



# **Accreditation Report**

**Kings Chapel Elementary School**

**Houston County Schools**

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# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	7
Additional Information.....	8

## **Self Assessment with Early Learning**

Introduction.....	10
Standard 1: Purpose and Direction.....	11
Standard 2: Governance and Leadership.....	14
Standard 3: Teaching and Assessing for Learning.....	17
Standard 4: Resources and Support Systems.....	23
Standard 5: Using Results for Continuous Improvement.....	27
Early Learning Standard 4: Resources and Support Systems.....	30
Report Summary.....	38

## **Stakeholder Feedback Diagnostic**

Introduction.....	40
Stakeholder Feedback Data.....	41

Evaluative Criteria and Rubrics ..... 42

Areas of Notable Achievement..... 43

Areas in Need of Improvement..... 45

Report Summary..... 46

**Student Performance Diagnostic**

Introduction..... 48

Student Performance Data..... 49

Evaluative Criteria and Rubrics..... 50

Areas of Notable Achievement..... 51

Areas in Need of Improvement..... 53

Report Summary..... 54

**AdvancED Assurances**

Introduction..... 56

AdvancED Assurances..... 57

# 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?**

Houston County is located approximately 30 miles south of Macon. Kings Chapel Elementary is located in Perry which is rural south Houston County. The county's population is approximately 126,032, while Perry's population is 14,215. Perry has seen a 45 percent increase in population since 2000. The median income in Perry is \$40,892.00 which is below both the state and county median. The unemployment rate in Perry is 7.6 percent which is below the state and county rate. Demographically, Perry is 57.7 percent white, 35.8 percent black, 3 percent Hispanic, 2 percent Asian.

KCES serves approximately 500 students, of which 49 percent are female and 51 percent are male. The student body make up is 88 percent Caucasian, 2 percent Asian/Pacific Islander, 15 percent African American, 6percent Hispanic, and 4percent Multicultural. Currently, our free and reduced lunch rate is between 48 and 50 percent. The ESOL program serves 14 students that speak Spanish. Also, the EIP program provides services to 39 students. KCES has 62 students with IEPs, 29 boys and 33 girls. Of this group, 12 have speech as their primary eligibility. The other 50 students with IEPs receive services for autism, SDD, EBD, SLD, OHI, MI and MO. KCES has two self-contained MI/MO classes serving 19 students. One hundred students are served in the gifted program.

The highly qualified faculty and staff at KCES include 36 full-time teachers. 24 classroom, 3.5 special education, and 1 each of PE, speech, art, music, EIP math, EIP reading, and ESOL. There are six gifted teachers. We have 1 counselor and 1 media specialist. Additionally, 12 paraprofessionals, an assistant principal for instruction, a part time assistant principal for discipline and principal serve our students. Our staff further includes a secretary/bookkeeper, full time administrative technology specialist, full time medical technician, cafeteria manager with 5 workers, 3 custodians and 2 lunchroom monitors. The ethnicity of the faculty and staff is 85percent Caucasian and 15percent African American.

Kings Chapel Elementary excels in meeting students' needs and offers many programs or opportunities for students that are unique or above the norm. One such opportunity is every child attends Art, Music and PE classes taught by specialists in their respective fields. Students attend art and music class once a week and PE classes two to three times per week. Computers are available in every classroom. There is one computer lab. Every classroom has a SMART board and projector and the school is entirely wireless. The Media Center has a full time Media Specialist and contains over 14,041 books, videos, and reference books. Parent volunteers are utilized daily in the media center as well. The Media Specialist teaches lessons to multiple classes each day, focusing on information literacy and literacy/media appreciation. A full time school counselor implements a comprehensive school counseling program with classroom guidance, small group and individual counseling, consultations with teachers and parents, and parenting sessions on a variety of topics. Parents and community members volunteer at KCES on a daily basis. Many students participate in local and regional competitions such as pig/hog shows, honors chorus, writing contests, running events and 4-H. Finally, students at KCES enjoy the opportunity to be actively engaged in instruction that occurs in the Family Living Center.

While KCES continues to provide a high-quality education to students in Houston County, there are current and upcoming challenges to be faced including decreased federal, state, and local funding due to the current economic environment, increased class size due to the decrease in funding this has limited the hiring of additional classroom teachers. Upcoming challenges also include possible growth and change in demographics in 2014-2015 with rezoning.

**Accreditation Report**

Kings Chapel Elementary School

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## 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 Kings Chapel is to provide a challenging, high quality education through a positive and nurturing environment that will enhance student learning and ensure success for all. This mission statement was developed in the fall of 2004, when Mrs. Paulette Tompkins became the principal. The mission is reviewed each year with input from the staff, parents, and the school council. The mission statement is realized on a daily basis as all decisions are founded on these common beliefs. Student learning is our major priority: We must produce literate, competent, responsible students who are able to reason critically and become functioning and productive members of the school, community, and society. Self-esteem is increased by positive relationships with both other students and with staff members. All students can learn. Expectations for all students will challenge individual performance. A safe, comfortable environment is necessary for promoting student learning. A variety of instructional methods must be implemented to meet the unique learning styles of our students. Parents, community, and school staff will support continuous advancement of our students.

The vision for KCES is to become a premier learning community that promotes

A clear and shared focus on student learning

High academic standards and high social standards for our learning community

High levels of collaboration and communication within our learning community

Students, staff, parents, and community growing together as life-long learners

Focused professional learning that is reflective of our needs and of the needs of our students

High levels of community/family involvement, working together to improve students' academic and personal growth

Opportunities for students to participate in high-quality extracurricular activities that will support them academically and socially

Structures have been put in place to ensure the mission, vision and beliefs are a daily reality at KCES. With the adoption of the Common Core Georgia Performance Standards, all students are afforded the opportunity to be challenged and excel. Essential questions reflect higher order thinking skills; standards require deeper more meaningful thinking and active participation on the part of the student. When possible, students are served in the regular classroom, with support from the EIP teachers, an ESOL teacher and special education teachers and paraprofessionals. Student needs and scheduling may require the occasional pullout model. KCES also has a formal RTI process to meet the needs of struggling students as well. Instructional time is protected from all unnecessary interruptions.

In addition to instructional structures, professional learning structures are in place to allow for common planning time on a daily basis, weekly grade level planning meetings, monthly day long professional learning, and planning days by grade level with some being across grade level. Teachers at each grade level have intensive training on the implementation of the common core in reading/language arts and math through monthly unit previews and day long training sessions delivered by system instructional specialist. Currently there is a staff member being trained by the system to serve as our SMART trainer who returns from her training and redelivers to the entire staff.

There are numerous outlets for communication between all stake holders. Folders are sent home each week with student work and school announcements. Student agendas go home daily. Our school web page and facebook page are updated regularly. Time is provided in our system calendar for parent conferences, and conferences are also scheduled before school, after school, and during planning times. School Messenger is used constantly to keep parents informed both by phone and email of school notifications, events and the like. Teachers receive a weekly newsletter and a parent newsletter is distributed each month.



## Accreditation Report

Kings Chapel Elementary School

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Finally, a safe secure and nurturing environment is established for staff, students and parents by monthly review of our safety plan, student handbook, and emergency drills. More than 10 extracurricular activities are available for students to participate in after school. Numerous opportunities exist for parents to also participate in family involvement activities such as math nights, read-ins, math treasure hunts, a CRCT night, a technology in the classroom day, how to help with homework, and more.

Kings Chapel does provide a challenging high quality education daily and is a premiere learning environment due to our shared beliefs, professional attitudes, sound structures, and parent and student support.

## **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.**

Multiple achievements have been made at KCES. For the past 7 years, we have been named a Title One Distinguished School and have made AYP through 2011. Small but important achievements would include the successful implementation of RTI, standards based classrooms, SMART technology and the common core. The staff has worked tirelessly to ensure quality instruction for all students. Teachers have spent a great deal of time in professional learning and in planning for excellent teaching and learning on a daily basis.

At the time when ARRA funds were available, KCES had a custom made Family Living Center designed for our special needs students. The FLC allows students hands on instructional experiences through cooking, cleaning and organizing. This center has also been instrumental in allowing all students the opportunity to learn in a real life environment.

Specific student achievements that have made us very proud are having the system wide winner for the gifted oratorical contest, the runner up in the system wide spelling bee, the FOCUS t-shirt design winner, and the Fair Bear essay winner. Individual students have also gained achievement in areas such as animal shows, 4-H, sport races, and city/county athletics.

Additional extracurricular activities have also been added to provide additional and varied activities for students. New clubs are the Fitness club, boom whacker band, chess club, Friends for Change (recycling) the cooking club, and a dance team.

The staff at Kings Chapel recognizes the need for continuous improvement. Although RTI, SBC, Smart and the common cores are notable achievements, they also continue to be areas that need further improvement or enhancement. New and specific areas of improvement to be addressed are The Georgia Student Growth Model and putting structures in place to guarantee student growth each year. There is a continued need for improvement for tier two and three interventions to be discovered and utilized. Teachers will continue to work toward successful implementation of TIENET. We need to further improve on more training for specialist like PE, art, music and have more opportunities for cross grade level collaboration and peer-to-peer observations.

## **Additional Information**

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

The Kings Chapel community is proud of our school. We are proud of the school climate that promotes positive relationships among each of us. This is exemplified in current and past school themes: we're all in this together; the best school year ever, lights, camera, action... it's going to be an academy award winning year, and there's no place like... Kings Chapel. This positive school climate is both professional and personal in nature. Faculty members respect each other's expertise and experience, and work collaboratively to do what is best for students. The principal and assistant principals allow for shared leadership between administration and faculty which promotes continued professional growth. This is directly tied to our students' success. When tragedy struck recently, the staff immediately came together giving money for a teacher to make a next day flight to Puerto Rico at the cost of around \$1,000 collected in a day. Then just months later when a staff member's spouse was undergoing cancer treatments the staff provided childcare, meals, gas money, and much more for an extended time to this family. Each year KCES is awarded \$500-\$1000 from the Balvaunaca Club to establish a fund to assist our student families when they are in need. Through this partnership we have assisted families with medical expenses, destroyed homes and other daily living essentials. This sense of caring and giving is also evident in our students and their families. For the 100th day of school this year they donated more than 500 games, puzzles, books, crayons and more for Timmy's Playroom in Jacksonville, Florida, which makes dreams come true for critically ill children. Our families, along with us, participate yearly in Relay for Life, canned food drives, coat recycling, and other community-based service projects.

And finally, we are proud and very thankful for our parents who send their children to school on time daily with a positive and eager attitude toward learning. These same parents volunteer countless hours to assist KCES in being the premier learning environment we want to be. Kings Chapel, where dreams begin, grow and come true.

# **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"> <li>•Minutes from meetings related to development of the school's purpose</li> <li>•Survey results</li> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Communication plan to stakeholders regarding the school's purpose</li> <li>•Documentation or description of the process for creating the school's purpose including the role of stakeholders</li> <li>•Purpose statements - past and present</li> </ul>	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"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•Survey results</li> <li>•The school's statement of purpose</li> </ul>	Level 3

## Accreditation Report

Kings Chapel Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a 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"><li>•Survey results</li><li>•The school data profile</li><li>•Agenda, minutes from continuous improvement planning meetings</li><li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li><li>•The school continuous improvement plan</li></ul>	Level 3

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

AREA OF STRENGTH: RANK 3 (1.1, 1.2 and 1.3)

The committee found strength on all 3 indicators. The first strength is the school's engagement of a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. Another strength is the school leadership and staff's commitment to a culture that is based on shared values and beliefs about teaching and learning, and supporting challenging learning experiences. The commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making and 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. Grade level meetings, monthly planning meetings, and lesson plans show a shared commitment by school leadership and staff to high expectations for professional practice. Another noted strength is in the area of implementation of a documented, systematic continuous improvement process, in which all stakeholder groups are engaged, for improving student learning and the conditions that support learning. 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. All 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 regularly. Documentation that the process yields improved instruction and higher student achievement is available and communicated to stakeholders.

ACTIONS TO SUSTAIN AREAS OF STRENGTH:

In order to sustain a strong commitment to challenging equitable educational programs and learning experiences for all students, the

## Accreditation Report

Kings Chapel Elementary School

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committee recommends continued professional development on common core and RTI to address individual student needs, continued accountability through formal teacher evaluations, e-walks, and lesson plan checks. Also, continuation of grade level meetings and monthly planning times are recommended.

To sustain strength in the area of a continuous improvement process the committee recommends continued yearly review of the School Improvement Plan, continued cooperative planning and data analysis, and continued analysis of various types of assessment data such as CRCT, HCLI, Classworks and benchmark tests to guide instruction.

The Committee recommends including a student on the school council to more fully represent all stakeholders.



## Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•Communications to stakeholder about policy revisions</li> </ul>	Level 3

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

# Accreditation Report

Kings Chapel Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Survey results regarding functions of the governing body</li> <li>•Agendas and minutes of meetings</li> </ul>	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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none"> <li>•Examples of collaboration and shared leadership</li> <li>•Survey results</li> <li>•Examples of decisions aligned with the school's statement of purpose</li> <li>•Examples of decisions in support of the school's continuous improvement plan</li> </ul>	Level 4

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"> <li>•Minutes from meetings with stakeholders</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	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"> <li>•Governing body policy on supervision and evaluation</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	Level 3

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

### AREAS OF STRENGTH: Rank 3

The committee ascertained strengths on all six indicators. Strengths were found in the governing body operating responsibly and functioning effectively (2.2), establishing policies that ensure effective administration (2.1), and ensuring school leadership has the autonomy to meet goals for achievements and instructions to manage day-to-day operations effectively (2.3). In addition, leadership and staff foster a culture consistent with the school's purpose and direction (2.4) and engages stakeholders effectively to support the purpose and direction (2.5). Lastly, leadership and staff use processes for supervision and evaluation that result in improved professional practice in student success (2.6). 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, and it complies with policies, procedures, laws, and regulations and functions as a cohesive unit. Governing body members participate in a systematic, formal, professional development process regarding the roles and responsibilities of the governing body and its individual members. 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. 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 at the school, and it maintains a distinction between its role and responsibilities and those of school leadership. 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. 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. 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.

### ACTIONS TO SUSTAIN AREAS OF STRENGTH:

In order to sustain growth, in promoting and supporting student performance at the school level, the committee recommends continued cooperative analysis of student achievement data through formative and summative assessments to promote academic growth in all students. It is recommended that ownership of learning continue to be encouraged through professional development opportunities offered at the school and district levels. In order to maintain and strengthen a strong sense of community, the committee recommends the continued offering of different opportunities for school involvement, including volunteering, school-sponsored workshops and social events, and the availability of different resources on the school website.

### 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: 3.0

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

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	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"> <li>•Curriculum guides</li> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Surveys results</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> </ul>	Level 3

# Accreditation Report

Kings Chapel Elementary School

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

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

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

# Accreditation Report

Kings Chapel Elementary School

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

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process</li> </ul>	Level 4

# Accreditation Report

Kings Chapel Elementary School

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"> <li>•Curriculum and activities of formal adult advocate structure</li> <li>•Master schedule with time for formal adult advocate structure</li> </ul>	Level 3

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

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

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> </ul>	Level 2

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

### AREAS OF STRENGTH: RANK 3 and 4

The committee found strengths in the areas of planning, curriculum (3.1, 3.2), instructional strategies (3.3, 3.4), supporting student learning and mentoring programs (3.5, 3.6, 3.7, 3.8, 3.9) school-wide grading and reporting (3.10), and staff professional learning (3.11). Experiences in each class allow students to develop learning, thinking and life skills and prepares them for success at the next level. Like classes have equivalent learning expectations. Some learning activities are individualized. School personnel use a process to adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment with the school's goals. The process has guidelines to ensure that the school's purpose is maintained and enhanced. Students are required to use collaboration, self-reflection, and development of critical thinking skills. Teachers individualize strategies and interventions to meet each child's needs. These strategies require students to apply knowledge and skills, integrate content and skills, as well as use technologies. School leaders monitor practices through procedures beyond the physical classroom setting to ensure that they: 1) are aligned with the school's values and beliefs; 2) are teaching the curriculum; 3) are engaged with all students; and 4) use content-specific standards of professional practice. School staff has been trained to participate in collaborative learning communities that meet informally and formally across grade levels and content areas to implement a process that promotes discussion about learning. Collaboration causes improved results in instructional practice and student performance. Teachers use a process that informs students of learning expectations and standards of performance. Exemplars are often provided. The process includes multiple measures to inform the ongoing modification of instruction, provide data for curriculum revision, and give students feedback. Programs that engage families in their children's education are implemented. Personnel regularly inform families of their children's learning. Personnel participate in a structure that allows them to build relationships with individual students. All students participate in the structure which allows school employees to gain insight and serves as an advocate for them. Teachers use common grading and reporting processes that represent each student's content knowledge and skills. These processes are implemented across grade levels and courses. Stakeholders are aware of the processes which are regularly evaluated. Staff members participate in a professional learning program that is aligned with the school's purpose and direction and builds capacity among all staff.

### ACTIONS TO SUSTAIN AREAS OF STRENGTH:

In order to sustain growth in curriculum, instructional design, and assessment practices, the committee recommends the continued use of data to plan extension classes and to appropriately place students in a setting which most benefits them. The RTI process will continue to be the model through which teachers analyze data to determine areas of concern, guide instruction, and ensure the needs of students are met. Additionally, the committee recommends the continued use of training and updated guidance so that quality programs are offered to families.

### AREAS IN NEED OF IMPROVEMENT: RANK 2

The committee identified a weakness in the area of providing and coordinating learning support services to meet the unique learning needs of students (3:12). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.

### PLANS TO IMPROVE:

As a means to facilitate the improvement of providing and coordinating support services to meet the unique learning needs of students, the committee recommends personnel take professional learning courses to become familiar with learning styles, multiple intelligences, and personality type indicators.





### Standard 4: Resources and Support Systems

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

Overall Rating: 3.43

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•Records of depreciation of equipment</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> </ul>	Level 3

# Accreditation Report

Kings Chapel Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"><li>•Budget related to media and information resource acquisition</li><li>•Survey results</li><li>•Data on media and information resources available to students and staff</li><li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Policies relative to technology use</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•Student assessment system for identifying student needs</li><li>•Agreements with school community agencies for student-family support</li><li>•Survey results</li><li>•Social classes and services, e.g., bullying, character education</li><li>•List of support services available to students</li></ul>	Level 4

# Accreditation Report

Kings Chapel Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic 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 all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"><li>•List of services available related to counseling, assessment, referral, educational, and career planning</li><li>•Survey results</li><li>•Budget for counseling, assessment, referral, educational and career planning</li><li>•Description of IEP process</li><li>•Description of referral process</li></ul>	Level 4

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

Standard 4: Resources and Support Systems

AREAS OF STRENGTH: Rank 4 (4.6, 4.7) and 3 (4.1, 4.2, 4.3, 4.4, 4.5)

The committee identified strengths in the support of the school's purpose and direction with a sufficient number of qualified professional and support staff (4.1), sufficient instructional time, and sufficient material and fiscal resources (4.2). The school maintains facilities to provide a safe, clean, and healthy environment for students and staff (4.3). Students and personnel use of a range of media and information resources (4.4), and the technology infrastructure supports the school's teaching, learning, and operational needs (4.5). More strengths include services to meet the physical, social, and emotional needs (4.6), along with services that support the counseling, assessment, referral, and educational needs of students (4.7). Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction. School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with all 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 to continuously improve these conditions and the results of the improvement efforts are evaluated. Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information. The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure. School personnel implement a clearly defined process to determine the counseling, assessment, referral, and educational needs of all students and provide or coordinate programs necessary to meet the needs of all students. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of students. School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, and educational planning needs of all students. School personnel provide or coordinate programs necessary to meet

## Accreditation Report

Kings Chapel Elementary School

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the needs of all students and valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.

### ACTIONS TO SUSTAIN AREAS OF GROWTH:

In order to sustain growth in providing services that support the purpose and direction of the school to ensure success for all students, the committee recommends the continued use of board policy in hiring. Scheduling with uninterrupted instructional time will remain a continued priority. In addition, implementation of new technology and resources in the Media Center will be maintained. The school will continue to provide support services to meet the physical, social, and emotional needs, as well as, continue to provide services that support the counseling, assessment, referral, educational, and career planning needs of all students.

### AREAS IN NEED OF IMPROVEMENT:

None

## 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: 3.4

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

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	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"> <li>•Survey results</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> </ul>	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.	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> </ul>	Level 4

# Accreditation Report

Kings Chapel Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"><li>•Evidence of student readiness for the next level</li><li>•Evidence of student growth</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"><li>•Minutes of board meetings regarding achievement of student learning goals</li><li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li></ul>	Level 4

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

Standard 5: Using Results for Continuous Improvement

AREAS OF STRENGTHS: RANK 4(5.3) and 4 (5.5)

The committee found strengths in the school's commitment to ensure that professional and support staff are trained in the evaluation, interpretation and use of data (5.3). Another strength is the leadership's monitoring and communicating comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders (5.5). All professional and support staff are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data. 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 in appropriate degrees of sophistication for all stakeholder groups.

ACTIONS TO SUSTAIN AREAS OF STRENGTH:

In order to maintain and continue growth in using a comprehensive assessment system, the committee recommends the Leadership Team continue to provide training for all professional and support staff in the evaluation, interpretation and use of data. The leadership will continue to communicate to all stakeholders in regards to information about student learning, conditions that support student learning, and the achievement of school improvements goals.

AREAS IN NEED OF IMPROVEMENT: RANK 3 (5.1), 3 (5.2), and 3 (5.4)

The committee determined areas of weakness in the school for establishing and maintaining a clearly defined and comprehensive student assessment system (5.1) and professional support staff continuously collecting, analyzing, and applying learning from a range of data sources (5.2). An additional area of growth is the school's engagement in a continuous process to determine verifiable improvement in

student learning, including readiness and success at the next level. School personnel use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. 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.

### PLANS TO IMPROVE:

In conjunction with the HCBOE, KCES is currently implementing Standards Based classrooms and using formative and summative assessments aligned with Common Core Georgia Performance Standards to plan and adjust instruction based on assessment results. With implementation of the CCGPS, KCES will need to develop and utilize common assessment in all subject areas to determine student learning. With this data and data from other data sources, KCES will be able to compare student data and examine trends that provide a comprehensive and complete picture of student learning, instruction, and the effectiveness of the programs. To further meet the needs of all our students, more Tier II and Tier III interventions will be used to address students specific weaknesses to ensure that progress is evident or that a change in intervention is necessary due to lack of progress.

Professional and support staff are currently being trained in the implementation of the Common Core Georgia Performance Standards and how to plan instructional opportunities that maximizes student learning . This on-going training will continue throughout the 2012-13 school year during grade-level collaborations, school wide and system- wide professional learning. Next, professional and support staff will receive further training in evaluation, interpretation, and use of data to determine verifiable and significant improvement in student learning through weekly grade-level team meetings and monthly professional learning days. Additionally, system-wide professional learning will be provided for all special area teachers (P.E., Music and Art) to participate in trainings specific to their area of expertise during the 2013-14 school year.



## Early Learning Standard 4: Resources and Support Systems

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

Overall Rating: 3.68

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

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

**Accreditation Report**

Kings Chapel Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The school employs qualified assistant teachers for each position to support the school's purpose, direction, and the educational program.	All assistant teachers have a High School Diploma/GED or higher or the country's equivalent credential and meet the state/governmental requirements for staff credentials for the position and have 2 years verifiable early childhood work experience. A documented plan for meeting this expectation within a 1-year timeframe is acceptable.	•Personnel evaluation forms	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The school maintains a class-size and ratio of young children to teachers that support the care and developmentally appropriate learning, growth, and development of young children.	<p>For infants up to 12 months, the school maintains a maximum group size of 6 and a maximum teacher to student ratio of 1:3.</p> <p>For toddlers ages 12 to 18 months, the school maintains a maximum group size of 10 and a maximum teacher to student ratio of 1:5.</p> <p>For young children ages 18 to 24 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 24 to 36 months, the school maintains a maximum group size of 12 and a maximum teacher to student ratio of 1:6.</p> <p>For young children ages 36 to 48 months, the school maintains a maximum group size of 20 and a maximum teacher to student ratio of 1:10.</p> <p>For young children ages 48 to 60 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For Kindergarten or young children ages 60 to 72 months, the school maintains a maximum group size of 24 and a maximum teacher to student ratio of 1:12.</p> <p>For all age ranges of young children, the school meets state licensure requirements for group size and student-to-adult ratios.</p>	•Policies that require relevant and related trainings	Level 4

**Accreditation Report**

Kings Chapel Elementary School

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

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

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The school regularly assesses and maintains all indoor spaces to be accessible to all young children and adults; ventilated, lighted, and temperature-controlled; and the spaces that primarily serve each age-group of young children have direct access to bathroom/washing facilities, sinks, and drinking water.	The school meets the expectation. For example, multiple classrooms serving a particular age-group of children may share bathroom/washing facilities, sinks, and access to drinking water. The school is temperature controlled.	<ul style="list-style-type: none"> <li>•Written health and safety policies</li> </ul>	Level 3

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"> <li>•Documentation of emergency procedures such as fire drills and evacuation routes</li> </ul>	Level 3

**Accreditation Report**

Kings Chapel Elementary School

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 exceeds the expectation. For example, each classroom/learning space has substantial furniture, equipment, and resources to meet individual student needs and 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 every child. Separate tables are used for eating and working. Multiple work/learning equipment is available within each classroom, i.e. tables, sand/water table, and easel. All furniture, equipment, and resources are in constant excellent repair.	•System for maintenance requests	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.11	Indoor and outdoor equipment are safe, available to all young children, are developmentally appropriate for the age-group, have appropriate surfaces to support a variety of types of learning and play, and have impact material under all climbing equipment and swings.	The school meets the expectation. For example, all outdoor/indoor equipment is safe, effectively organized, has hard and soft surfaces, and maintains adequate impact material under all climbing equipment and swings. Some equipment is specifically designed to support key aspects of children development and learning. Different age-groups of children may share some indoor/outdoor equipment.	•System for maintenance requests	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.12	Each classroom/learning space has multiple learning/interest centers that are organized for independent use by young children, that support the learning activities of the instructional program and the creativity of young children, and that are well equipped with materials supportive of the purpose of each learning/interest center.	The school exceeds the expectation. For example, each classroom/learning space has multiple learning/interest centers accessible and organized for independent use by all children served by that classroom/learning space and that support the current learning activities in addition to supporting young children's spontaneous exploration and creativity with experiences beyond current learning activities. Each center is well equipped for its purpose and enhanced with a variety of innovative materials.	•Curriculum standards, guides, expectations	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.13	Each classroom/learning space provides all children with safe and comfortable/cozy areas to relax, rest, or sleep that are continuously supervised by adults at all times.	The school exceeds the expectation. For example, the school provides for each child's comfort. There are constant opportunities to meet each child's need for relaxation, rest and/or sleep. All children are supervised at all times.	•Curriculum standards, guides, expectations	Level 4

**Accreditation Report**

Kings Chapel 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.	All children and school personnel have access to an exceptional collection of interactive media and information resources necessary to achieve the educational program's goals and objectives. Qualified personnel in sufficient numbers are available to assist children and school personnel in learning about the tools and locations for finding and retrieving information.	•Technology and interactive media inventory	Level 4

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 all stakeholders. School personnel develop assessments to collect data concerning needs and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Cyber-safety plan; policies and procedures •Hardware and software inventory	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.16	Each classroom/learning space has displays that are used effectively as a learning tool, are developmentally appropriate for the age-group, attractively presented, appropriate in content, portray the current learning activities, and showcase children's work and creativity.	The school exceeds the expectation. For example, all displays within each classroom/learning space are appropriate in content for the age-group and relate to current learning activities. The displays are located at levels where children can easily see them, are substantially child-created, and include examples of children's creative work beyond specified learning activities. All children have examples of their individual work displayed within their learning environment. Staff changes the materials for each theme/unit.	•Curriculum standards, guides, expectations	Level 4

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.	•Special classes/activities for children with disabilities •Assessment system for identifying children's needs •Social classes and services, e.g., bullying, character education •Lists of support services available to students	Level 3

**Accreditation Report**

Kings Chapel Elementary School

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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 exceeds the expectation. For example, strict sanitary conditions for diapering and toileting are easily maintained through access to sinks and surfaces that are not shared for food preparation and diapering. Resources are constantly available for sanitizing all spaces directly touched by children and adults. Each classroom has child-sized toilets and sinks and individual storage spaces for each child's personal supplies. Child-sized eating utensils and other developmentally appropriate culinary utensils are available to all children. Children have access to a well-balanced and healthy diet according to state/governmental or other widely accepted nutrition guidelines that include cultural and dietary restrictions. The school has clear policies and guidelines on the use, storage, and administration of medications.	•Handbooks, procedures	Level 4

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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 exceeds the expectation. For example, each child is greeted warmly upon arrival and bid farewell upon departure by caring adults having primary responsibility for the care and education of the child. Parents/family consistently take their children into the classroom upon arrival and pick up their children from the classroom upon departure. Parents and staff communicate daily regarding the education, care and/or well-being of the child.	•Handbooks, procedures	Level 4

<b>Indicator</b>	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
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.	•Description of referral process	Level 3

## Accreditation Report

Kings Chapel 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 exceeds the expectation. For example, all staff members continuously create a climate of acceptance and respect of all other staff and young children. All staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff member(s) sit and eat with children during all meal times modeling appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child.	•Code of conduct	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.22	All indoor and outdoor spaces are free from hazards and dangerous circumstances for young children and adults, and adults actively remove and resolve hazardous conditions as they may occur.	The school exceeds the expectation. For example, procedures are in place to inspect all indoor and outdoor spaces each day to ensure all spaces are free from hazards and dangerous circumstances. Indoor and outdoor spaces for each age-group are purposefully designed and arranged for that age-group 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 exceptionally rare.	•Safety handbooks, guidelines, procedures, expectations	Level 4

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

AREA OF STRENGTH: RANK 3 (1.1, 1.2 and 1.3)

The committee found strength on all 3 indicators. The first strength is the school's engagement of a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. Another strength is the school leadership and staff's commitment to a culture that is based on shared values and beliefs about teaching and learning, and supporting challenging learning experiences. The commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making and 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. Grade level meetings, monthly planning meetings, and lesson plans show a shared commitment by school leadership and staff to high expectations for professional practice. Another noted strength is in the area of implementation of a documented, systematic continuous improvement process, in which all stakeholder groups are engaged, for improving student learning and the conditions that support learning. 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. All 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 regularly. Documentation that the process yields

improved instruction and higher student achievement is available and communicated to stakeholders.

**ACTIONS TO SUSTAIN AREAS OF STRENGTH:**

In order to sustain strength of the commitment to challenging equitable educational programs and learning experiences for all students the committee recommends continued professional development on common core and RTI to address individual student needs, continued accountability through formal teacher evaluations, and lesson plan checks. Also continuation of grade level meetings and monthly planning times are recommended.

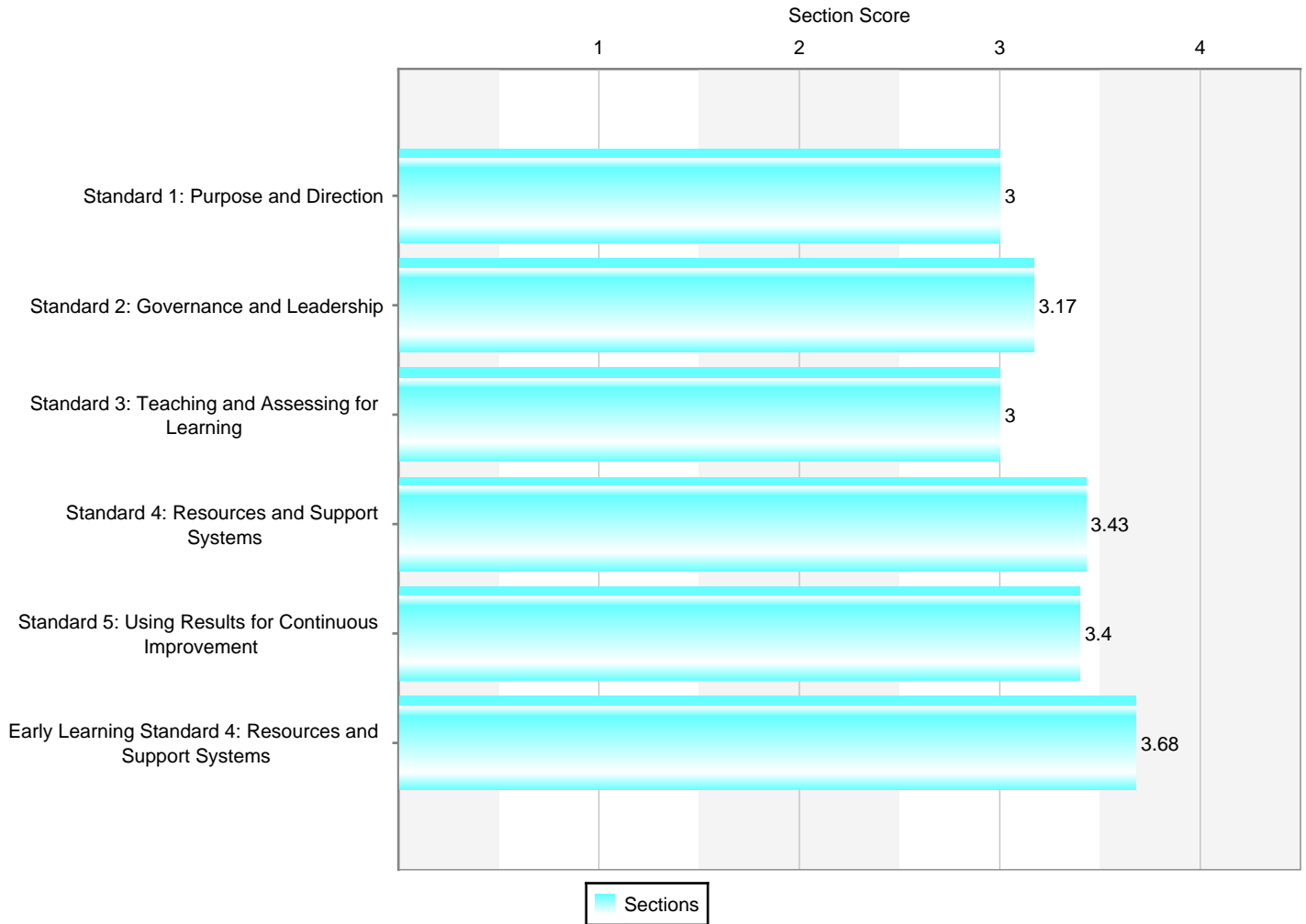
To sustain strength in the area of a continuous improvement process the committee recommends continued yearly review of the School Improvement plan, continued cooperative planning and data analysis, and continued analysis of various types of assessment data such as CRCT, HCLI, Classworks and benchmark tests to guide instruction.

The Committee recommends including a student on the school council to more fully represent all stakeholders.



## 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**

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	<p>In reviewing all stakeholder surveys for KCES, there were several areas with high levels of satisfaction. Analysis of the parent, staff and student surveys revealed the highest responses were in the Purpose/Direction and Using Results for Continuous Improvement.</p> <p>All stakeholders identified several attributes positively in The Purpose and Direction category. Students said that they are learning new things that will help them on a daily basis. Also, they said that the principal and teachers want every student to learn. According to parents, the school's purpose statement is clearly focused o</p>	Stakeholder Feedback Data Document

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## Areas of Notable Achievement

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

In reviewing all stakeholder surveys for KCES, there were several areas with high levels of satisfaction. Analysis of the parent, staff and student surveys revealed the highest responses were in the Purpose/Direction and Using Results for Continuous Improvement.

All stakeholders identified several attributes positively in The Purpose and Direction category. Students said that they are learning new things that will help them on a daily basis. Also, they said that the principal and teachers want every student to learn. According to parents, the school's purpose statement is clearly focused on student success for all at KCES. Goals and plans for improving student learning are established through deliberate and strategic instruction specific to ensuring success for all students. Likewise, teacher surveys indicate that our school's purpose statement is clearly focused on student success and is the basis of what we do at Kings Chapel Elementary. Shared values and beliefs that guide our decisions with a continuous improvement plan based on data, goals, actions and measures for growth keeps our instruction focused on our students and their individual needs.

In the Resources and Support Services category, all stakeholders identified several categories positively. Students said that the principal and teachers help me to be ready for the next grade. They also tell the students when they do good work and encourage them daily. Parents supported this by high ratings in the category of administrators and teachers monitor and inform them of the child's progress. Finally, all three stakeholder groups identified that technology supports student learning at our school and we provide a safe learning environment. Also, students believe that their learning is supported by clean facilities and having many places to learn such as the library.

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

The above findings are consistent with data reviewed annually. Data sources reviewed include all stakeholder surveys conducted in 2012-2013. Houston County School District has not systematically administered surveys to all stakeholders over a period of time; therefore, this data should be considered baseline data for future additional trend identification.

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

Many achievements were noted at Kings Chapel according to parents' surveys. The school's purpose statement is clearly focused on student success, and the school has high expectations for students in all classes. There is effective communication about the school's goals and activities. Teachers report on students' progress in easy to understand language. Students know the expectations for learning in all classes. The school provides qualified staff members to support student learning and a safe learning environment. The school ensures that the facilities support student learning. The students have administrators and teachers that monitor and inform parents of students' learning progress.

According to the student surveys, there were notable achievements identified. The principal and teachers want every student to learn. The students are learning new things that will help them. The teachers help students learn things they will need in the future, and teachers use different activities to help students learn. Teachers tell students how they should behave and do their work. The teachers care about students, and the school has many places where students can learn, such as the library. The school has computers to help students learn. The principal and teachers help students to be ready for the next grade.

Early elementary students identified several areas of notable achievements. For example, teachers want students to learn. The teachers

## Accreditation Report

Kings Chapel Elementary School

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want students to do their best. The students learn new things in school and feel safe at school. Teachers tell students when they do good work.

The staff identifies several areas of achievement. For example, the school's purpose statement is clearly focused on student success, and the school has a continuous improvement process based on data, goals, actions, and measures for growth. The school's leaders support an innovative and collaborative culture. School leaders expect staff members to hold all students to high academic standards. The school's leaders hold all staff members accountable. At Kings Chapel, all staff members participate in continuous professional learning based on identified needs of the school. The school provides qualified staff members to support student learning. The school provides instructional time and sufficient material resources to support the school's goals and priorities including student needs. The school maintains facilities that support student learning.

## **Areas in Need of Improvement**

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

The review and analysis of stakeholder surveys indicated there is almost no level of dissatisfaction with Kings Chapel Elementary. Only 2.35% of students do not agree in the category of Continuous Improvement, specifically in the area of being asked by their teacher/principal what they think about school. Our parent averages show no real weakness, with Governance and Leadership (4.2) and Resources and Support (4.2) as the lowest ranked. However these were ranked the highest by the staff.

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

The above findings are consistent with data reviewed annually. Data sources reviewed include all stakeholder surveys conducted in 2012-2013. Houston County School District has not systematically administered surveys to all stakeholders over a period of time; therefore, this data should be considered baseline data for future additional trend identification.

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

The school must be able to effectively articulate the resources and support systems that we do have in place for our students as well as being more transparent in the area of governance and leadership. This can best be done utilizing facebook, the school webpage, school newsletter, school messenger and discussing it at parent conferences and workshops.

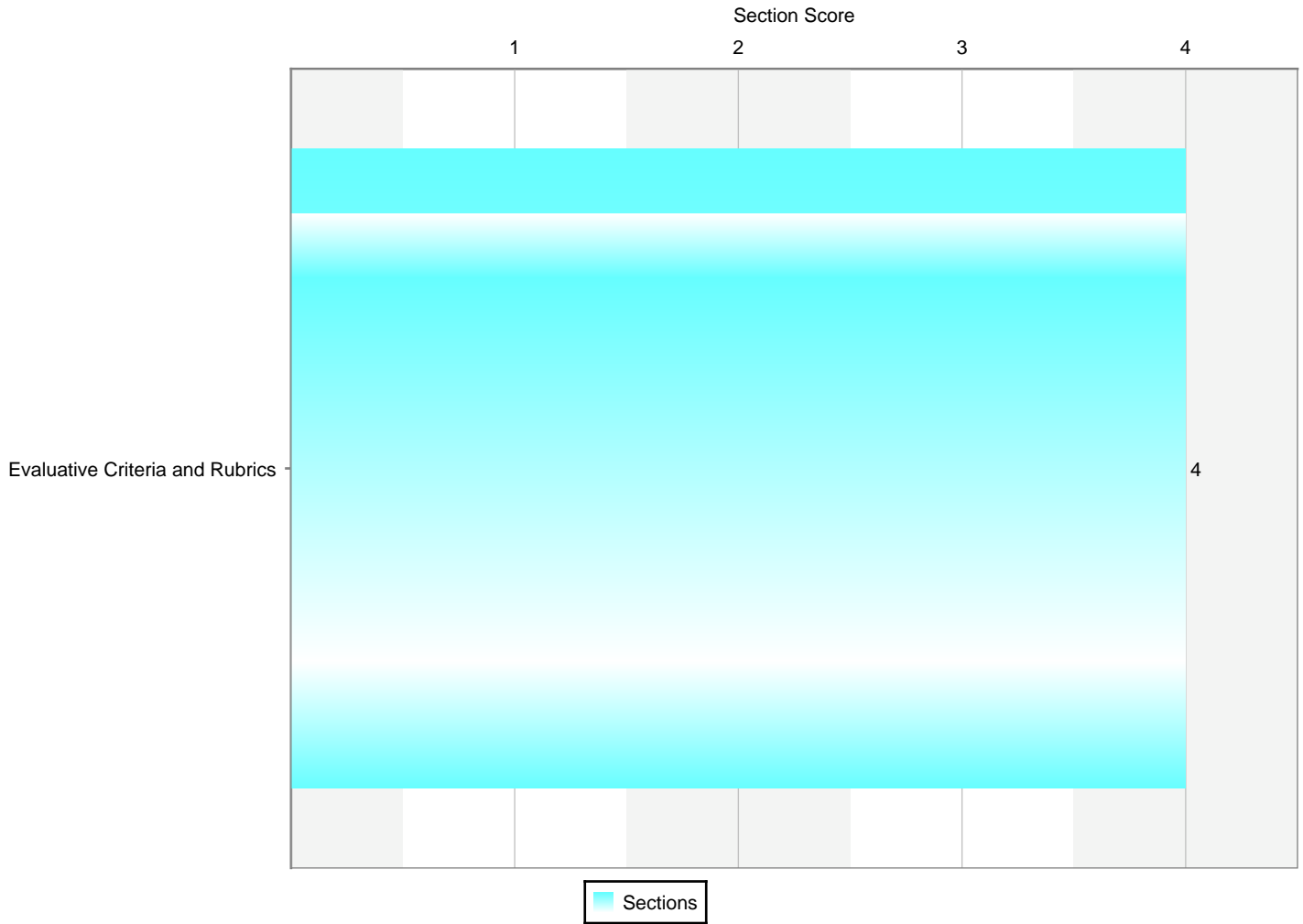
### **Which of the above reported findings are consistent with findings from other stakeholder feedback sources?**

On the Title 1 survey parents expressed mild concern about not receiving information regarding the CCGPS (89.8) and about not being able to understand the title one information- the Parent Improvement Plan and Compact. We have a specific parent meeting yearly to discuss each of these topics. Parents want additional help with helping their child with homework and more resources for the math CCGPS. Our custodians, cafeteria staff and faculty will improve in the area of building cleanliness by having the custodians meet with the assistant principal for discipline for monthly discussions. Teachers and administrators will do cleanliness walkthrough monthly. Finally, on all surveys, it was evident that the staff is doing an excellent job at Kings Chapel and that all stakeholders agreed on that.



## 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

<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
Did you complete the Student Performance Data document offline and upload below?	Yes		Student.data.kces

## 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?

All students are at 90 percent or better in reading, language arts, science and social studies in grade 3. All students passed the reading portion of the CRCT. In 4th grade 90 percent or more students met expectations in all areas. Reading and English were as high as 97 percent. 5th grade reading, ELA and math were all 94 percent and above.

100 percent of AA met expectations in 4th grade reading and 91 percent in ELA.

In 5th grade 100 percent of SWD, EI and AA met expectations on the ELA portion of the CRCT and 90 percent or better met ELA.

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

3rd grade: Scores increased in the following areas, Reading- all groups; ELA EL students, Science- all students and AA students, Social studies- all students, ELL and AA students.

4th grade: Scores increased in the following areas, Reading SWD and AA students, ELA- SWD and EL students, Math- all students, SWD, and EI students, Science increased with all student groups and did social studies.

5th grade: Scores increased in the following areas, Reading- all students, SWD EI and AA students. ELA, EI and AA students, Math-all student groups, Science- SWD, and EL students, Social Studies- SWD and EI students

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

Reading, ELA, Math (4th-5th only) are all areas of high performance with science and social studies being high in 3rd and 4th grade

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

SWD, EL, and AA students all showed a trend toward increased performance in multiple areas this year

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

3rd grade- AA students

4th grade- SWD, EL, AA students

5th grade- SWD, EI, AA students

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

5th grade Writing scores and Reading/ELA in 5th grade are consistent

## Areas in Need of Improvement

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

3rd grade-math, science  
4th grade- science and social studies  
5th grade- science, social studies

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

There are no significant negative trends but data does show CRCT scores decreased somewhat in:

3rd grade- SWD in ELA, math, science and social studies and EI students in math  
4th grade-AA students in ELA and math  
5th grade-SWD in ELA,

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

3rd grade math and 4th and 5th grade science and social studies

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

SWD in some grades and in some areas but not in all

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

3rd grade SWD

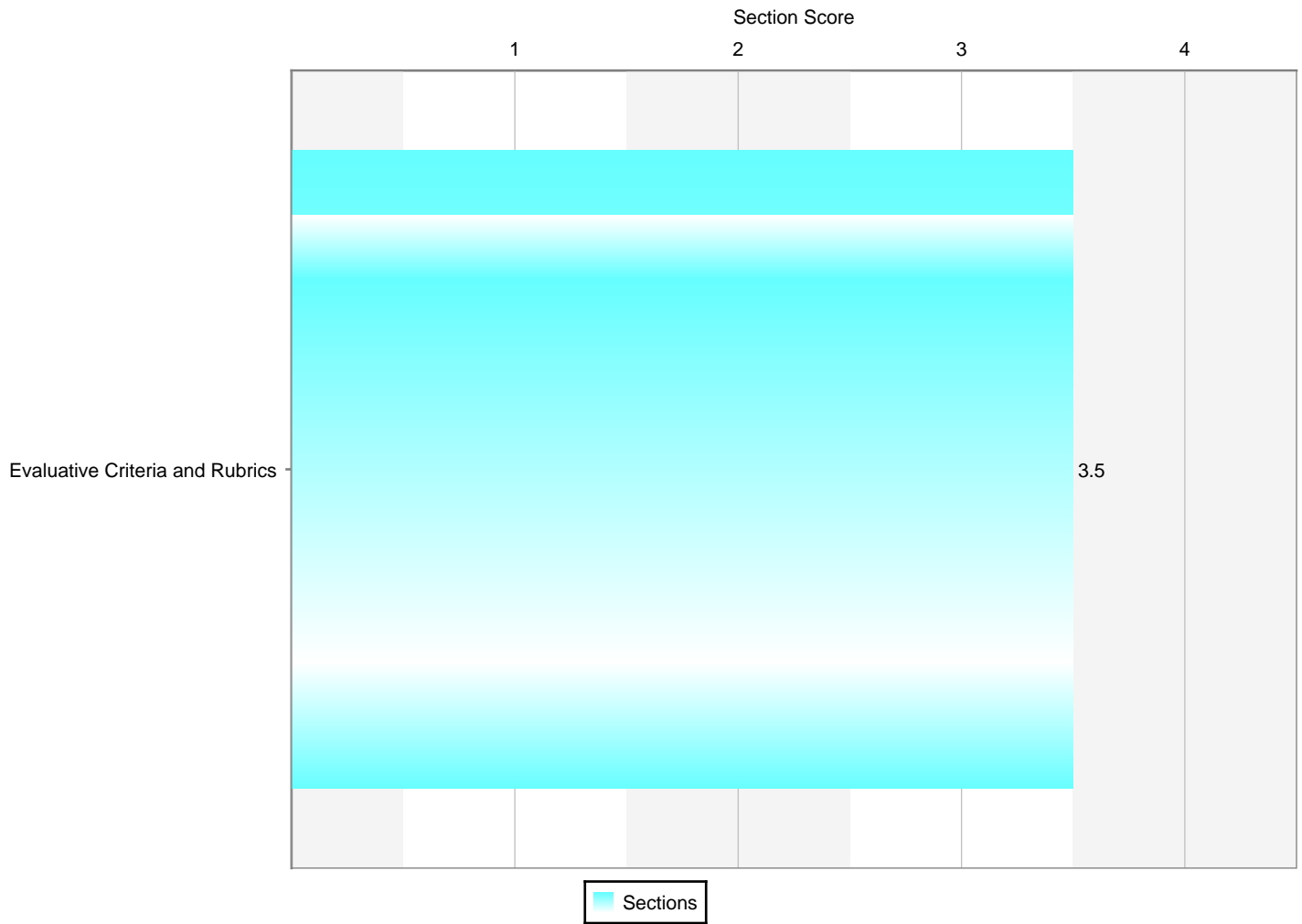
### Which of the above reported findings are consistent with findings from other data sources?

The drop in 3rd grade math scores was seen at many other Houston County schools as test was new and aligned to common core. 4th and especially 5th grade science and social studies scores are lower than other subject in many other HC schools



## 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

Assurance	Response	Comment	Attachment
The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
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, we certify the above assurance.		

Assurance	Response	Comment	Attachment
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 certify the above assurance.		

Assurance	Response	Comment	Attachment
The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes, we certify the above assurance.		

Assurance	Response	Comment	Attachment
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, we certify the above assurance.	See attachment	School Improvement Plan-KCES