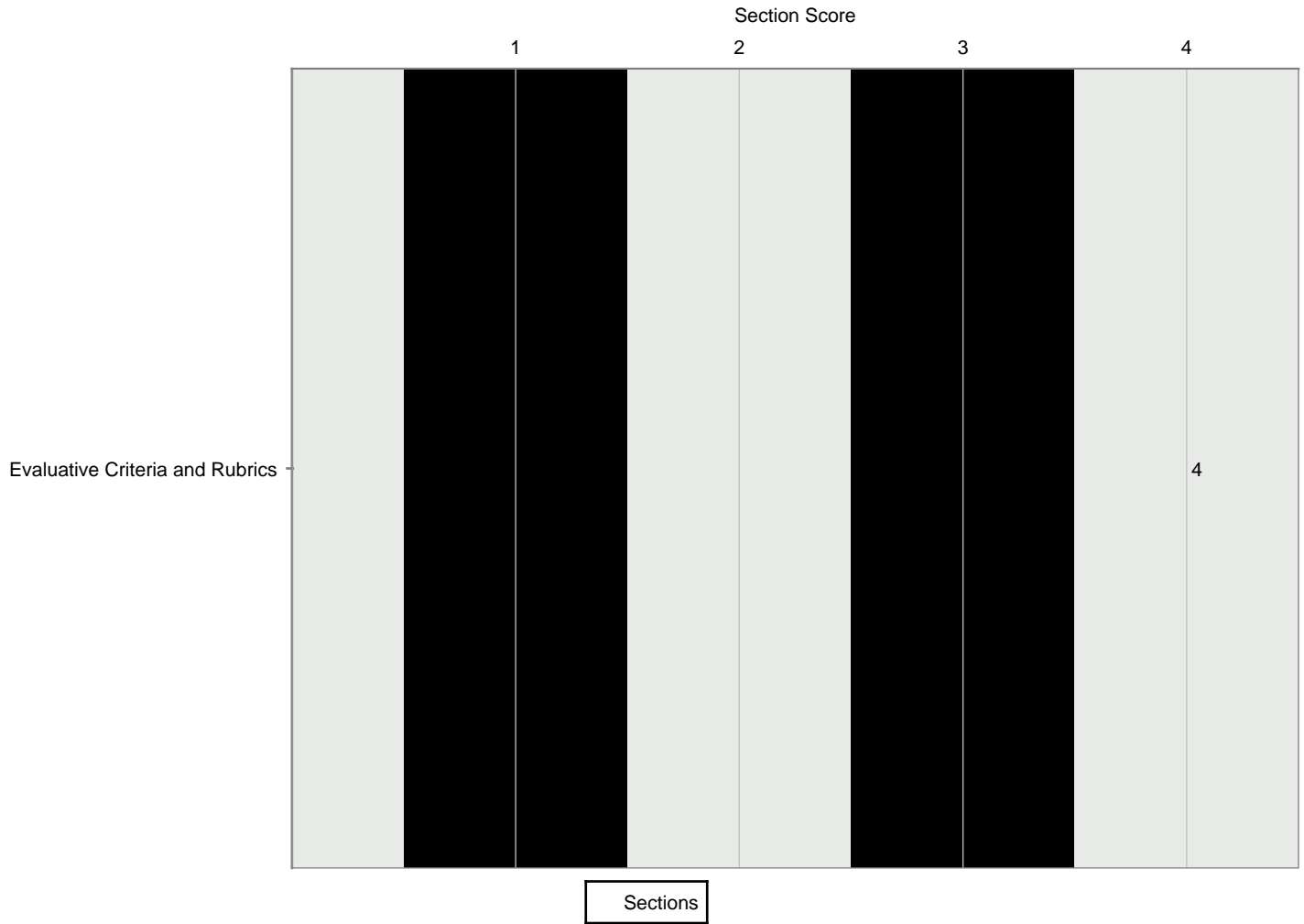
Student Performance Diagnostic

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	Please see the attachment.	SHES Student Performance Data

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

3rd Grade ELA and Math % meets and exceeds on the 2014 CRCT as compared to the State percentages

4th Grade Reading, Science, Social Studies % meets and exceeds on the 2014 CRCT as compared to the State percentages

5th Grade ELA, Math, Science, and Social Studies % meets and exceeds on the 2014 CRCT as compared to the State percentages

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

All these findings are consistent with data that we have collected in our data room from in house assessments. The assessments that we track are listed below.

EDMC Monthly tests - Every Day Math Counts assessments from our morning calendar time

Math Campaign monthly reports - Students in each grade level practice to gain mastery of basic math facts appropriate to their grade level. We met our goal last year of having 80% of our students at each grade master their facts.

Unit Assessments/Common Assessments for Reading, Math, and Writing.

Grade level chapter and unit tests for Science and Social Studies.

DRA Reading Levels from Fall, Winter, and Spring

Areas in Need of Improvement

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

CRCT Scores from 2014 for 3rd Grade Science (74% met/exceeded)

CRCT Scores from 2014 for 4th Grade Math (77% met/exceeded)

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

For the 2014 CRCT:

3rd Grade Science (74% met/exceeded)

4th Grade Math (77% met/exceeded)

Which area(s) indicate the overall lowest performance?

3rd Grade Science (74%)

4th Grade Math (77%)

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

White Males

Students with Disabilities

Between which subgroups is the achievement gap becoming greater?

White Males

Students with Disabilities

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

All these findings are consistent with data that we have collected in our data room from in house assessments. The assessments that we track are listed below.

EDMC Monthly tests - Every Day Math Counts assessments from our morning calendar time

Math Campaign monthly reports - Students in each grade level practice to gain mastery of basic math facts appropriate to their grade level.
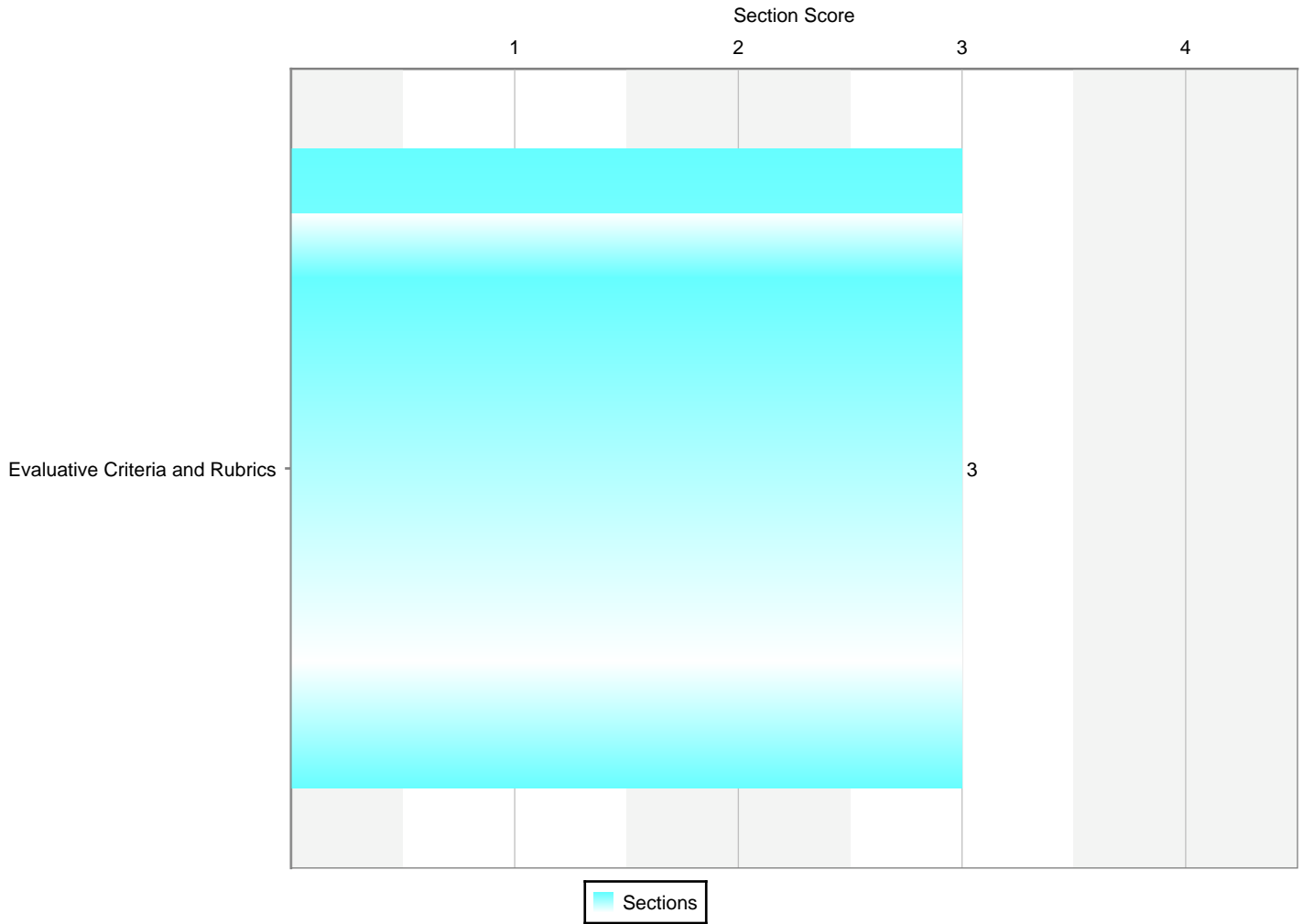We met our goal last year of having 80% of our students at each grade master their facts.

Unit Assessments/Common Assessments for Reading, Math, and Writing.

Grade level chapter and unit tests for Science and Social Studies.

DRA Reading Levels from Fall, Winter, and Spring

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics

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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.

Accreditation Report

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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		Mission Vision Beliefs

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		Emergency Preparedness Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	Monthly balances are reviewed with the school Leadership Team as well as the School Council.	LT Budget Summary Sheet March School Council

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			