



Accreditation Report

J. H. House Elementary School

Rockdale County Schools

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Executive Summary

Introduction

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

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

Description of the School

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

J.H. House Elementary is a forty-six year old facility located in the far northern portion of Rockdale. The school demographics are much different than those throughout the rest of the county. In the last 3 years our free/reduced rate has risen from 83.9% to 92%, the highest rate of any school in the county.

The majority of students who attend J.H. House Elementary school live in a 150-acre mobile home park, Lakeview Estates. The mobile home park houses approximately 3,600 residents, with 90% of the residents being Hispanic. In many mobile homes, multiple families reside in one unit. Six out of ten school buses are routed for Lakeview Estates.

Upon entering the doors of J.H. House, one will immediately feel the family-like atmosphere which pervades through-out the entire facility.

The main building of the school houses 1 Pre-K classroom, 7 kindergarten classrooms, 6 first grade classrooms, 5 second grade classrooms, 5 third grade classrooms, a science Lab, 2 computer labs, a music classroom, an art classroom, the clinic, the media center, a workroom for teachers, a lounge for teachers, the cafeteria, and a suite of offices for the bookkeeper, principal, assistant principal, school counselor, and technology specialist. The gymnasium is a separate stand-alone building. In addition, there are two modular units; each one houses 8 full-size classrooms, with each classroom having a sink unit with built-in cabinets and a large walk-in closet for storage. One modular unit provides classroom space for 4 fourth grade classrooms, and 4 classrooms housing ESOL, EIP, and Special Ed. The playground, which also serves as a park for the community, has been renovated in stages over the past few years. The renovations were funded by business partners and friends of the school. These additions to the playground have served to bolster a great deal of school pride among our students. Despite the age of the building, J.H. House is a well maintained and extremely clean facility. Everyone in the school takes pride in our building and grounds which contributes to the overall appearance of the school. One of the custodians has been working at J.H. House for over 40 years. She began working as a custodian at age 16, when both her mother and father served as custodians as well. Beginning with custodians and extending to the 8 cafeteria ladies, the nurse, the parent liaison, the INTEL, the ISS paraprofessional, the secretary and bookkeeper, and the 20 paraprofessionals, all of these classified employees are dedicated to the students and to the mission of J.H. House Elementary. Many of these employees take their personal time to mentor and spend time with our students.

The certified staff of J.H. House consists of 1 principal and 1 assistant principal, 1 media specialist, 1 counselor, 1 school psychologist (who is shared among several schools), 1 RTI coordinator, 1 technology & data specialist (shared with another elementary school), 1 school social worker (shared among four schools), 1 Challenge teacher (gifted teacher who is shared with other elementary schools), 1 Title I tutor, 3 special education teachers, 3 EIP teachers, 7 ESOL teachers, 1 state funded Pre-K teacher, 1 art teacher, 1 music teacher, 1 physical education teacher, 7 kindergarten teachers, 6 first grade teachers, 5 second grade teachers, 5 third grade teachers, 4 fourth grade teachers, and 4 fifth grade teachers. Approximately 72% of our certified staff has earned graduate degrees and 1 teacher holds a doctorate degree. Along with our classified staff members, the certified members spend extra time supporting out students in extra-curricula events, as well as serving as mentors or PALS in conjunction with our P.A.L. program. (Partners At Learning)

Recently, administrators from around the county were involved in an exercise where the participants were asked to write a word or phrase that came to their minds as the name of each school in the Rockdale County School System was read. The following words and/or phrases were just a few of the ones written concerning J.H. House: "amazing results," "happy place for learning," "caring staff," "innovative teachers," "model for school success," "exceptional school," "support to the Hispanic community," and "center of the Hispanic community."

It is clear among the school community and many throughout Rockdale County that J.H. House Elementary School is a diverse community of successful students who are nurtured and guided by innovative teachers in a happy learning environment. The diverse community also includes a faculty and staff consisting of 90% females and 10% males. The race/ethnic background consists of being 74% White, 15 %

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Black, 9% Hispanic, and 2% Asian. In addition, of the 95 members of the J.H. House faculty and staff, 12% are bilingual and/or multilingual, while 88% are monolingual.

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 J.H. House Elementary School, a safe and nurturing environment where all students can achieve their highest academic and social potential, is to equip students with the knowledge, skills, and qualities required to meet the challenges of a constantly changing world through:

- High academic and behavioral expectations for all students;
- Focused and effective teaching and support services;
- The availability of academic and technological resources at school and home;
- Opportunities that promote actively involved families and communities.

At J. H. House Elementary we strive to complement the mission of Rockdale County Public Schools as together we focus on guaranteed success of all students. We are constantly finding creative and sustained methods for accomplishing student success and closing the achievement gaps.

Our mission, beliefs, and objectives are closely aligned to those of our school system as we, together, seek to provide a high quality education for all students. Both J.H. House Elementary and RCPS continue to be "fearless advocates for students."

WE BELIEVE THAT family is the most important factor in the development of the individual.

WE BELIEVE THAT a safe and orderly environment is essential to teaching and learning.

WE BELIEVE THAT education is the most important asset in maximizing the opportunities for an individual and a community.

WE BELIEVE THAT every person deserves a voice and is worthy of respect.

WE BELIEVE THAT all human beings have the capacity to learn.

WE BELIEVE THAT every person deserves the opportunity to succeed.

WE BELIEVE THAT each person is responsible for his or her own actions.

WE BELIEVE THAT faith gives meaning and purpose to life.

WE BELIEVE THAT students are at the core of all educational decision-making.

WE BELIEVE THAT diversity strengthens our local and global community.

The objectives, as well as the strategies for meeting the objectives are targeted to support and fulfill the mission and beliefs of the J.H. House community. We are committed to:

- 100% of students passing local, state, and national assessments at levels that exceed established standards.
- 100% of students will demonstrate responsible behavior.
- 100% of parents will be actively involved in their children's education.
- 100% of our students will participate in activities which develop global awareness.

As the following strategies are implemented to:

- Maximize all resources, personnel, and instructional time to enhance learning opportunities and promote student achievement that exceeds established standards.
- Create an environment where individuals feel accepted, respected, and empowered.
- Engage students, parents, and community members to build partnerships for student success.
- Utilize a variety of resources to promote global awareness among students and staff.

The allegiance to the mission, beliefs, and objectives is evidenced by a staff that demonstrates an outstanding level of commitment to the population of students whom we serve. There is very little staff turn-over. Teachers spend their personal money to give students clothes, school supplies, field trip money, and groceries for their families. We discovered that one of our families did not have the monetary

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resources to provide a bed, blanket or even a pillow for their children; our teachers provided these items and delivered them to the home. Our school counselor works with many community agencies and churches to obtain donations of clothing, shoes, food, money to pay utility bills, holiday toys, coats, book bags, and many other items so that the students can feel comfortable and focus on learning.

The school also provides an extensive breakfast program so that students can begin the day with a full stomach so that they can be ready to learn. In addition, a dental trailer comes to our school on a regular basis providing dental care to students who would otherwise have to go without.

The J.H. House RTI Team works diligently to help students overcome family issues which interfere with the academic performance of students. Difficulties that students face such as frequent moves due to financial hardship, homelessness, absentee parents due to incarceration or deportation, frequent custodial changes, and families who cannot access social services due to lack of legal documentation of citizenship. Relying on many community agencies and our own staff, the RTI Team reaches out to the families to provide translators for RTI meetings so that parents become active participants in the process.

We have dedicated bilingual staff members who will come in early and stay late to translate and explain documents and forms to parents who cannot complete them independently. So that parents can attend conferences with teachers and family events, we have often provided transportation for those who would otherwise be unable to attend. We provide workshops for parents to show them ways to help their students with homework. In addition, we utilized the United Way tutoring and homework services in Lakeview Estates, the mobile home park in which many of our students reside. These services provide support for our older students whose parents do not speak English. Volunteers and staff members provide babysitting to encourage participation in evening events such as Curriculum Night.

Committed to "empower students to shape their own future" and provide "infinite learning opportunities for all," we offer activities to our students such as Student Council, the Recycling Club, Jr. Beta Club, Girl Scouts, and the WJHH Morning News Show. Students also may participate in Art Club and Curtain Club. Teachers select special field trips so that students will be introduced to cultural activities that would be otherwise prohibitive for them to attend.

Our teachers provide "customized measures of individual student success" as they utilize websites and the ActivBoard to provide background knowledge to help prepare students to learn and understand grade level standards. The ESOL teachers team with classroom teachers to predict instances where language acquisition may interfere with comprehension. After each series of County Benchmark testing, the administrative team meets with teachers on each grade level to discuss results, child by child, and then plans for targeted support. During the year flexible small groups are formed and students are served during a breakfast intervention time for further learning success. During times of standardized testing, all staff members are used to deliver the extensive accommodations required for our population.

In essence, the purpose of J.H. House Elementary is to build upon the strengths of our students; strong family, loyalty, cooperation and respect for authority while building a new bridge to literacy and new economic potential for our second generation of students. In many instances, these students are born to parents who were citizens of Mexico, but they have immigrated to the United States. The parents are many times faced with having to take jobs that are on a day to day basis and that are low paying. However, our faculty and staff are committed to providing all students with numerous opportunities to help them have a more promising future.

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.

J.H. House teachers live by the motto "Whatever it takes," and strive to meet each child where he/she is through high expectations in order to achieve the mission. In the past few years, we have seen continued change in our demographics. These demographic trends enlighten our leadership team, teachers, and community members in regards to our instructional and school programs. As our Hispanic, ELL, and Economic Disadvantaged subgroups continue to rise, we must ensure that our school programs are sufficient to meet the needs of each student as we continue to defy the norm in all areas.

Overall, J.H. House students continue to "defy the norms" according to the 2012-2013 state reporting with over 90% exceeding or meeting Reading and Language Arts state standards. The number of students exceeding continues to rise as the number of students who do not meet continue to decline. In order to achieve our goal of 100% of our students meeting and exceeding state standards, deeper disaggregation of data is necessary.

School improvement efforts in the area of mathematics have definitely been effective as J.H. House students reached 93% meeting and exceeding state Math standards in the 2011-2012 school year. There is also a significant increase in the number of students exceeding from 2011 to 2012.

Although there has been a significant increase in the percentage of our Students with Disabilities meeting and exceeding since 2010, the data proves that we must continue to implement effective programs and strategies targeted to this population in order to close the achievement gap in the area of mathematics.

While all subgroups show an upward trend, the black subgroup experienced a significant increase in Mathematics in the year 2010 from 95.5%, meets or exceeds, to 97.8 % , meets or exceeds, in 2012. However, when disaggregating by economically disadvantaged students by subgroup in the area of mathematics, the trends reflect our all students in subgroups with no major achievement gaps being detected.

As a school we have received several awards for academic achievement from the superintendent and cabinet in the following categories:

-2010-2011 Superintendent's Achievement Award

Highest Aspirations' Award Absolute bar of 90%- meeting or exceeding areas of Reading/ELA and/or Mathematics in the "All Student" classification in Reading/ELA- 93% and Mathematics- 90%

-2010-2011 Superintendent's Achievement Award

"Defying the Norm:" Award for Academic Rigor Absolute bar of 90%- meeting or exceeding areas of Reading/ELA and/or Mathematics in the "High Risk" classifications in ELL Reading/ELA- 92%, ED Reading/ELA- 92% and ELL Mathematics- 90%

-2011-2012 Superintendent's Achievement Award

Highest Aspirations' Award Absolute bar of 90%- meeting or exceeding areas of Reading/ELA and/or Mathematics in the "All Student" classification in Reading/ELA- 96% and Mathematics- 92%

-2011-2012 Superintendent's Achievement Award

"Defying the Norm:" Award for Academic Rigor Absolute bar of 90%- meeting or exceeding areas of Reading/ELA and/or Mathematics in the "High Risk" classifications in ED Reading/ELA- 96%, ELL Reading/ELA- 96%, ED Mathematics- 91%, and ELL Mathematics-92%

-2012-2013 Superintendent's Achievement Award

Highest Aspirations' Award: Absolute bar of 90%- meeting or exceeding areas of Reading/ELA and/or Mathematics in the "All Student" classification in Reading/ELA- 97%

-2012-2013 Superintendent's Achievement Award

"Defying the Norm:" Award for Academic Rigor: Absolute bar of 90%- meeting or exceeding areas of Reading/ELA and/or Mathematics in the "High Risk" classifications in ED Reading/ELA- 97% and ELL Reading/ELA- 98%

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In addition to the school achievement awards, we also received an award for our student produced morning news show, WJHH News. Along with the recognition, we received a monetary award in the amount of \$2,360.07 from the BIG LOTS! The counseling program at J.H. House is a Recognized ASCA Model Program. (American School Counselor Association)

Individual students at J.H. House have received recognition on a county level for the Technology Fair, First in Math, and Young Georgia Authors. It is also noteworthy to share a portion of an email received by our Media Specialist from the owner of Pickle Patch Book Fairs. She wrote; "The children at JH House are so polite and well mannered, it gives me assurance that good kids still exist today!!" These types of comments are frequently made regarding our students, and while they are not necessarily of an academic nature, they certainly speak to the caliber of students who are a part of the J.H. House Family.

Additional Information

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

As we consider areas of improvement for the next three years, we continue to work on improving student performance in Reading, Mathematics, and Writing. We also anticipate developing our plan to become a "Communication Arts Magnet School" which will provide a comprehensive, well-balanced academic program focusing on extensive reading of various genres of literature, regular writing, oral communication and an introduction to Spanish as a foreign language.

Self Assessment with Early Learning

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Strategic Plan Professional Development Activities and Plan Newsletters Photographs of Active Student Engagement Learning Opportunities 	Level 3

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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.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan•Parent/Student Handbook•RTI Processes and Artifacts•JHH Cycle for Results	Level 3

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

J. H. House has a clear process for review, revising and communicating our mission statement and purpose through our strategic plan. Teachers were involved in creating, reviewing, and implementing this plan. All beliefs and plans focus on student achievement and success. In addition, our school has high expectations for student learning, as well as encouraging thinking and life skills. These are evident through teacher lesson plans, newsletters, flexible grouping and examples of creative learning activities, field trips, etc. Teachers and school leaders implement many strategies to improve student learning such as RTI, data driven instruction, and parent communication.

Our school has a strong communication plan among staff, teachers, parents, and community members. Data collection and use are also great strengths. We want to continue programs we have in place including the professional learning plan, our cycle of results to use data to drive instruction, and parent communication models.

Areas of weakness involve failure to consistently monitor and communicate expectations and learning opportunities for average to high learners. Some areas are addressed in our strategic plan. We would like to see more opportunities for challenging all learners possibly through a school specialization program. Also, continued communication among staff through surveys and meetings can help improve consistency.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •At Risk Referrals •Benchmark Analysis •PLC Minutes •List of Board Meetings •School Calendar •Teacher Keys Formative Assessment •Audit of School Activity Funds 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Governing body training plan •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics •Grade Level Meeting Minutes •Parent University Schedule 	Level 3

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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"> •Roles and responsibilities of school leadership •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 •Strategic Plan Professional Learning Plan 	Level 3

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

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan•Communication plan•Mentoring Program Documentation	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

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

Standard 2: Governance and Leadership

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

What were the areas of strength you noticed?

2.1.b. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. This is a strength at J.H. House because of the many safety nets that have become routine for the faculty. Our Response to Intervention team meets with grade levels every Thursday to discuss and monitor individual children in order to ensure that each child meets grade level expectations. The At-Risk committee serves in connection with this to establish appropriate reading and math groups, then monitor student strengths and weaknesses in order to make adjustments as needed. The Benchmark Analysis meetings take place each quarter to look at strong/weak standards and students in order to make a plan to meet their needs. Formal and informal observations of teachers and students take place in order to ensure that TKES goals are being met. Each of these procedures ensures that we monitor effective instruction and assessment.

2.4 Leadership and staff foster a culture consistent with the school's purpose and direction. This standard is a strength because the faculty

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and staff take part in the school's strategic plan. Each person knows our mission and our purpose. There are many things in place to ensure that our decisions are in line with goals. The Response to Intervention team meets every week to look at individual students who are At-Risk. Teachers and administrative team meet quarterly to analyze data to make decisions about instruction and effectiveness. We have programs such as the news show, the award's program, Accelerated Reader parties, First in Math incentives, the Golden Pencil award to encourage our students in academic areas. We have teacher and parent evaluation procedures that monitor teacher and paraprogress. We even implement Parent University sessions to teach parents how to help in this area.

What were the areas in need of improvement?

2.5 Leadership engages stakeholders effectively in support of the school's purpose and direction. We feel that our school is very strong in putting forth effort to engage parents, but our efforts are often unsuccessful. This is often due to lack of transportation, language barriers, and work schedules.

2.1.c. There are policies and practices regarding professional growth of all staff. We have many strengths in this standard, but the 'all staff' led us to choose a 2 for this scoring. Our weakness in this area is engaging support staff (such as specials teachers and paraprofessionals) in meaningful staff development.

2.2.c. The governing body complies with all policies, procedures, laws, and regulations. We believe that as a whole, the governing body operates responsibly and functions effectively. However, the word 'cohesive' led us to choose a 2 for this scoring. We believe that our focus is always on student learning but with the many different areas of focus and new key people at the county office this area is still a work in progress.

2.3.b. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership. There are times where the county office makes mandates that the school must follow even when we do not feel that it is in the best interests of our students. This is often an issue in programs such as EIP and ESOL or with curriculum issues such as testing and materials.

2.4.d. School leaders support innovation, collaboration, shared leadership, and professional growth. We do well in this area, but feel that we need to improve the support for innovation.

2.6.a. The criteria and processes of supervision and evaluation include references to professional practice and student success. Sometimes the focus is completing the task (quantity vs. quality) We feel that we need more time for growth and conversation for improvement.

What actions are you implementing to sustain the areas of strength?

We want to continue what we currently have in place, especially our Response to Intervention process. This will be a focus this year as we transition to a new coordinator. We would also like to continue our incentive programs (Award's Day, AR parties, 1st in Math incentives, the Golden Pencil award, Perfect Attendance parties, etc.) We would also like to continue our regular meetings with administration and observation conferences so that they are familiar with teacher and student needs.

What plans are you making to improve the areas of need?

We would like to continue to hire and train bilingual staff members to help bridge a gap in parent involvement and understanding. We would like to offer additional training opportunities for parents to get involved in such as reinstating the Rosetta Stone for Hispanic parents, computer trainings (to teach parents how to set up free email accounts, how to use the grading system online, etc.). We would like to find a way to help parents with transportation to all school sponsored events and seminars. We could also look into utilizing the phone system or texting more.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Learning expectations for different courses •Posted learning objectives •Course schedules •Descriptions of instructional techniques 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Interdisciplinary projects 	Level 3

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

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"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Agendas and minutes of collaborative learning committees •Peer coaching guidelines and procedures 	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 •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

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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"> •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices 	Level 2

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 •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures 	Level 3

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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">•Evaluation process for grading and reporting practices•Sample report cards for each grade level and for all courses•Sample communications to stakeholders about grading and reporting	Level 2

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

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•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	Level 3

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

What were the areas of strength you noticed?

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. We feel that at our school we meet the needs of all students through differentiation activities. Whether the students need an extension or remediation, we have activities and a plan for all students to maximize their education.

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. At our school, all students are kept under a microscope to make sure we are meeting their needs. For any student who is struggling, at any point in time, we discuss the child in our weekly grade level meeting and weekly RTI meetings. We are constantly putting new interventions in place and constantly reassign for mastery. We also have very detailed benchmark data analysis meeting at the end of every quarter where each teacher and each grade level identifies their strengths and weakness and what their instructional plan is for improving the weaknesses.

3.3 Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. Again, our school is excellent at making sure our activities are differentiated to meet the needs of all students. With such a high ESOL population, we have many ESOL endorsed staff members who provide numerous activities and strategies to help our ESOL students succeed. We are very aware that these strategies are great for all students, not just ESOL students.

3.6 Exemplars are often provided to guide and inform students- modeling is frequently used (ex. ESOL students- vocabulary, pictures) With our population, we have to model frequently and use strategies to help our students succeed. Most of our students come to us with limited prior experiences, limited English, and limited background knowledge.

3.8 The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. At the beginning of the year we have a curriculum night where we inform parents of an overview of the year and tips and strategies for helping their child succeed. We also have numerous Title One meetings, Make-It Take-It nights where parents and students come and make academic games and activities to help their child, CRCT parent meeting, and we travel to the neighborhood and our ESOL teachers train parents on how to help their child by giving them tips and strategies.

What actions are you implementing to sustain the areas of strength?

We believe that if we continue to collaborate as effectively as we have, we will continue to grow and overcome challenges that our students face. Our RTI process is very effective with how each grade level meets weekly with the administrative team. If we continue this protocol, we will ensure that all students needs are met in a timely manner. We also will continue to research and implement best practices strategies for ESOL students. This helps all of our students! ESOL teachers will continue to support and provide classroom teachers with strategies and activities weekly to support the grade level plans.

What were the areas in need of improvement?

3.5a Some members of the school staff participate in collaborative learning communities that meet both informally and formally. We need to improve on collaborative meetings with support staff. With so much ESOL and EIP support, we need a better plan to make sure these teachers are meeting with each grade level weekly.

3.5b Collaboration occasionally occurs across grade levels and content areas. A strength we have is collaborating within our grade level and content areas, but we need to improve in collaborating across different grade levels.

3.5c Staff members promote discussion about student learning. We need to make sure that we have a formal training at the beginning of each year to keep everyone on the same page and working along the same guidelines.

3.5d 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. Most of our teachers stay current with best practices through collaboration; however we need to improve in inquiry projects and action research on a regular basis to make sure we are all using best practices to solve problems in our classrooms.

3.6d The process provides students with feedback about their learning. We feel that we need to be more specific with our feedback and more in a timely manner. Feedback needs to be instant to make a difference.

3.7a 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- more collaboration than coaching. We tend to collaborate more than we do coach. We need to do more peer observations within our school and at other schools to learn from each other.

3.10b All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. With the standards based reporting, we need to do a better job at moving away from common "percentile grading" and more into the use of rubrics. Some grade levels are really effective with rubrics, but we need to improve as a whole. Also, without a huge bank of common assessments, grading has become more subjective from school to

school.

What plans are you making to improve the areas of need?

We can address most of these areas of concern through professional learning opportunities. For example, we can educate our staff on inquiry projects and action research including what it is exactly, why it is important, and how to implement. We can also come up with a plan to address our collaboration challenges with our support staff. With everyone in one room together we can discuss actions we can take to improve in this area.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.71

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff 	Level 3

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

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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"> •Survey results •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 •Clinic Logs Discipline Referral Form Fitness Grant Fresh Fruit & Vegetable Grant Documentation of Visitor Procedures Internet/Intranet Acceptable Use Agreement Student Photo and Work Release Form 	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 most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •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 •School Improvement Goals 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Policies relative to technology use 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •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 Improvement Goals 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •List of services available related to counseling, assessment, referral, educational, and career planning •Description of referral process •RTI 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 the External Review team members may be interested in reviewing.

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.

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.

Evidence:

4.1a- Our policies, processes, and procedures ensure that school leaders have access to hire, place, and retain qualified professional and support staff. Administrators have access to Teach GA where they can access highly qualified personnel. Additionally, JH House teachers mentor and train Georgia State University interns which allows the administration to observe and select top notch future employees. Our school has challenging interview questions that are given to potential hires where they interview among a panel of administrators and teachers. TKES performance evaluations are routinely done on all certified staff. Parapro evaluations are completed twice a year by certified classroom teachers and reviewed by administrators. In an effort to retain qualified professionals, all certified staff are required to maintain a professional growth plan with supporting artifacts. This promotes reflection, growth, and professional learning.

4.1b-School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support

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the school purpose, educational programs, and continuous improvement. EIP and ESOL data help administrators determine the number of teachers needed. Administrators hire tutors to assist students who are performing academically below grade level and also fund and staff additional programs such as Eagle club to assist those students as well.

4.1c- Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school. Our administrators are able to fund most but not all critical positions. Teachers need the support of a daily technology specialist, as well as students having access to quality technology instruction. The school would benefit from a science lab instructor.

4.2 Instructional time, materials resources, fiscal resources are sufficient to support the purpose and direction of the school:

Currently we maximize instructional time by schedules that are in place (EIP, ESOL, Paraprofessionals, SPED); each group reviews and incorporates the school's master schedule to utilize all personnel to maximize student achievement throughout the course of each day. Our school-wide budget is implemented in response to the needs of our school population and reflects the designation of our staff. Our instructional time is protected by our practices and policies outlined within our staff handbook. School leaders work to secure materials and fiscal resources by obtaining grants and relationships with business partners throughout our community.

4.3 The school maintains facilities, services, and equipment to provide a safe, clean and healthy environment for all students and staff. Safety procedures have been adopted and implemented but we continue to work on implementing new safety plans as funds become available. Our safety procedures include our key system, visitor badges, maintenance schedules, maintenance request system on our portal, and our class emergency signal. The school leaders have expectations for maintaining safety, cleanliness and a healthy environment. Visitors are required to check- in in the office, and we have regular scheduled fire drills. For student safety, every classroom has a discipline plan and administrators follow up with discipline referrals via portal.

There are custodial procedures in place. The custodial personnel works very hard to keep the building clean and maintained properly. We utilize maintenance requests on the portal as well as walkie talkies when a need must be handled promptly.

Students and staff are served by a full time nurse to disperse medication and take care of medical emergencies. We also have an automated external defibrillator. Cafeteria staff provides nutritious lunch and fruit/vegetable snacks via grant.

4.4 Students and school personnel use a range of media and information resources to support the school's educational programs:

Our school has implemented several technology resources and programs within our classrooms and throughout the building. We are currently participating in an iPad pilot program and classrooms are equipped with 21st century technology. We also have access to two fully equipped computer labs where students have access to Rosetta Stone, English in a Flash, and a multitude of computer programs for educational purposes. In addition, we have some technical support via technology personnel and the help desk.

4.5 The technology infrastructure supports the school's teaching, learning, and operational needs.

The technology infrastructure supports the school's teaching, learning, and operational needs by providing professional learning for most staff members.

4.6 The school provides support services to meet the physical, social, and emotional needs of the school population being served.

The school provides support services to meet the physical, social, and emotional needs of each student in the school. This is evidenced by mental health, social work services, monthly counseling sessions via small and large group sessions, specially trained personnel (SPED), Physical Educational, Health assessment, quarterly Parent University, Girl Scouts of America, Second Step character building program, PALs (Student-Adult Partnership, similar to Big Sisters, Big Brothers).

4.7 The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Through the RTI process, the school counselor, the school psychologist, the classroom and support teachers, student's needs are assessed, monitored, and evaluated. Students who are found at risk have prescriptive plans that are implemented to address their individual needs.

We have small groups, intervention tutoring groups, breakfast club, eagle club, and the PAL mentoring program.

What were the areas of strength you noticed?

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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.

Evidence:

4.1a- Our policies, processes, and procedures ensure that school leaders have access to hire, place, and retain qualified professional and support staff. Administrators have access to Teach GA where they can access highly qualified personnel. Additionally, JH House teachers mentor and train Georgia State University interns which allows the administration to observe and select top notch future employees. Our school has challenging interview questions that are given to potential hires where they interview among a panel of administrators and teachers. TKES performance evaluations are routinely done on all certified staff. Parapro evaluations are completed twice a year by certified classroom teachers and reviewed by administrators. In an effort to retain qualified professionals, all certified staff are required to maintain a professional growth plan with supporting artifacts. This promotes reflection, growth, and professional learning.

What were the areas in needs of improvement?

4.1c- Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.

Our administrators are able to fund most but not all critical positions. Teachers and students need the support of a daily technology specialist, as well as students having access to quality technology instruction. The school would also benefit from a science lab instructor. We are fortunate to have a science lab, but we would like to have an instructor to teach the lab as one of our daily specials.

4.4 b Students and school personnel use a range of media and information resources to support the school's educational programs:

Our school has implemented several technology resources and programs within our classrooms and throughout the building. We are currently participating in an iPad pilot program and classrooms are equipped with 21st century technology. We also have access to two fully equipped computer labs where students have access to Rosetta Stone, English in a Flash, and a multitude of computer programs for educational purposes. In addition, we have some technical support via technology personnel and the help desk.

We gave ourselves a 2 in this area because we feel the students and teachers would benefit from having technology personnel available five days a week.

4.5 a. b. The technology infrastructure supports the school's teaching, learning, and operational needs.

The technology infrastructure supports the school's teaching, learning, and operational needs by providing professional learning for most staff members.

Our school has implemented several technology resources and programs within our classrooms and throughout the building. We are currently participating in an iPad pilot program and classrooms are equipped with 21st century technology. We also have access to two fully equipped computer labs where students have access to Rosetta Stone, English in a Flash, and a multitude of computer programs for educational purposes. In addition, we have some technical support via technology personnel and the help desk.

We gave ourselves a 2 in this area because we feel the students and teachers would benefit from having technology personnel available five days a week. We would also like additional iPads to be available for our students to use in small groups.

4.6 b, c The school provides support services to meet the physical, social, and emotional needs of the school population being served.

The school provides support services to meet the physical, social, and emotional needs of each student in the school. This is evidenced by mental health, social work services, monthly counseling sessions via small and large group sessions, specially trained personnel (SPED), Physical Educational, Health assessment, quarterly Parent University, Girl Scouts of America, Second Step character building program, PALs (Student-Adult Partnership, similar to Big Sisters, Big Brothers).

We felt that we earned a 2 in this area because there are some students who are not currently receiving services that need them. There are not enough adult mentors in the PAL program to meet the needs of our student population. Personnel prioritize students who receive mental health and counseling services because there is limited time and space available.

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: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for 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 	Level 2

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"> •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 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Training materials specific to the evaluation, interpretation, and use of data •Benchmark Data Analysis Results 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level 	Level 2

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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">•Executive summaries of student learning reports to stakeholder groups•Achievement Trends by Subgroup and Subject Sample School Improvement goals	Level 3

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

Standard 5: 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.

5.1 The school establishes and maintains a clearly defined and comprehensive student assessment.

In addition to the required county and state assessments, JH House Elementary utilizes our own assessments including, but not limited to: Rosetta Stone, the Basic Literacy Test (with Frye Sight Words), and a 2nd grade phonics assessment. These provide additional information targeted to our population which is predominately Hispanic. All newly enrolled students are assessed individually to determine a preliminary reading score before placement in an instructional group. Assessment results from the CRCT, EL Access results/ status, EIP status, Special Education services and other factors are considered when forming classes and groups within grade levels.

We felt a strength was our continuous monitoring of instructional and assessment strategies tailored to our particular population.

We noted potential areas for improvement including correcting anomalies in the (kindergarten) SLO testing process and receiving better county response to our Benchmark analysis; ie. feedback regarding questions which we feel are unclear, ineffective or culturally biased. We suggest obtaining an updated reading assessment to replace the BLT (Basic Literacy Test) to align more closely with the common core standards. This year we are substituting the Frye word list for the sight word portion of that assessment so that assessment will align with report cards. We would like to obtain a similar assessment in the area of math which would provide a grade level readiness score (pretest) and a posttest score. We have a newly adopted math series and hope it provides an assessment that can serve that purpose. We plan to form a local school assessment committee to evaluate school level assessments and measure their effectiveness and alignment to CCGPS.

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.

We feel that we have an effective RTI process. EIP teachers, Special Education teachers and ESOL teachers are included in the RTI meetings so that multiple sources of data can be compiled to assess individual performance. Grade level teams meet weekly with leadership and the school psychologist to discuss data related to student interventions and progress concerns. During the meetings, data on individual performance is compared with grade level standards and county/national results. The RTI team leader compiles data on individual students and completes a class profile.

Another strength is that our leadership team is oriented toward data analysis to improve student performance. They are constantly seeking new electronic means to make data readily available in the most relevant format. After each county Benchmark, grade level teams prepare a Benchmark analysis for discussion with school leadership. Individual performance, as well as group and grade level performance, are discussed and areas of weakness are targeted for intervention through small groups or other strategies. As a minor area of weakness, as stated elsewhere, we sometimes feel our concerns about ineffective test items on the Benchmark are not given a response at the county level. If the test items do not change, we try new strategies to make the students more prepared to handle them.

5.3 Professional and support staff are trained in the evaluation, interpretation, and use of data.

JH House is unique to our county in that we have a predominately EL population. Because of this, regular education teachers would like to
SY 2013-2014

be better informed about how to understand and use the Access scores to improve instruction. We have an ongoing concern with distinguishing whether the child's academic difficulties are due to language acquisition or possible learning deficiencies. Our EL teachers are highly dedicated to our school and the individual success of their students. They work hand in hand with the homeroom teachers and willingly take their share of the responsibility for the success of the grade level.

5.4 The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level.

In the past, we did not have a formal ongoing process to determine a child's readiness for the next grade level. We would note individual progress as measured by report card standards and on county benchmarks, but would wait until April to put all the "pieces of the puzzle together" for each student by completing our "retention/placement" packets in anticipation of our end of year meetings. We are implementing a formal process for the first time this year. This will be consistent within each grade and school wide and will provide on-going information about students at risk so that interventions can be planned and parents can receive timely information about at risk students. One of our assessment challenges is that many of our enrolling kindergarteners arrive with no knowledge of the English language and no prior school experience. This makes their original assessment on kindergarten readiness difficult. Experienced kindergarten teachers and the EIP team usually conduct these evaluations so they can make some judgments about whether the issue is language acquisition or skill acquisition. One of our most difficult judgments is whether to retain a child in kindergarten based on low performance on standards which may be attributed to limited English. For this reason, the retention/placement team is comprised of EL teachers, the counselor, the homeroom teacher, an administrator and the parent. We feel this gives us a comprehensive approach to making a good decision for each student.

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.

Our leadership team makes it a priority to share assessment results with staff and parents. We use translators at PTO meetings and provide written bilingual information about our school mission, overall academic progress and how parents can monitor individual progress for their child. In addition, we also utilize a parent liaison and have increased our bilingual staff so non-English speaking parents can have access to information about their children in conferences and quickly resolve concerns. We have a parent council that meets regularly with our Principal to review the school's work toward our goals.

Early Learning Standard 4: Resources and Support Systems

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

Overall Rating: 2.73

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 to support the program purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Policies that require relevant and related trainings •Staff License/certification/qualifications •Further evidence: <ul style="list-style-type: none"> *TeachGeorgia * Points Plan for J H House- Allotment * Rockdale County 10 day enrollment * Grant agreement * Operating Guidelines 	Level 3

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

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

Accreditation Report

J. H. House Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or country's equivalent and meet state/country requirements for staff credentials for the position or higher.	<ul style="list-style-type: none"> •Policies that require relevant and related trainings •Staff License/certification/qualifications •Further Evidence: *HiQ Report 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.	<ul style="list-style-type: none"> •Policies that require relevant and related trainings •Personnel evaluation forms •Staff to student ratio records •Further Evidence: *Operating Guidelines *Class size Comparisons *Class size Resolutions FY13 *Information Regarding 2013-2014 Class size *Resolutions for Local Boards of Education *Roster submission data 	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the early learning school.	Instructional time, material resources, and fiscal resources are focused 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 young children. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all children have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Equipment purchasing and maintenance •Budget for authorized expenses and activities •Further Evidence * Grant Agreement * Purchases Orders for Pre-K * Operating guidelines 	Level 3

Accreditation Report

J. H. House Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all young children and staff.	School leaders have some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	<ul style="list-style-type: none"> •Documentation of emergency procedures such as fire drills and evacuation routes •Further Evidence: <ul style="list-style-type: none"> *Emergency Preparedness plan * Copy of Fire Drill Map * Copy of Tornado Drill Map *Fire Drill Checklist *Fire Drill Reports* *School Safety Climate Survey Results * Custodial Work Orders * Photographic evidence 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none"> •Documentation of emergency procedures such as fire drills and evacuation routes •System for maintenance requests •Further Evidence: <ul style="list-style-type: none"> *Maintenance requests * Photographic evidence 	Level 2

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

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

Accreditation Report

J. H. House Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school partially meets the expectation with some variations.	•Further Evidence: *Photos of playground equipment *Photos of gym equipment *Purchase order of newly acquired equipment	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school meets the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities. Each center is well equipped with basic materials that support the purposes of the center.	•Curriculum standards, guides, expectations •* BFTS IQ Guides * GELDS * Teacher lesson plans	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school meets the expectation. For example, the school provides for each child's comfort. Children are provided with opportunities to relax, rest and/or sleep. All children are supervised at all times.	•All Pre-K and Kindergarten classrooms provide students with safe and comfortable areas to relax, rest, or sleep while continuously supervised by adults. Other early learning classrooms provide spaces such as floor rugs, book corners, or reading areas where students can relax as they read. * Classroom photos of nap time * Conscious Discipline Training information	Level 3

Accreditation Report

J. H. House Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.14	Children and school personnel use a range of interactive media and information resources that support the educational programs.	Children and school personnel have access to interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Technology and interactive media inventory •Examples of interactive media and technology work such as digital portfolios, educational texting, artwork, audio and video recordings, etc. •Further Evidence: <ul style="list-style-type: none"> * Technology Schedule * Media Center Schedule * Photos of IPAD use * Computer Use * ActivBoard * Media Center Budget (showing teacher wishlist) * Technology Budget (showing teacher wishlist) 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.15	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Further Evidence: <ul style="list-style-type: none"> * Strategic Plan (Technology pg.6-7) * Technology inventory * Photos of students utilizing technology in classrooms and in labs * Requests to Technology Help Desk. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school meets the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and mostly relate to current learning activities. The displays are located at levels where children can easily see them, and are a balance of teacher-created/ child-created, and include examples of children's creative work beyond specified learning activities. Most children have examples of their individual work displayed within their learning environment. Staff changes the materials regularly.	<ul style="list-style-type: none"> •Lists of instructional concepts with supporting classroom materials •Displays pictures/photos •Further Evidence: <ul style="list-style-type: none"> * Photos of classroom and hallway displays * Lesson plans describing activity/work product *JHH WSO Main Dev. Checklist Report *IQ Guides 	Level 3

Accreditation Report

J. H. House Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.17	The school provides support services to meet the physical, social, and emotional needs of young children that are integral to the educational program.	School personnel implement a process to determine the physical, social, and emotional needs of each child in the school. School personnel provide or coordinate programs to meet the needs of children as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of young children.	<ul style="list-style-type: none"> •Examples of child assessments •Agreements with school community agencies for student-family support •Intervention services referral •Assessment system for identifying children's needs •Social classes and services, e.g., bullying, character education •Further Evidence: <ul style="list-style-type: none"> * Guidance Schedule w/ topics * Mentee Profile form * Physical Education Annual Health Assessment * RTI agenda and minutes * Bracken Screening Data * WSO PDF Screenshot * Viewpoint Mental Health-CA Integrated Care Referral Form * Activities To Do with Your PAL * Fitnessgram Class Score Sheet * Pre-K Bracken Screening * Data for STARS Grant Narrative 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.18	Each child receives individual personal care by staff members who consistently promote the child's general well-being, nutrition, health, and safety.	The school partially meets the expectation with some variations.	<ul style="list-style-type: none"> •Handbooks, procedures •Student records indicating personal needs •* Sample Daily Nursing Log <ul style="list-style-type: none"> * RTI log of Vision/Hearing referrals * 504 plans of students with special needs * Daily fruit and vegetable grant * Protocol for handwashing 	Level 2

Accreditation Report

J. H. House Elementary School

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

Indicator	Statement or Question	Response	Evidence	Rating
4.20	The school provides services that support the counseling, assessment, and educational referral needs of all students.	School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of most young children.	<ul style="list-style-type: none"> •Lists of services available related to counseling, assessment, referral, educational, and career planning •Description of referral process •Further Evidence: <ul style="list-style-type: none"> * Lists of services available related to counseling * Classroom guidance schedule * Assessment, and referrals, * Description of RTI referral process * Program evaluations * RCPS cycle for results 	Level 3

Accreditation Report

J. H. House Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.21	All children, parents, and staff experience an environment of reciprocal respect, trust, and open communication in a fair and just way, respecting the needs and characteristics of each individual, and promoting a sense of community, belonging, ownership, and pride.	The school meets the expectation. For example, most staff members create a climate of acceptance and respect of other staff and young children. Staff members are attentive and responsive to individual children. Staff members model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	<ul style="list-style-type: none"> •Student records indicating personal needs •Statement of principles •Parent/Staff communications procedures and expectations •Further Evidence: <ul style="list-style-type: none"> * Instructional Audit * Behavior plan for classroom *Curriculum Night Presentation * Eagle News Show photos and documents * Parent Invitations to meetings * Excerpts from JHH Faculty Handbook * Parent Surveys * SIA survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school meets the expectation. For example, procedures are in place to ensure all indoor and outdoor spaces are free from hazards and dangerous obstacles/circumstances. Indoor and outdoor spaces are designed and arranged with safety in mind. Adults take immediate action to remove/prevent hazards as they may occur. All students are continuously supervised by adults at all times. Instances of hazardous conditions are occasional.	<ul style="list-style-type: none"> •Safety handbooks, guidelines, procedures, expectations •*IQ Guides *Fire Drill Map *Tornado Drill Map *Fire Drill Reports *JHH Faculty Handbook (sample pages) *RCPS Emergency Preparedness Plan *School Safety Assessment-JHH 	Level 3

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

The areas of strengths noted for the Early Learning Standard related to the qualifications of our staff and administration. We are fortunate in that we continue to retain qualified teachers to teach our students. This consistency helps us to build upon our strengths, individually and collectively, and is of great benefit to our students. By setting high standards for our teachers and paraprofessionals, while providing solid professional learning opportunities serves to enhance the qualifications of our faculty and staff.

Another area of strength involves the effective learning environment that our faculty and staff provide for our students. Our classrooms are filled with active learning opportunities that are both developmentally and age-appropriate for our students. Our staff does an excellent job of displaying current classroom learning activities so that all stakeholders can appreciate the creativity of our students and see first-hand the high quality of instruction that they are receiving.

Accreditation Report

J. H. House Elementary School

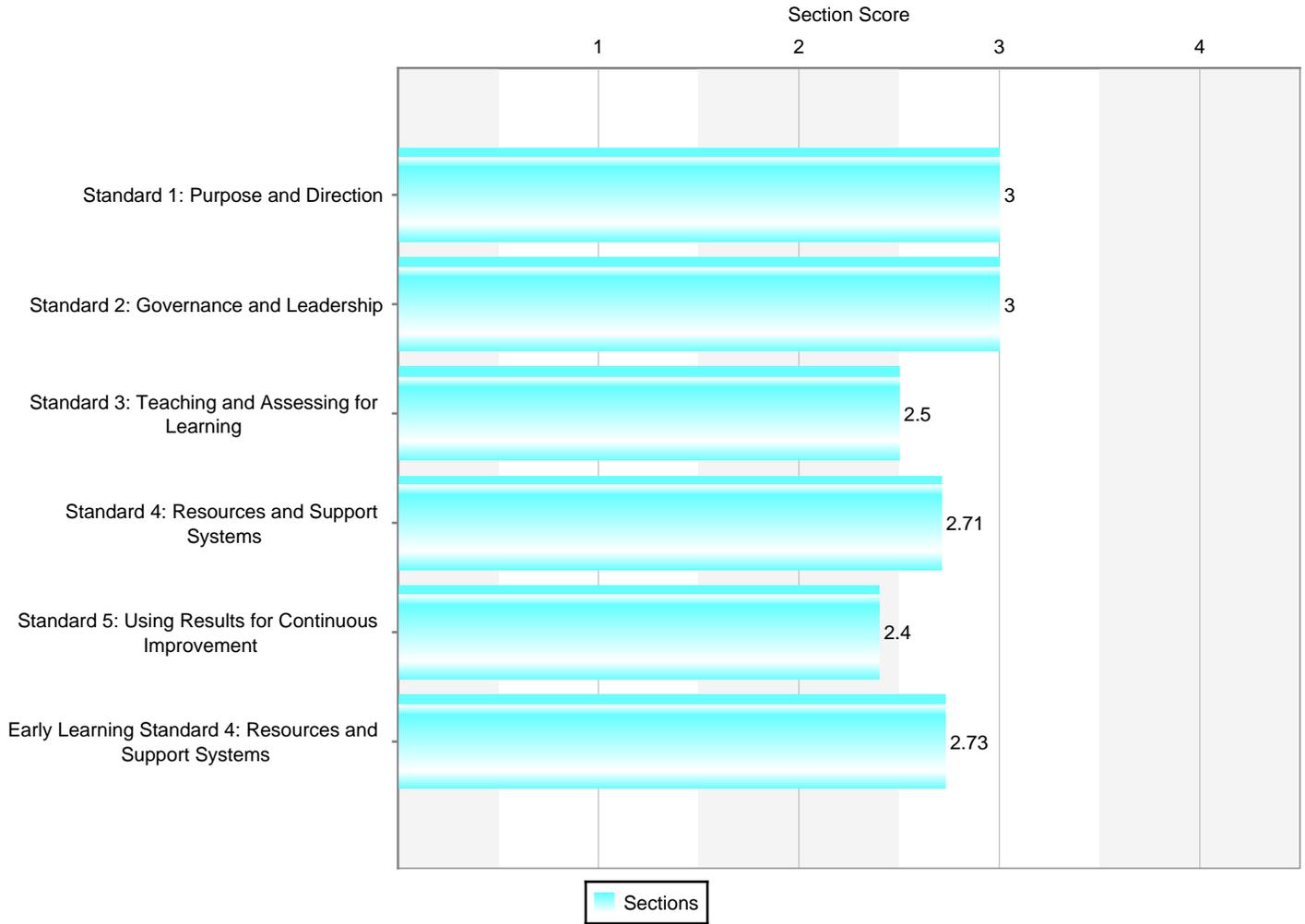
Areas of concern and needed improvement for our school focus on the lack of adequate personnel in order to provide the optimal learning environment and resources for our students. The budget cuts involving technology personnel have greatly reduced our effectiveness in classroom. While we have many technology resources at available to students, adequate maintenance of the resources and training to use the resources have been significantly affected. The recent vote of the Rockdale County community to support E-SPLOST brings hope to soon be able to resolve these areas.

A change in the custodial services provided to the schools is an area of concern that impacts the staff and students. The services provided are now are out-sourced to an outside company instead of being under the supervision of the school district. Scheduling of custodial staff only allows for one custodian to be on the school campus while students are present. This situation makes it virtually impossible for the school environment to be as clean and healthy as it once was.

We continue to provide opportunities for extended planning time for our teachers and we budget our funds carefully to allow them to attend as many conferences and learning opportunities as possible. Allocating extra time for planning and learning for the teachers and the paraprofessionals helps us to retain a highly qualified staff. Additionally, encouraging opportunities for teachers to collaborate with and observe fellow teachers in our own school, as well as in other schools, have a positive impact on staff retention.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Survey data indicates our area of highest approval was that of Purpose and Direction. It was interesting to note that staff members, parents and students, felt that the success of our students was our most primary focus. As we consider the perspective of the students, it is gratifying to see that they (students) realize how important their own learning and success is to our entire staff. The survey results serve as a vote of support and confidence for the job that our teachers are doing.

Another area that was rated as having a high rate of approval was that of Resources and Support Systems. The parent survey results strongly indicated their perception of our school as providing qualified staff to support student learning, a safe learning environment for the students, and a variety of resources to support student learning.

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

Along with Purpose and Direction and Resources and Support Systems, we also see an increasing trend of stakeholder approval and satisfaction in the area of Using Results for Continuous Improvement. Although the approval/satisfaction rating was not as high for the students as it was for the staff and parents, the general consensus among all stakeholders was that students were successfully being prepared to enter the next grade level.

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

Annual parent surveys and School Council feedback indicate that the J.H. House faculty and staff place student success (Purpose and Direction) as our most important purpose and focus. As evidenced by the attendance of several of our Parent Universities and other learning sessions, it is clear that the parents realize and appreciate the resources and support that we also provide for their own growth.

Areas in Need of Improvement

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

Survey data indicates that the lowest level of satisfaction/approval is the area of Governance and Leadership. Although the overall approval ratings from staff and student survey results were 82.36 % and 93.33%, respectively, the parent results indicated an approval rating of 66.66%.

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

According to survey results, the area of Teaching and Assessing for Learning, shows a decreasing trend of satisfaction among the stakeholders. The lowest percentage rating was 80.48% among the parents, while the staff members showed an 82.35% approval/satisfaction rating. The student surveys indicated a 93.33% approval rating.

What are the implications for these stakeholder perceptions?

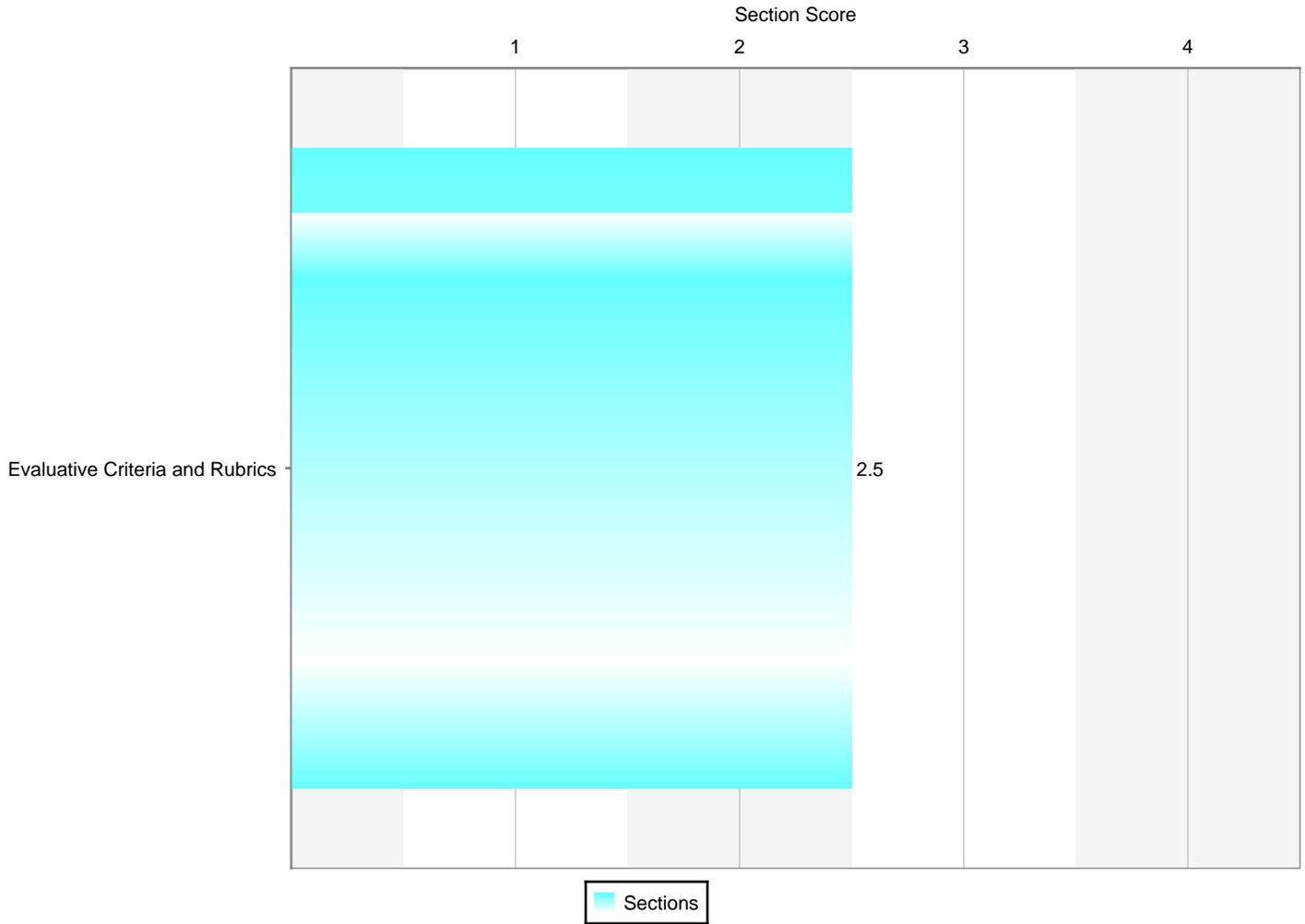
In the area of Governance and Leadership, the results indicate that we need to develop a more positive perception of among our parent population. In addition, it may be prudent on our behalf, to make certain that our high population of Hispanic parents have a clear understanding of the components which make up the area of Governance and Leadership.

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

Although we conduct surveys and frequently communicate with our stakeholders, we have no other source from which we can draw a comparison. The surveys as a component of this accreditation process are more comprehensive than any other source that we have used in the past.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The student worksheet was completed offline and uploaded below.	JHH CRCT/Writing Data

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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?

The area of reading and English Language arts were areas on the CRCT that were certainly above the expected levels of performance for the CRCT which are not accurately shown in this chart. We had a change in our state from GPS and Common Core which increased the level of rigor in our curriculum and testing as well.

Science and Social Studies were certainly areas of growth.

Writing has certainly been an area of focus for our entire school and we continue to work and make progress in this area.

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

Science, Social Studies and writing are areas showing a positive trend in performance according to the attached chart. This year we implemented the Common Core GPS which has definitely increased the level of rigor in all areas.

Which area(s) indicate the overall highest performance?

Our overall highest performance area continues to be reading for our school. We work very hard in this area to build the foundational reading skills that every student needs to be successful.

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

The English Language Learners (ELL), which is comprised of at least 99% Hispanic students, shows our strongest trend toward increasing performance.

Between which subgroups is the achievement gap closing?

The achievement gap has closed, considerably, between the Black population and the Economically Disadvantaged students.

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

We have noted a consistent correlation between the data used in this report, with other data sources that we have accessed. This includes all curriculum areas, including writing.

Areas in Need of Improvement

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

Although gains have been made, our Students with Disabilities (SWD) subgroup falls below the expected level of performance.

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

The Students with Disabilities (SWD) subgroup shows a slightly negative trend. This could be due, in part, to the increasing population of this subgroup.

Which area(s) indicate the overall lowest performance?

The overall lowest performance area was our SWD Math group.

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

Again, the Students with Disabilities subgroup is showing a decreasing trend in the ELA content area.

Between which subgroups is the achievement gap becoming greater?

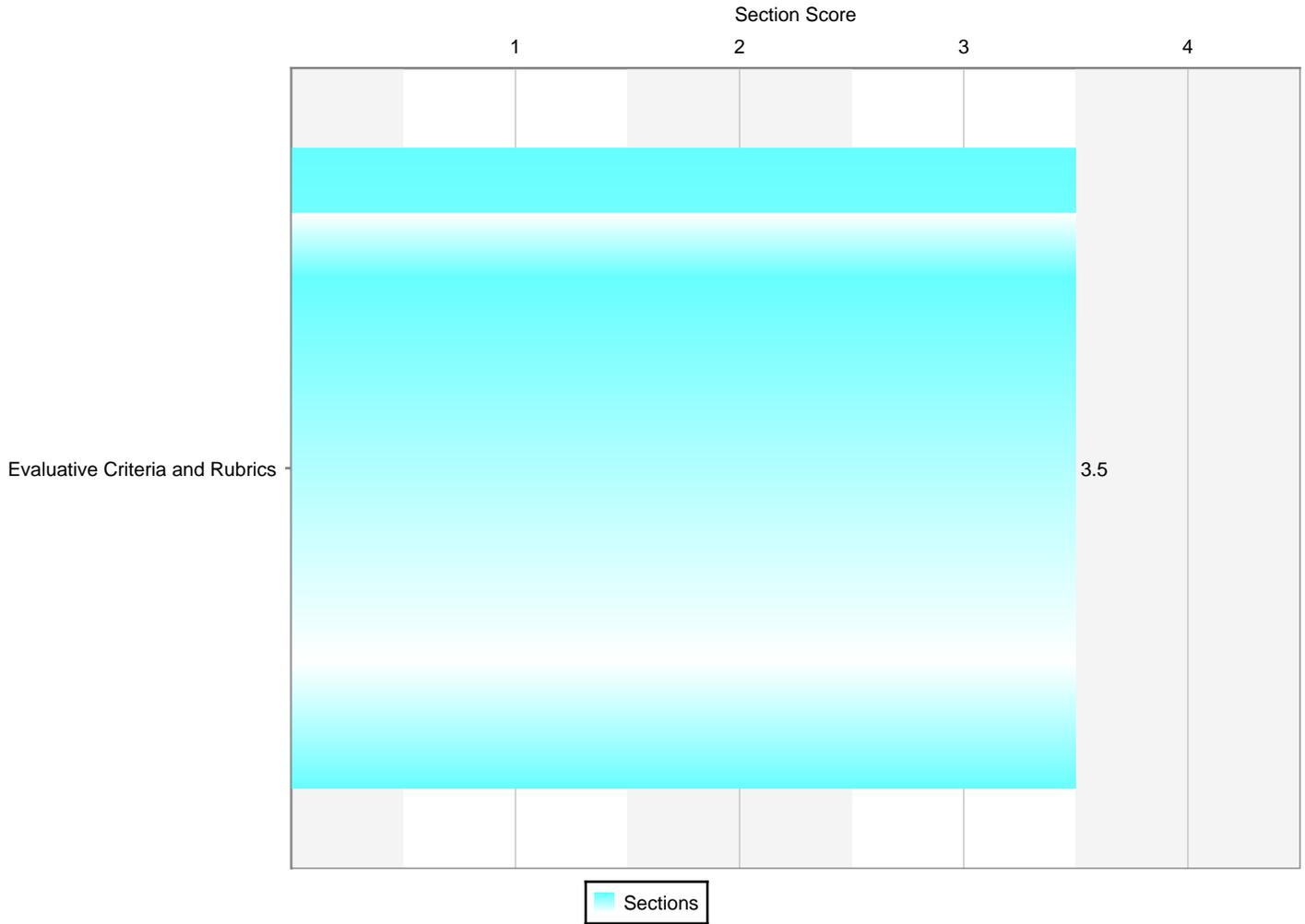
The data available does not indicate that we have an Achievement Gap that is becoming greater.

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

The findings above are consistent with the reported CRCT, Writing, and Math results.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

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

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

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes	We have read and understand the policies and procedures of AdvancED. We comply with all requirements.	

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	Any changes that would be made on this list would be made by our county office level which would certainly meet the full requirements of AdvancED.	

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	We are required to complete this plan and update any changes each year prior to the first day of school.	Emergency Plan

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes	We are audited by an outsider firm each year. We attend a meeting with the auditors to discuss any findings that need to be resolved if there are any findings.	

Accreditation Report

J. H. House Elementary School

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		JHH SIP Documents